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Moorhead State Teachers College

The Bulletin

Minnesota State Teachers Colleges in Transition

BY

PAUL HEATON

STATE TEACHERS COLLEGE

MOORHEAD, MINNESOTA

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FOREWORD

No other tax-supported agency responds more readily to social needs than do public institutions engaged in the education of teachers. Changes they have undergone constitute an unparalleled chapter in the history of American Education. The effort they have exerted and the success they have attained in providing qualified teachers for the public schools present an enviable record. Any retardation in the modification of their program to meet social needs has not been due to the colleges themselves but to the failure of the public to recognize their needs and to provide the support for the implementation of their program.

In order to interpret the Minnesota State Teachers Colleges to the profession and to the public, Dr. Paul Heaton of the Moorhead faculty was requested to make a study of recent developments in the teachers colleges of the State. He was partially relieved of his teaching load for the purpose of bringing together data bearing on current trends affecting the colleges. How well he has performed his task may be left to the judgment of those who read his report. In the opinion of the one who made the assignment, the study makes a fundamental contribution to an understanding of the state teachers colleges in Minnesota.

Those familiar with the evolution of state teachers colleges see unmistakable trends in their development. Dr. Heaton's study reveals the nature of some of those trends. Their implementation cannot be permanently restrained. The tide is coming in. Those who attempt to stay that tide must eventually beat a graceful retreat or run the risk of being swept back by the ever-rising currents.

— O. W. SNARR.

CHAPTER I

THE STUDENT BODY

The teachers colleges of Minnesota are the schools which are providing higher education for the girls and boys from farms and small towns. Figures from several studies indicate to what extent this is so. Questionnaires filled out by students in the teachers colleges of the state in 1935 indicated that 35.7 per cent came from farms and 27.1 per cent from places with a population of less than 2,500.[1] A study of "What Happens to High-School Graduates?" showed that in 1938 graduates who were children of farmers made up 39 per cent of the new freshman class in the teachers colleges, 18 per cent of the freshmen in the liberal arts colleges, and 13 per cent of the freshmen in the junior colleges.[2]

The results of a more recent investigation of the residence of the student body in the teachers colleges are shown in Table 1. Questionnaires were filled out by most of the students in each institution during the spring quarter of 1946. At Mankato, St. Cloud, and Moorhead about a third of all students came from farm homes; at Bemidji, about one-fourth; at Winona, about a fifth; and at Duluth, about one-eighth. Small towns of less than 2,500 population are represented by more than a fourth of the students in all the colleges. The students from farms and small towns together make up more than half the enrollment in all the colleges except Winona and Duluth. Mankato, St. Cloud, and Moorhead have many more students in the two-year program than Winona, Duluth, and Bemidji. In the former group of colleges about half the students in the two-year program come from farms and almost four-fifths from either farms or places with a population of less than 2,500.

According to the study of "What Happens to High School Graduates?" 25 per cent of the 1938 high-school graduates from schools outside Minneapolis, St. Paul, and Duluth who continued their schooling went to teachers colleges; 24 per cent of them went to liberal arts colleges; and only 17 per cent went to the University.[3] The University enrolls over half its new students from Minneapolis and St. Paul; in 1940-41, 1,176 came from these two cities as compared with 886 from all other high schools in Minnesota.[4] The liberal arts colleges likewise get a large proportion of their new students from

[1] Archie C. Clark, "The Status, Policies, and Objectives of Minnesota State Teachers Colleges," p. 99. Unpublished Doctor's thesis, Faculty of the School of Education, University of Southern California, 1941.

[2] G. Lester Anderson and T. J. Berning, "What Happens to High School Graduates?" *Studies of Higher Education,*" p. 30. Biennial Report of the Committee on Educational Research, 1938-1940, University of Minnesota, Minneapolis, Minnesota: University of Minnesota Press, 1941.

[3] *Ibid.*, p. 29.

[4] *The President's Report for the Years* 1940-1942, p. 77. The Bulletin of the University of Minnesota, Vol. XLV, No. 73. Minneapolis, Minnesota. University of Minnesota, 1942.

TABLE 1

RESIDENCE OF STUDENTS IN EACH MINNESOTA STATE TEACHERS COLLEGE

SPRING, 1946

Place of Residence	College											
	Winona		Mankato		St. Cloud		Moorhead		Duluth		Bemidji	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	All Students											
City over 5,000 or suburb....	102	45.9	91	37.8	103	30.3	85	30.9	165	70.8	71	36.6
Population 5,000-2,500....	15	6.7	17	7.1	29	8.5	27	9.8	6	2.6	7	3.6
Population 2,500-500.....	44	20.0	36	14.9	64	18.8	53	19.3	19	8.1	32	16.5
Population under 500..	17	7.6	16	6.6	33	9.7	23	8.4	9	3.9	34	17.5
Farm	44	20.0	81	33.6	111	32.7	87	31.6	31	13.3	50	25.8
No report	.....	.....	.....	.....	.....	.....	.....	.....	3	1.3	.....	.....
Total.....	222	100.0	241	100.0	340	100.0	275	100.0	233	100.0	194	100.0

TABLE 1—CONTINUED

Place of Residence	College											
	Winona		Mankato		St. Cloud		Moorhead		Duluth		Bemidji	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	Four-Year Students											
City over 5,000 or suburb ..	92	52.6	79	52.3	83	41.0	72	41.6	156	75.4	67	40.1
Population 5,000-2,500..	12	6.9	9	5.9	20	10.0	18	10.4	6	2.9	7	4.2
Population 2,500-500....	33	18.8	25	16.5	38	18.8	35	20.3	16	7.7	28	16.8
Population under 500 ..	14	8.0	8	5.3	19	9.4	7	4.0	5	2.4	27	16.2
Farm	24	13.7	30	20.0	42	20.8	41	23.7	22	10.6	38	22.7
No report	.....	.....	.....	.....	.....	.....	.....	.....	2	1.0	.....	.....
Total.....	175	100.0	151	100.0	202	100.0	173	100.0	207	100.0	167	100.0
	Two-Year Students											
City over 5,000 or suburb ..	10	21.3	12	13.3	20	14.5	13	12.7	9	34.6	4	14.8
Population 5,000-2,500..	3	6.4	8	8.9	9	6.5	9	8.8	.....	.....	.....	.....
Population 2,500-500....	11	23.4	11	12.2	26	19.0	18	17.7	3	11.5	4	14.8
Population under 500 ..	3	6.4	8	8.9	14	10.0	16	15.7	4	15.3	7	25.9
Farm	20	42.5	51	56.7	69	50.0	46	45.1	9	34.6	12	44.5
No report.....	.....	.....	.....	.....	.....	.....	.....	.....	1	4.0	.....	.....
Total.....	47	100.0	90	100.0	138	100.0	102	100.0	26	100.0	27	100.0

large cities and their suburbs. One of the leading liberal arts colleges in 1944-45 enrolled 69.5 per cent of its freshman class from other states; 14.6 per cent from Minneapolis, St. Paul, and Duluth; 11.4 per cent from other cities in Minnesota with a population over 2,500; and the remaining 4.4 per cent from smaller towns in Minnesota. Another liberal arts college, whose catalog gives the residence of members of the senior class only, enrolled 49.6 per cent of the members of this class from the other states, 9.4 per cent from the three largest cities of Minnesota, 21.4 per cent from other cities in this state with a population over 2,500, and 19.6 per cent from smaller places in Minnesota. It is apparent that these colleges serve quite a different population than do the teachers colleges of the state.

Even when the two foregoing liberal arts colleges draw students from the smaller towns, these students come largely from the more prosperous professional and business-class families in contrast to the children of farmers and working-class families who make up a large part of the 25 per cent of graduates outside the three largest cities going to teachers colleges. Table 2 presents the occupational pattern for the parents of students enrolled in the state teachers colleges. Table 3 shows the same data for two of the teachers colleges in comparison with the occupation of parents of students in the two liberal arts colleges.

TABLE 2

OCCUPATION OF PARENTS OF STUDENTS IN EACH MINNESOTA STATE TEACHERS COLLEGE
SPRING, 1946

Occupational Group	Per Cent of Parents					
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Professional and semi-professional	8.6	3.7	6.0	5.1	11.6	10.3
Proprietors, executives, managers, and officials	18.0	15.7	13.8	13.8	9.9	19.6
Clericals, sales	8.1	13.2	10.0	8.8	15.0	5.2
Crafts, skilled workers	15.8	10.8	14.4	18.5	29.6	17.0
Semi-skilled, unskilled	16.2	10.3	14.7	17.4	16.3	14.4
Farmers	25.2	43.5	36.7	33.5	11.2	27.3
Armed Forces	.4	.....	.....	.....	.4	.5
Retired	3.2	1.6	2.0	.7	.4	3.6
Not indicated	4.5	1.2	2.4	2.2	5.6	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

The fact that a large proportion of the students in the teachers colleges come from farm families appears in Table 2 as well as in Table 1. The only college in which this proportion is rather small is Duluth. The proportion of children of professional men is unusually low in the teachers colleges. Likewise the proportion of children of the business and managerial class is rather low. In all the colleges those students who are not from farm families are mostly from the working classes, and even in Duluth, where most of the students are from urban homes, they come from working-class families.

In Table 3 the foregoing information on the occupation of parents of students at St. Cloud and Duluth Teachers Colleges is compared with similar information taken from recent catalogues of the two leading liberal arts colleges of the state which were previously mentioned. St. Cloud was chosen as a representative teachers college as to the pattern of parental occupation, and Duluth was selected because it has more students from urban homes than the other teachers colleges. Nearly three-fifths of the students in College A and four-fifths of the students in College B are from professional and business classes. Probably a considerable proportion of the students from small towns are in these groups. On the other hand, only a fifth of the students at St. Cloud and Duluth are from these groups; the remaining students are largely from farms and working-class families.

TABLE 3

OCCUPATION OF PARENTS OF STUDENTS IN CERTAIN COLLEGES OF THE STATE

Occupational Groups	Per Cent of Parents			
	St. Cloud 1946	Duluth 1946	College A 1943-44	College B 1945
Professional and semi professional	6.0	11.6	19.3	30.0
Proprietors, executives, managers, and officials	13.8	9.9	39.1	51.2
Clerical, sales	10.0	15.0	2.1	6.6
Crafts, skilled workers	14.4	29.6	10.9	3.4
Semi-skilled, unskilled	14.7	16.3	4.0	.6
Farmers	36.7	11.2	24.3	3.1
Retired	2.0	.4	.....	5.1
Not indicated	2.4	5.6	.3	.....
Total	100.0	100.0	100.0	100.0

Students enroll in a teachers college for the most part because their homes are near the institution and because the cost of attendance is low. These two reasons are obviously closely related and are of major importance to those students who come from families with large numbers of children to educate. Clark found that in 1935 the median number of children in families of teachers college students was 4.12[1]. In Table 4 data from the recent questionnaires are presented to indicate the importance of various reasons listed for

[1] Clark, *op. cit.*, p. 98.

TABLE 4

FIRST REASON FOR CHOICE OF COLLEGE GIVEN BY STUDENTS IN EACH TEACHERS COLLEGE

Reason for Choice of College [a]	Number of Students					
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Near home	90	114	91	108	124	93
Low cost	45	43	47	36	32	29
Opportunity for individual development	30	29	61	53	22	26
High standards	18	13	89	28	27	7
Pre-professional credit	9	33	12	17	23	33
Job opportunities while in college	5	2	3	2	.....	.....
Job opportunities for graduates	3	2	15	8	1	.....
Friends attending	9	2	10	10	1	2
Faculty acquaintances	5	.....	5	2	1	2
Parents attended	3	2	4	4	.....	1
Other reasons	5	1	3	7	2	1
Total	222	241	340	275	233	194

[a] Reasons adapted from a list in a questionnaire for high-school graduates of June, 1938, compiled by the Committee on Educational Research of the University of Minnesota.

attending the teachers colleges. Several reasons were checked by each student in accordance with instructions to indicate the most important reason, the second most important, etc. Only the most important reason checked by each student is shown here although he may have checked "low cost" as second to "nearness to home." These two reasons accounted for about 60 per cent of the answers in all the colleges except those at St. Cloud and Moorhead. The other reasons which were frequently checked were the desire for the opportunity for individual development afforded by a smaller college and recognition of the high standards of the institution attended. These reasons were checked as being of most importance by a number of students in each college. St. Cloud students stand out particularly for their faith in the excellence of their own school. There was nothing in the list to cover such a reason as "desire to secure training for teaching" unless it was the reason "graduates of this school can easily find jobs." Since it may be assumed that a large number of the students in a teachers college plan to enter teaching as a profession, a statement regarding preparation for teaching was omitted in order not to detract from the distribution of answers on the other items.

Since the educational problems of former members of the Armed Forces might be somewhat different from those of other students their

replies are presented separately in Table 5. The replies for this group are quite similar to the replies of the group as a whole although the former members of the Armed forces are as yet somewhat less than one-fourth of the whole student body in the teachers colleges. About half of this group are attending teachers colleges because of nearness to home and economy. Others seek the opportunity for individual development offered by a small college. This group placed less emphasis on the excellence of the institutions attended and more emphasis on securing credit for transfer than did the student body as a whole.

TABLE 5

FIRST REASON FOR CHOICE OF COLLEGE GIVEN BY FORMER MEMBERS OF THE ARMED FORCES ATTENDING TEACHERS COLLEGE, SPRING, 1946

	Number of Students					
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Near home	30	27	21	22	27	31
Low cost	12	5	6	5	6	13
Opportunity for individual development	14	14	19	14	10	9
High standards	3	1	11	6	6	2
Pre-professional credit	4	21	7	11	11	27
Job opportunities while in college	1	....	....	....	....	....
Job opportunities for graduates	1	....	4	....	1	....
Friends attending	4	1	3	3	1	....
Faculty acquaintance	2	....	1	2	1	1
Parents attended	....	....	....	....	....	....
Other reasons	2	....	....	1	....	....
Total	73	69	72	64	63	83

The students from farms and small towns, who make up a large part of the enrollment of the teachers colleges, are graduates of small high schools. The size of the various high-school graduating classes represented by students at the teachers colleges in the spring of 1946 is shown in Table 6. The senior class in any high school usually represents somewhat less than 25 per cent of the high-school enrollment. When a high school has fifty or sixty graduates, its four-year enrollment is probably not greater than 250 or 300. Half the students in five of the teachers colleges came from schools which ranged from very small up to this size. The table shows that the students at Moorhead came from even smaller high schools than the students in the other teachers colleges. On the other hand, the students at Duluth came from much larger high schools than those at other teachers

TABLE 6

SIZE OF HIGH-SCHOOL CLASS FROM WHICH STUDENTS OF EACH STATE TEACHERS COLLEGE WERE GRADUATED

Size of Class	Number of Students					
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
1- 9	1	6	3	9	1	6
10- 19	18	35	26	43	6	32
20- 29	22	19	42	44	15	20
30- 39	35	31	29	30	6	11
40- 49	18	19	28	23	5	11
50- 59	10	19	23	6	8	13
60- 69	6	10	24	12	8	7
70- 79	1	12	16	6	5	3
80- 89	2	2	9	8	10	2
90- 99	3	2	12	2	6	....
100-109	2	7	9	10	1	5
110-119	2	3	4	1	3	2
120-129	5	2	3	13	1	1
130-139	2	....	3	6	1	1
140-149	4	2	2	1	1	....
150-159	6	6	7	3	1	24
160-169	4	5	6	....	3	2
170-179	1	13	1	5	....	1
180-189	1	5	3	2	....	1
190-199	5	3	1	....	....	....
Over 200	45	23	55	19	115	41
No report	12	17	34	32	37	11
Total	222	241	340	275	233	194
Midpoint in class size	60	50	60	36	300	56

colleges. This is explained by the fact that Duluth is the largest city in which any of the colleges are located. Moreover, there are also many large high schools in other parts of the county in which Duluth is located and in neighboring counties.

It is widely recognized that the small high school suffers from certain limitations over which it has little control. The National Survey of Secondary Education in a study of small high schools compared a random sample of over 500 small four-year high schools with a group of selected small high schools recommended as outstanding institutions by state school officers and professors of secondary education in universities and in articles and accounts found in educational literature. The study measured such things as size of district; the extent of provision for transportation; the material facilities; the training, experience, tenure, salaries, and responsibilities of principals and teachers; the curriulum and extracurriculum; procedures in teaching; guidance; provisions for health; community relationships; and many other matters. A leading conclusion of this study was "that *size is*

more important than selection in making for constructive differences among small schools."[1]

It is not surprising that the University of Minnesota Testing Bureau has found that on the average students who enter Minnesota state teachers colleges do not do so well on the college aptitude tests given to high-school seniors as does the average student who enters the University or a private liberal arts college. The Bureau has said that "the students of smaller high schools make consistently poorer scores on the test than do those in larger schools; none of the schools under four hundred students reach the average of the entire group."[2] It is clear that the teachers colleges enroll a much larger proportion of their student body from small high schools than does the University or the private liberal arts college.

The University of Minnesota Testing Bureau reported the standing of 1,191 high-school students who had taken the College Aptitude Test and who later became students at the teachers colleges. In this test high-school seniors were ranked in such a way that their achievement on the test could be compared with that of a large group of college freshmen who had previously taken the tests and upon whose scores the standards were originally established. The results were as follows:

Comparison of Ratings on College Aptitude Test

High-School Seniors Who Later Went to Teachers College		Typical College Freshmen
12.2 per cent	reached the level of	highest 25 per cent
21.2 per cent	reached the level of	second 25 per cent
25.2 per cent	reached the level of	third 25 per cent
41.2 per cent	reached the level of	lowest 25 per cent

The foregoing figures are typical of those found in numerous studies of the ability of teachers-college students throughout the country. Some educators complain that the students of teachers colleges reach a lower level of *average* ability than do those of the state universities and private liberal arts colleges. On the other hand, it must be emphasized that such figures indicate that student for student the great majority of those enrolled in teachers colleges are quite comparable in such measures of ability with students in other types of colleges. While some allowance should be made for differences in high-school students and college students, the scores of about five-sixths of the students who later went to teachers colleges would match those of the same number of typical college freshmen. Those entering the teachers colleges are a representative sample or cross-section of all high-school graduates according to the test. They are not highly selected in terms of ability or economic status as are the students in some other types of colleges. Critics of the teachers colleges do not make themselves clear as to whether they believe that most graduates of small high schools should not attend college. Should the colleges

[1] Koos, Leonard V., and Staff; *Summary*, p. 79. National Survey of Secondary Education, Monograph No. 1, United States Bureau of Education, Bulletin No. 17. Washington: Government Printing Office, 1943.

[2] Quoted in Clark, *op. cit.*, pp. 121-123.

Furthermore, the results of this investigation do not support the somewhat disdainful attitude that accrediting associations have assumed toward teachers colleges as a group. In the list of 266 accredited colleges there were only two teachers colleges, although twelve graduate schools had accepted more than two thousand entrants from such schools located in the same state as the university reporting. The entire number of such entrants to the seventeen graduate schools was 2,996. The differences between the several indexes of success for the group composed of teachers-college graduates and those for the whole group of graduate students are not great in any instance. In one-half the graduate schools the graduates of teachers colleges earned an equal or a higher percentage of degrees than did the entire body of graduate students, and in only four of the fourteen universities did the entire body of students show a higher percentage of successfully completed courses.[1]

SUMMARY

The private liberal arts colleges and the University for the most part enroll a select group of students representing the urban population or the more prosperous economic groups in the state. The teachers colleges, on the other hand, serve the farm population and the children of all classes from the villages and small cities of the state.

On the whole, students who enter teachers colleges are an average rather than a select group of high-school graduates, according to college aptitude tests. Their average achievement on the tests is somewhat lower than that of all students who go to private liberal arts colleges or to the University. However, it is a mistake to overemphasize statistical averages. The significant fact is that the great majority of individual students at teachers colleges are comparable in achievement on the tests to college students in other institutions. Furthermore, they ranked largely in the upper levels of their graduating classes in the small high schools which they attended.

Higher education as yet does not touch a large proportion of the youth of the state. Farm youth in Minnesota do not even go to high school to the same extent to which they do in other states. Regardless of ability, relatively few of those who do graduate from high school go on to obtain any higher education.

Despite continued emphasis on educational selectivity by certain educators, in the near future more of these farm youth in Minnesota will attend high school. More of them will also attend college. They will need an opportunity to attend institutions of low cost not too far from their homes. Many of them will come from homes of limited resources and some from homes where faith in education is limited. Because general education is essential not only for teachers but for all citizens, the teachers colleges are preparing to serve a much broader group of students than heretofore.

[1] Melvin E. Haggerty, *The Faculty*, p. 34. The Evaluation of Higher Institutions, Vol. II. Chicago: The University of Chicago Press, 1937.

CHAPTER II

THE DEVELOPMENT OF A DEMAND FOR MORE AND BETTER TEACHERS

The normal schools in this country grew up with the public school system. Not only was there a demand for more elementary and secondary teachers because of the growth of the public school system; there was also a demand for better teachers due to the efforts of several agencies interested in the welfare of the public schools.

President Snarr of Moorhead State Teachers College has shown in his investigation of the education of teachers in the middle states that the inabilty of the early normal departments in the universities to furnish enough teachers for the common schools was one reason for the success of the separate state normal schools. In general, university authorities were prejudiced against the normal departments in their institutions and tended to strangle such departments because of their demand for funds, space, and equipment, and because they brought to the campus students who preferred grounding in the common branches of learning which were taught in the elementary school rather than academic work on a secondary level. Because of these conditions public-school officials favored the establishment of separate state normal schools which would be free to concentrate on higher education.[1]

The growth of the public school caused a renewal of interest in teacher education at the universities. The university authorities saw in high-school teaching a suitable outlet for the university scholars whom they were producing according to much the same pattern that prevailed in the European educational world with which they were familiar. However, instructional units in education organized before 1900 were frequently established as subdepartments under departments of philosophy or psychology in liberal arts colleges. They were staffed with a single full-time or part-time instructor and were limited to a few courses in the history, philosophy, or science of education. Even in those institutions in which university work in education was placed in the hands of a capable man the lack of independence of the departments of education produced the weaknesses for which such departments were criticized. These departments were particularly lacking in experimental and demonstration facilities. They could not and would not offer technical preparation in the newer vocational subjects. And finally, they did not produce enough teachers even for the limited requirements of the secondary schools of those days.[2]

With the growth in elementary enrollments which followed the growth of the country, the normal schools grew in their effort to provide more and better teachers for the elementary schools. As the

[1] Otto Welton Snarr, *"The Education of Teachers in the Middle States: An Historical Study of the Professional Education of Public School Teachers As a State Function,"* pp. 43-64. Moorhead, Minnesota: State Teachers College, 1946.

[2] *Ibid.*, pp. 65-89.

level of most rapid growth shifted from the elementary to the secondary schools, the normal schools were in position as public institutions to accept more and more of the responsibility for preparing well-trained teachers for the high schools.

Since 1900 the Minnesota public-school system has grown in much the same way as the school systems of other mid-western states.[1] While elementary school enrollments continued to increase only until about 1927, high-school enrollments have increased to a large extent since that time. Table 7 shows the increase in the number of secondary-school teachers since 1900. The number of schools has increased most rapidly since 1920; in fact, about 60 per cent of all of them have been established since then. The enrollment

TABLE 7

GROWTH OF PUBLIC HIGH SCHOOLS IN MINNESOTA

Year	High Schools		Pupils		Teachers	
	Number[a]	Increase in Each Decade	Number[a]	Increase in Each Decade	Number	Increase in Each Decade
1899-1900.....	115	.....	12,436	.....	511[b]	.....
1909-1910.....	207	92	28,562	16,126	1,210[b]	699
1919-1920.....	240	33	64,060	35,498	3,272[b]	2,062
1929-1930.....	547	307	123,462	59,402	5,268[b]	1,996
1939-1940.....	661	114	191,989	68,527	8,047[c]	2,779

[a] "Special Report to Minnesota House of Representatives Interim Committee on State Administration," p. 173. Department of Education, State of Minnesota. St. Paul, Minnesota, June 1, 1944 (mimeographed).

[b] Snarr, *opp. Cit.*, p. 397.

[c] "A Study of Teacher Turnover, Supply, Training, and Assignment in Minnesota Public Elementary and Secondary Schools," p. 4. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, December, 1939 (mimeographed).

in high schools has also increased most rapidly since 1920. About one third as many pupils were enrolled in secondary schools in 1920 as in 1940. The increase in the number of pupils in each decade is larger than the gain in the previous decade although the largest proportionate increase occurred in the decade from 1920 to 1930. The size of the average high school increased most in the decade prior to 1920, and the greatest proportionate increase in the number of secondary-school teachers occurred in this period. In the ten years following 1920 additional schools were being established, and the increase in the number of additional secondary-school teachers employed was nearly as large as in the previous decade, or almost equal to 40 per cent of the total number of secondary-school teachers employed in 1930.

[1] *Ibid.*, pp. 395-397.

One of the reasons for the increase in the number of high-school students in the decade from 1920 to 1930 was the development of the junior-high-school movement. Junior high schools were first accredited in this state in 1925. Table 8 shows how rapidly they increased in number after that date. The United States Office of Education reported that in 1929-30, 26.3 per cent of the seventh- and eighth-grade pupils of the state were already in schools organized as junior high schools.[1] By 1940 there were twice as many junior high schools as in 1930. The junior-high-school movement brought pupils from the seventh and eighth grades into the high-school organization. However, there was also a continued increase in enrollment in Grades 9 to 12. Even some of this latter increase was probably due to retention of more students as a result of the adoption of the junior high school. Thus the junior-high-school movement produced a demand for more teachers on the secondary level.

TABLE 8

NUMBER OF EACH TYPE OF GRADED ELEMENTARY AND HIGH SCHOOL IN MINNESOTA, 1920 TO 1943 [a]

	Elementary Schools		High Schools				
Year	8-Year	6-Year	Junior H. S.	Jr.-Sr. H. S.	Senior H. S.	4-Year H. S.	H. S. Dept. (1-2-3-Yrs.)
1920....	501	.....	.....	.....	.....	240	.....
1925....	570	179	10	.....	.....	257	180
1930....	470	263	71	.....	53	293	129
1934....	428	275	85	.....	63	409	19
1935....	526	272	90	.....	69	403	20
1936....	273	452	119	140	98	239	19
1937....	190	539	139	215	117	153	15
1938....	171	567	144	242	124	119	18
1939....	165	575	151	248	128	108	19
1940....	154	585	156	259	133	99	14
1941....	152	584	157	260	135	95	14
1942....	154	573	158	257	136	101	11
1943....	156	552	160	236	137	120	7

[a] "Special Report to Minnesota House of Representatives Interim Committee on State Administration," pp. 195-198. Department of Education, State of Minnesota. St. Paul, Minnesota, June 1, 1944 (mimeographed).

In addition to the factors which have brought about a demand for more teachers, there are several factors which have contributed toward a demand for better and more extensive preparation of teachers. Educational research in the last fifty years has developed better methods of teaching and of administration of the teaching program.

[1] *Biennial Survey of Education*: 1928-1930, II, p. 704. United States Department of the Interior, Office of Education Bulletin, 1931, No. 20. Washington: Government Printing Office, 1932.

Qualifications of teachers have thereby been raised and the content of the program of teacher preparation strengthened. President Snarr in his investigation has emphasized the importance of research in this respect.[1] As outstanding examples of research which have influenced the teachers colleges he mentions three investigations — *Problems Involved in Standardizing State Normal Schools* by Judd and Parker, *The Professional Preparation of Teachers for American Public Schools* by Learned and Bagley, and the *National Survey of the Education of Teachers* made by the United States Office of Education with Professor E. S. Evenden, Teachers College, Columbia University, in charge as Associate Director of the work. This last investigation was "a study of the qualification of teachers in the public schools, the supply of available teachers, the facilities available and needed for teacher-training, including courses of study and methods of teaching."[2]

President Snarr also recognizes the powerful influence of the North Central Association of Colleges and Secondary Schools as a factor which has contributed greatly in raising educational standards for high schools within this area. He points out that this influence has been responsible for advancement of both subject-matter and professional preparation of teachers. On September 1, 1925, a new standard of the North Central Association increased the professional requirement from eleven to fifteen hours.[3] State requirements tended to fall into line in the different states, and high schools which were not members of the Association were thus affected.

The extension of the secondary school into the seventh and eighth grades by way of junior-high-school organization called for the upgrading of seventh- and eighth-grade teachers to high-school levels. In 1929-30 about 48.5 per cent of the junior-high-school teachers did not have college degrees.[4] At present new junior-high-school teachers must have four years of college work with special preparation for teaching in either elementary or secondary schools. As has been pointed out, junior high schools tend to decrease the pupil-teacher ratio and to require more teachers in the seventh and eighth grades. Some of the additional instructors teach special subjects, such as music and art, and these teachers add to the better-trained personnel of the junior high school as compared with the personnel of the elementary school. There has been considerable discussion as to the kind of preparation best suited to the needs of the junior-high-school teacher. Apparently many superintendents feel that persons trained and experienced in elementary teaching are most likely to be successful in the junior high school. It is the elementary teacher with the best kind of training who is in demand for the junior high school. Four-year training which qualifies teachers to teach in elementary or

[1] Snarr, *op. cit.*, p. 231.

[2] *Ibid.*, p. 235.

[3] *Ibid.*, p. 226.

[4] *Ibid.*, p. 230.

junior high school is provided exclusively by public educational institutions in Minnesota, most of it by the state teachers colleges.[1]

It is impossible to estimate the extent to which rising professional standards among school administrators have contributed to the demand for better teachers throughout the state. It is likewise true that their efforts, together with those of other educators or interested persons, have often been made effective through organizations which are constantly active on local, state, and national levels. The Minnesota Education Association and the parent-teacher organizations have been particulary active. Wise educational leadership in the State Department of Education with the help of friendly legislators has contributed in immeasurable degree to the demand for better teachers. Editors, special groups, and service clubs have frequently become concerned with the adoption of particular measures which promoted the interests of the schools.

Such interests as the foregoing have stimulated educational plan-

TABLE 9
GROWTH OF STATE AID TO PUBLIC SCHOOLS IN MINNESOTA

Type of Aid	Basis of Distribution 1942	Amount Distributed 1925[a]	Amount Distributed 1942[b]
1. Special aids	Special allowances of different kinds for efforts of districts meeting certain state standards	$4,390,223	$ 4,883,687
2. General aid	Apportionment according to the number of pupils in average daily attendance	3,438,283	3,024,349
3. Income tax aid....	$10 per child 6-16 years of age enumerated in school census	.....	5,067,145
4. Equalization aid ("Supplemental")	Balance of $60 per elementary and $100 per high-school pupil over proceeds of 30-mill tax, apportionment, and special aids	936,258	3,727,051
5. Gross earnings aid.....	Reimbursement to certain districts for loss of taxes due to local exemption in gross earnings tax	120,000	150,000
Total.....		$8,884,764	$16,852,232

[a] *Financial Satement of the State Board of Education and Public School Statistics* 1925-1926, p. 8. Department of Education, State of Minnesota, Bulletin No. 4. St. Paul, Minnesota: Department of Education, 1928.

[b] *Report of the Interim Committee on Education to the Fifty-third Legislaure of the State of Minnesota*, p. 22. St. Paul, Minnesota: The Interim Committee on Education, January, 1943.

[1] "A Study of Teacher Turnover, Supply, Training, and Assignment in Minnesota Public Elementary and Secondary Schools," p. 7. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, December, 1939 (mimeographed).

ning and the adoption of more state aid for the public school in order to promote higher educational standards within the state. The system of state aid in particular has helped in raising educational standards in a number of ways. Better salaries for teachers have been made possible through state aid, and the schools are able to employ more highly qualified teachers. State aid has stimulated the reorganization of schools on the junior-high-school plan and in this way has created a demand for better teachers for the grades affected. The principle of payment to schools for their effort in establishing such special departments as commerce and agriculture has resulted in high qualifications of teachers of these subjects. While it is possible that more widespread payment of better salaries would be possible through more extended use of the equalization principle and less emphasis on payment for effort to the more prosperous districts of the state, it is nevertheless true that existing aids have made an important contribution to upgrading the teaching personnel of the public schools. The extent to which the present aids have been utilized is shown in Table 9, which indicates the dates of the adoption or modification of different aids as well as the present importance of each in terms of amounts recently paid to the schools in comparison to amounts paid in 1925. The total amount of aid has just about doubled in this period. The apparent trend is toward somewhat more use of special aids or the principal of payment for effort and considerably more use of the equalization principle in aids to schools. However, the greatest single addition to state aids in this period—payment made from funds derived from the income tax—is apportioned at present on the basis of general aid to schools according to the school enrollment in a district, regardless of whether it is large or small, rich or poor.

SUMMARY

The normal schools were first organized to supply the needs of the common schools for more and better teachers. There was no other adequate source of supply. By the time the high schools began to grow rapidly the normal schools had become teachers colleges and were able to assume the responsibility of preparing teachers for the secondary schools also.

The high schools have grown most rapidly in this state since 1920. This growth was partly due to the junior-high-school movement and the extension of the secondary schools downward into the seventh and eighth grades. However, increased enrollments in Grades 9 to 12 also contributed largely to the growth of the secondary school.

As the schools expanded, not only more but better teachers were in demand. This demand was stimulated by many factors. The significance of the findings of research carried on by specialists in education was one factor. The powerful influence of the North Central Association was another. Better-trained school administrators, organizations of educators and their friends, and the educational leadership of the State Department of Education were all contributing influences. These same influences helped to secure the enlargement of the system of state aid to schools and thereby made it possible for the schools to hire better teachers.

CHAPTER III

THE DEVELOPMENT OF THE FOUR-YEAR TEACHERS COLLEGE[1]

In 1921 the Legislature enacted a law changing the name of the Minnesota normal schools to teachers colleges and authorizing them to grant degrees at the completion of a four-year curriculum. The approach to the new status had come about gradually within the institutions themselves. During the early years of the normal schools their work had been mainly reviewing elementary-school subjects and teaching high-school subjects, with a minimum of direct preparation for teaching. This offering was necessary because students came to the normal schools poorly prepared and from neighborhoods in which there were no high schools. As the high schools began to develop, the curriculum of the normal schools was strengthened and advanced. Table 10 represents the enrollment by grades in the Mankato normal school at ten- and five-year intervals. It illustrates the transition which took place from normal-school to college work. The first students registered in the lowest college grade were reported in 1883. After this time registrants in higher college grades appeared at intervals. After 1918-19 there were no more students of secondary grade reported except in summer sessions where a few survived at Mankato under a curriculum plan which was still in effect for a few students.

TABLE 10

ENROLLMENT BY GRADES IN THE MANKATO NORMAL SCHOOL IN SELECTED YEARS[a]

Year	Grade							
	9	10	11	12	13	14	15	16
1879-1880	50	36	15	.....	.....	.....	.....	.....
1889-1890	159	78	40	18	4	.....	.....	.....
1899-1900	46	109	97	55	51	18	.....	.....
1909-1910	315	92	75	28	314	42	.....	.....
1914-1915	.....	74	77	46	389	259	.....	.....
1919-1920	.....	.....	.....	46[b]	422	272	15	.....
1924-1925	.....	.....	.....	38[b]	776	508	31	.....
1929-1930	.....	.....	.....	36[b]	338	370	131	7
1934-1935	.....	.....	.....	9[b]	302	351	170	84
1939-1940	.....	.....	.....	14[b]	535	490	236	154
1940-1941	.....	.....	.....	3[b]	522	427	262	142

[a] Adapted from Otto Welton Snarr, *The Education of Teachers in the Middle States: An Historical Study of the Professional Education of Public School Teachers As a State Function*, p. 182. Moorhead, Minnesota: State Teachers College, 1946.

[b] Summer session only.

[1] In Chapters III and IV extensive use was made of the catalogues of all the Minnesota State Teachers Colleges. Much material was also taken from the Minutes of the Meetings of the Minnesota State Teachers College Board, September 3, 1900 to October 12, 1920; March 27, 1923 to April 28, 1931; June 13, 1931 to July 23, 1938; September 13, 1938 to June 13, 1941. The Minutes of the Meetings of the Presidents of the Minnesota State Teachers Colleges, Vol. I, July 27, 1927 to March 9, 1942, were also available.

In 1921 the five-year curriculum for students from high schools offering less than four years of work was still popular in some of the colleges. However, it was decided by the State Teachers College Board that this curriculum was to be gradually discontinued and that beginning September, 1922, all new students enrolling in this course must have two years of high-school work "or its equivalent." By September, 1924, the completion of the work of a standard four-year high-school course was to be required of all new students enrolling in a teachers college. The two-year curriculum in teacher training for high-school graduates had already become the leading curriculum in the teachers colleges when the foregoing steps were taken. There was also a three-year curriculum for high-school graduates who wished to qualify for special diplomas in education, manual training, domestic science, drawing, or music. This curriculum was discontinued August 1, 1925, because it did not serve the needs of schools in Minnesota.

It was not until May 5, 1925, that the State Teachers College Board was able to approve a degree curriculum submitted to it by the colleges although Winona was ready to award four degrees that spring and Moorhead was ready to award one. The first degree curriculum provided for the training of teachers for "elementary education." This was interpreted by the Board in its meeting of March 20, 1928, to include the following:

1. Teachers or principals in elementary schools of either the six- or eight-year type.
2. Teachers or principals in junior high schools (organized as such).
3. Teachers in high school teacher training departments.
4. Supervisors of elementary schools.
5. Teachers of physical education, general industrial training, music, and fine arts.

The Temporary Four-Year Curriculum of 1925 was built upon the existing two-year curriculum plus additional requirements for the third and fourth years in each of five fields: education, science and mathematics, geography and social science, language and literature, and arts and expression. In addition to requirements covering seventy-two quarter hours in the first two years, forty-eight hours of work were to be required in the last two years. Thus seventy-two hours of elective work would be added to make up the total of 192 quarter hours required for graduation. It was also required that each student have two majors of twenty-four hours each from the "third and fourth year's work in a given group and from electives of the second year's work." One of these majors was to be education. The student was also required to have two minors of twelve hours each, one of which was to be in a field other than either of the majors.

In a Preliminary Report Concerning the Degree Curriculum approved by the Presidents on March 19, 1928, it was recommended that the four-year course should be built on "a unity basis" rather than consist of a patchwork of the existing two-year course with an additional two years of work. However, the use of many of the courses in the existing two-year program was to be kept in mind. Major and minor fields in all the colleges were to be education, English, social

science, geography, mathematics, and foreign language. Special fields of physical education, industrial and fine arts, and music were to depend upon the equipment of the college.

TABLE 11

PER CENT OF STUDENTS ENROLLED IN EACH COLLEGE CLASS IN MINNESOTA TEACHERS COLLEGES AT FIVE-YEAR INTERVALS

	College					
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Year	Freshman Class					
1919-1920	52.5	59.5	64.8	.....	61.3	.....
1924-1925	51.2	59.0	56.2	59.9	53.9	.....
1929-1930	33.7	43.3	35.1	47.1	32.2	26.8
1934-1935	30.2	31.6	28.4	28.1	30.5	.....
1939-1940	33.0	36.4	26.3	28.7	33.7	30.1
Year	Sophomore Class					
1919-1920	35.0	38.4	30.9	.....	36.1	.....
1924-1925	43.0	38.6	38.0	36.4	32.1	.....
1929-1930	41.4	41.2	49.9	36.7	34.8	43.3
1934-1935	33.6	36.8	39.0	42.6	31.1	.....
1939-1940	29.9	33.4	38.5	37.0	27.3	36.6
Year	Junior Class					
1919-1920	2.0	2.1	3.4	.....	1.1	.....
1924-1925	5.0	2.4	.....	3.4	7.9	.....
1929-1930	17.2	14.7	13.5	11.5	22.2	17.5
1934-1935	19.2	17.8	18.3	16.1	24.3	.....
1939-1940	18.9	16.0	19.4	19.7	20.6	16.1
Year	Senior Class					
1919-1920	.....	.....	.....	.....	.....	.....
1924-1925	.....	.....	.....	.....	.....	.....
1929-1930	3.3	.8	1.5	4.4	7.2	3.9
1934-1935	16.0	8.8	11.2	11.1	11.4	.....
1939-1940	16.3	10.5	11.7	9.5	10.9	7.4
Year	Graduate Students					
1919-1920	.....	.....	.....	.....	.....	.....
1924-1925	.....	.....	.....	.....	.....	.....
1929-1930	.....	.....	.....	.....	.....	.....
1934-1935	a	a	3.1	2.1	2.0	.....
1939-1940	a	a	2.8	1.6	5.0	3.0
Year	Unclassified Students					
1919-1920	10.5	.....	.9	.....	1.5	.....
1924-1925	.8	.....	5.8	.3	6.1	.....
1929-1930	4.4	.....	.....	.3	3.6	8.5
1934-1935	1.0	5.0	.....	.....	.7	.....
1939-1940	1.9	3.6	1.3	3.5	2.5	6.8

On May 10, 1929, the State Teachers College Board adopted a four-year degree curriculum leading to the Bachelor of Education for both elementary- and high-school teaching and for both elementary- and high-school administration and supervision. The content of this curriculum is described in Chapter IV. The effect of this action is shown in the growth of enrollment in the junior and senior year in 1929-30 as presented in Table 11. This table shows the comparative percentages of the enrollments of students in each college grade in all the colleges at five-year intervals. The two-year program has continued to be very important in the colleges as shown in the continued large enrollment in the freshman and sophomore years. Because this program still qualifies teachers to teach in the elementary schools, the four-year elementary program has accounted for a minor part of the

TABLE 12

NUMBER OF TWO-YEAR AND FOUR-YEAR GRADUATES OF MINNESOTA TEACHERS COLLEGES, 1925-26 TO 1939-40

Teachers College	Year			
	1925-26	1929-30	1934-35	1939-40
Winona:				
4-year secondary	.....	.....	28	56
4-year elementary	4	12	27	19
3-year	4	.....	.....	.....
2-year	262	205	88	68
Mankato:				
4-year secondary	.....	.....	36	56
4-year elementary	.....	3	13	30
3-year	1	.....	.....	.....
2-year	299	214	136	124
St. Cloud:				
4-year secondary	.....	.....	71	100
4-year elementary	.....	13	17	33
3-year	4	.....	.....	.....
2-year	467	397	201	209
Moorhead:				
4-year secondary	.....	.....	42	40
4-year elementary	1	19	11	21
3-year	1	.....	.....	.....
2-year	221	201	141	136
Duluth:				
4-year secondary	.....	.....	26	48
4-year elementary	.....	12	8	9
3-year	9	.....	.....	.....
2-year	139	127	89	82
Bemidji:				
4-year secondary	.....	.....	11	31
4-year elementary	.....	8	4	5
3-year	1	.....	.....	.....
2-year	73	75	65	63
Total:				
4-year secondary	.....	.....	214	331
4-year elementary	5	67	80	117
3-year	20	.....	.....	.....
2-year	1,461	1,219	720	682

junior and senior enrollment which increased so rapidly after 1929-30. The increase was due mainly to the number of those enrolled in the four-year program for the preparation of teachers for the secondary schools. The number of students enrolled in the four-year program for the preparation of elementary teachers has increased slowly throughout the last decade, however. The number of students who finished the two-year and the four-year programs in certain years is shown in Table 12. This table also indicates the number of four-year graduates who finished the course for the preparation of elementary-school teachers as compared with the number who finished the course for the preparation of secondary-school teachers. It will be observed that in the fifteen-year period represented there has been a steady decrease in the number who finished two-year courses for the education of teachers. On the other hand, there is a constant increase in the number who finished four-year courses for the education of elementary-school teachers. From 1930 to 1940 there was an even greater increase in the number prepared to teach in the secondary schools. By 1939-40 the total number of four-year graduates was equal to about three-fifths of the number who finished the two-year course. Thus the growth of the four-year program was responsible for an increase in total enrollments of the colleges, such as the increase shown for Mankato in Table 8.

The future of the two-year course has not yet been determined. It has been suggested that because of the briefness of the course only a limited number of able students should be permitted to pursue it. This policy has been followed in the past with respect to one-year courses. The faculty of one college decided in 1940 to adopt a plan of selection and to limit the number admitted to the two-year course.

SUMMARY

Teachers colleges in Minnesota have developed from normal schools of secondary grade to institutions of college grade in the last fifty years. The transition was completed in the years following the First World War. As the high-school grades were being abolished, expansion into the third and fourth years of college work was taking place. This development culminated in the decision to organize a completely new four-year course instead of merely adding two years to the existing two-year program.

A decisive measure in the development of the teachers colleges was the adoption in 1929 of a four-year program for the education of secondary-school teachers. Much of the growth of the colleges during the thirties was due to this new function. The improved facilities which resulted from this step were probably responsible to some extent for the increased appeal of the four-year elementary program even though the requirements of this program were still far in excess of the requirements for the certification of elementary-school teachers in this state.

Enrollments in the two-year course have declined from one decade to another, but a considerable proportion of the students still continue to enroll in this program.

CHAPTER IV

THE CURRICULUM

Until recently the teachers college presidents referred on every occasion to the education of teachers for the public schools as though this were the only function of the teachers college. In the preliminary report of 1929 it was recommended that courses in education be required every year "in order to eliminate the junior college idea as it relates to the strictly academic field." While the first principles for the curriculum drawn up in 1935 referred to the traditional function of the teachers college in the usual way, the plan of requiring education courses every year in the four-year course was omitted from this curriculum. In view of the traditional emphasis on teacher training in the colleges, it is surprising to find the following statement in the Winona catalog as early as 1920. The statement appeared after the usual description of the program for the education of teachers.

> *College Study for Other Callings.*—Should one have in view other work requiring college study, he cannot do better than to enter the junior college work also offered in the normal school. Indeed, the preliminary preparation for various lines of professional study is best secured in a school where the work is available at 40 per cent less cost than at universities, where the transition from high school to university is more safely and easily made on account of smaller classes and where there is the most personal contact with instructors The records show that normal school students after transfer to the university average higher in their studies than do other groups of students.[1]

Enrollments at the teachers colleges increased as a result of the growing awareness of the value of education in fitting one for the competitive struggle of obtaining a livelihood. At the same time, educators were receding from the position of endorsing the narrowly specific and vocational aspects of education and were beginning to emphasize adaptability and breadth of training. In his study of the education of teachers in the middle states President Snarr of Moorhead Teachers College has said:

> It is now generally maintained that everyone should have the equivalent of at least two years of college work. Evidence of the demand is seen in the rapid multiplication of junior colleges and in the reorganization of the first two years of work in colleges of longer standing, such as liberal arts colleges and universities. College education now is recognized not as liberal education for the few, but as general education for all members of society regardless of their economic and intellectual status, except for those who are either mentally or volitionally incapacitated.[2]

He has also pointed out that general education is a present-day criterion for the evaluation of the colleges in the North Central Association. It is accepted as a function of all colleges accepting students directly from high school and is regarded as essential in preparing the individual for all non-professional aspects of living. General education at the same time makes the individual a better professional worker because of his total adaptation to his environment. The definition formulated for the North Central Association of Colleges and Secondary Schools by its Committee on the Revision of Standards is as follows:

> By general education is meant that type of education which acquaints a student with the facts and modes of thought in the chief fields of knowledge, such as natural science, literature, history and other social sciences, languages, and the fine arts, without the intent to fit him for any vocation in particular. In the main this type of education is the function of the secondary schools and of the first two years in institutions that accept students directly from high school. In some institutions the period of general education may be extended to four years beyond the high school.[1]

The acceptance of this idea has been gaining momentum and has become one of the most important factors in higher education. The first two years of work in the teachers colleges is not only being broadened but is becoming essentially the same sort of education which is now recognized as best not only for beginning teacher education but for beginning every other program of higher education.

The teachers colleges have had the advantage in that they have been committed for a long time to a program of constants in the first two years which has provided a breadth of knowledge quite similar to that now being demanded by general education. The four-year degree curriculum adopted in 1929 provided for thirty-four hours of required work in the first year, thirty in the second, twenty in the third, and twelve in the fourth. Such courses as sociology, which was required in the third year, and economics, which was required in the fourth year, were now regarded as introductory courses for the first two years. Four hours of arithmetic was one of the requirements in the first year. The 1935 curriculum required 100 hours of constants from seven different fields.

On December 13, 1938, the State Teachers College Board approved certain new curriculum proposals for the colleges relative to constants. These provisions required eighty hours of constants and education courses. Twenty-eight hours of education and psychology were required instead of the previous thirty-two hours. Other constants are compared in Table 13. The third column in this table represents the present requirements, including required courses in education for both secondary and elementary programs. The additional columns indicate to what extent the colleges have gone beyond the minimum requirements at present. The changing objectives of the teachers colleges have been largely responsible for this tendency.

The trend toward general education throughout the country has emphasized the development of broad and integrated courses in five or six general fields. One reason that more extensive work in these broad fields is possible is that the State Teachers College Board now requires no strictly professional work in the first two years of the four-year program. Furthermore, according to the most recent catalogs, nearly all the Minnesota teachers colleges are now organized on

[1] *Winona State Normal School Bulletin, The Catalog Number*, p. 10, May, 1920.

[2] Snarr, *op. cit.*, p. 279.

[1] Quoted in *ibid.*, p. 279.

TABLE 13
CONSTANTS REQUIRED IN THE FOUR-YEAR CURRICULUMS

Constants	Number of Quarter Hours Required								
	By the College Board			By the Colleges in 1945					
	1929	1935	1938	Winona	Mankato	St. Cloud	Moorhead	Duluth[e]	Bemidji[e]
Orientation	.....	.....	.....	.....	.....	.....	No credit	.....	No credit
English:									
Comp. and Lit.	12	12	12	.....	.....	12	.....	12	12
Composition	.....	.....	.....	8	6	.....	7-12	.....	.....
Literature	.....	.....	.....	4	.....	.....	.....	.....	.....
Speech	.....	.....	.....	4	.....	.....	2-4	.....	.....
Types of Lit.	4	.....	.....	.....	.....	.....	.....	.....	.....
World Lit.	4[a]	.....	.....	.....	6	.....	.....	.....	.....
Children's Lit.	4[a]	.....	.....	.....	.....	.....	.....	.....	.....
Library	.....	.....	.....	.....	.....	.....	No credit	.....	1
Total	20	12	12	16	12	12	9-16	12	13
Social Studies:								16[bc]	
European Hist.	.....	.....	.....	.....	4	.....	.....	.....	9
American Hist.	4	.....	4	4	.....	4	4	.....	.....
American Govt.	4	4	.....	4	4	4	4	.....	4
Economics	4[a]	4	4	4	.....	4	4	.....	4
Sociology	4,4[a]	4	4	4	4	4	4	.....	4
History	.....	8	.....	.....	.....	.....	.....	.....	.....
Total	16	20	12	16	12	16	16	16	21
Geography	4	4	3-4	4	4	4	.....	.....	4
Science:								12[b]	
Biology	8	12	.....	4	4	8	12	.....	12
Biology and Phy. Sci.	.....	.....	8	.....	.....	.....	.....	.....	.....
Phy. Sci.	.....	.....	.....	4	4	4	8[c]	.....	.....
Mathematics:									
Arithmetic	4	4	.....	.....	.....	.....	.....	.....	.....
Cultural	.....	.....	.....	.....	.....	4	4	.....	.....
Total	16	20	11-12	12	12	20	24	12	16
Arts:			8					8[b]	
Music Appreciation	.....	4	.....	4[d]	3	4	.....	.....	4
Art Appreciation	.....	4	.....	4[d]	3	4	.....	.....	4
Industrial Arts	.....	.....	.....	4[d]	3	.....	.....	.....	.....
Humanities (inc. Lit.)	.....	.....	.....	.....	.....	.....	16	.....	.....
Total	.....	8	8	8	9	8	16	8	8
Physical Education and Hygiene:	.....	.....	8	.....	.....	.....	4	.....	.....
Phy. Educ.	4	4	.....	4	4	4	.....	4	6
Hygiene	4	4	.....	4	4	4	.....	4	2
	8	8	8		8	8	8 4	8	8

TABLE 13—CONTINUED

Constants	Number of Quarter Hours Required								
	By the College Board			By the Colleges in 1945					
	1929	1935	1938	Winona	Mankato	St. Cloud	Moorhead	Duluth[e]	Bemidji[e]
Psychology and Education:									
Psychology	8	8	4	4	.....	4	4	.....	3
Ed. Psych.	.....	.....	.....	4	12	8	8	3	6
Hist. of Educ.	4	.....	.....	.....	.....	.....	.....	.....	.....
Princ. of Educ.	4	.....	.....	.....	.....	.....	.....	.....	.....
Techniques (Gen. and Spec.) and Management	8	4	4	6	8	4	3	9	7
Curriculum	.....	4	4	4	4	4	4	4[a]	4
Tests and Statistics	.....	4	.....	4	.....	4	3	5[a]	2
Philos. of Educ.	.....	.....	.....	.....	.....	4	.....	.....	.....
Org. and Adm. of Ed.	.....	.....	.....	.....	.....	.....	3	.....	.....
Guidance	.....	.....	.....	.....	.....	.....	.....	.....	2
Ed. Psych., Tests and Philosophy	.....	.....	8	.....	.....	.....	.....	.....	.....
Teaching	12	12	8	8	8	12	10	14	8
Total	36	32	28	36	32	40	35	30-31	32
Total	96	100	79-80	90	85	104	104-14	86-87	98

[a] Alternatives.
[b] Choice of several introductory courses in the broad field.
[c] Includes geography.
[d] Choice of two out of three indicated.
[e] Applies only to secondary field.

a broad divisional basis rather than on a primarily departmental basis. On the other hand, they have just begun to experiment with the integration of subject matter within a divisional course in contrast to the traditional departmental courses. There is a tendency for these experiments to begin with one or two divisions and spread to the other divisions. The largest number of general courses is in the sciences. Mankato and Winona have courses covering the biological, physical, and geographical sciences. Moorhead has two general courses in the sciences—one in physical sciences and the other in biological sciences. Thus Moorhead fulfills a request received by the curriculum committee of 1935 from the science instructors of the six teachers colleges that two general courses be made constants in the required program of the colleges. In the social studies Mankato also has a series of related courses in history, sociology, and political science, called "Man and Society." Winona seems to have developed a more integrated social science course with content from "the whole field of all the social sciences, economics, geography, history, political science, sociology, and all of the other factors related to our understanding of our complex social world."[1] Moorhead has an integrated

[1] *Quarterly Bulletin of the Winona State Teachers College, Catalog for* 1945-46, p. 75. May, 1945.

course in the Humanities including history, literature, art, and music. Various stages of development are represented by the different colleges in their fulfillment of the twelve-hour requirement in English. Moorhead has developed a course in communications from parts of which students are excused on examination. Duluth has also regulated the requirement on the basis of demonstrated ability.

In the 1929 curriculum for both elementary- and high-school teachers general fields were specified as education, English, social science, science, mathematics, and foreign language. Special fields were specified as music, fine arts, industrial arts, and physical education. There was definite provision as to the courses and number of hours which constituted a major in each of the general and special fields. These ranged from twenty hours in mathematics to forty-four hours in music. The special departments of Defective Children, Agriculture, Home Training, and Commercial Subjects, with certificate provision under Chapter 388, Session Laws of 1929, were not included in the organization of the curriculum.

On January 18, 1935, recommendations were made by the presidents "concerning the final revision of the proposed four-year curriculum with particular consideration of the outline of the Elementary Field, and of majors in the Secondary Field." The proposed revision was adopted by the College Board on the same day.

The 1935 revision provided programs of studies to meet the needs of students as determined by: (a) organization of the public schools in harmony with the best practices throughout the country; (b) certificate law requirements; (c) requirements as established by accrediting agencies; (d) requirements of graduate schools.

Courses were to be assigned to specific years of the curriculum and numbered to indicate sequence in the development of the subject. Programs were to be administered in accordance with this sequence. In case of variation the student was not to be assigned to courses more than one year above or below the year of the curriculum to which he belonged.

In addition to the constants required in the elementary and secondary fields the elementary field of concentration required forty hours of work from five fields. The secondary field was set up in terms of majors and minors. Every student was required either to complete one major other than education and two minors or to complete two majors other than education. Majors consisted of from thirty-two hours in mathematics or education to forty-eight hours in each of the special fields of industrial arts, physical education, music, or fine arts. A minor was to be not less than twenty quarter hours in one of the "designated fields," including constants. This left about fifty-two hours of elective work for elementary majors and twenty-four hours for those in the secondary fields to make a total of 192 quarter hours. These are the most recent requirements of this kind adopted by the College Board.

The colleges offer majors and minors in the various fields provided for in the curriculum approved by the State Teachers College

Board for the education of students who are being prepared to teach in the secondary schools. Table 14 indicates, however, that the colleges have frequently extended the required number of hours for majors and minors beyond the minimums required by the Board. In several instances the increased requirement is a reflection of the tendency to broaden student preparation. In the social studies there are broad majors which integrate work from the fields of history, sociology, political science, and economics. An advantage that teach-

TABLE 14

FIELDS OF CONCENTRATION IN THE FOUR-YEAR PROGRAM

Departments	Number of Quarter Hours Required						
		By the Colleges in 1945					
	1935 Cur.	Wi-nona	Man-kato	St. Cloud	Moor-head	Du-luth	Be-midji
	Majors and Minors in Secondary Fields						
English:							
English major	40	48	52	40	42-49	48	50
English minor	.....	28	30	24	22-29	32	28
Speech major	.....	.....	.....	.....	.....	40	.....
Speech minor	.....	24	.....	24	27	24	24
Speech and Journalism minor	.....	.....	.....	.....	17-24	.....	.....
Journalism minor	.....	.....	.....	.....	20-27	.....	.....
Social Studies:							
Soc. St. major (includes Geog.)	.....	64	68	60	.....	60	.....
Soc. Sci. major	40	.....	40	40	50-52	.....	48
Soc. Sci. minor	.....	24	28	24	.....	32	33
History major	40	40	.....	40	35-38	40	48
History minor	.....	24	28	24	23-25	24	.....
Pol. Sci. minor	.....	.....	.....	.....	22	.....	.....
Geography:							
Geog. and Sci. major	52	.....	.....	.....	.....	.....	.....
Geog. major	.....	.....	.....	32	.....	36	.....
Geog. minor	.....	24	32	24	20	24	.....
Science:							
Sci. and Math. major	.....	.....	68	.....	.....	.....	.....
Sci. major	52	55	.....	60	.....	.....	48
Sci. minor	.....	.....	.....	.....	.....	39	.....
Biol. major	.....	.....	32	.....	.....	44	.....
Biol. minor	.....	30	20	26	26	32	24
Chem. major	.....	.....	32	.....	.....	49	.....
Chem. minor	.....	30	20	.....	.....	34	.....
Physics major	.....	.....	32	.....	.....	44	.....
Physics minor	.....	30	20	.....	.....	27	24
Phys. and Chem. minor	.....	.....	.....	30	30	.....	.....
Phys. Sci. major and Biol. minor	.....	.....	.....	.....	73-79	.....	.....
Biol. major and Phys. Sci. minor	.....	.....	.....	.....	74-78	.....	.....
Geog. major and Phys. Sci. minor	.....	.....	.....	.....	76-78	.....	.....
Health minor	.....	.....	.....	.....	25	.....	31

TABLE 14—CONTINUED

Departments	Number of Quarter Hours Required						
	By the Colleges in 1945						
	1935 Cur.	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
	Majors and Minors in Secondary Fields						
Mathematics:							
Math. major	32	32	32	40	36	43	32
Math. minor	.....	24	20	26	24	29	20
Foreign Languages:							
For. Lang. major	.....	.....	.....	40	.....	40	36
For. Lang. minor	.....	.....	24	28	36	24	24
Music:							
Music major	48[a]	48[a]	51[a]	60	51-82	110[a]	52
Music minor	.....	24	27	.....	27-31	60	28
Fine Arts:							
Fine Arts major	48[a]	48[a]	49[a]	48	47	60	48[a]
Fine Arts minor	.....	24	25	22	22-23	34	23
Industrial Arts:							
Ind. Arts major	48[a]	48[a]	47[a]	48	48[a]	48[a]	52[a]
Ind. Arts minor	.....	.....	.....	.....	.....	.....	24
Physical Education:							
Phy. Ed. major	48[a]	50[a]	52[a]	48	42-54[a]	48-51	50
Phy. Ed. minor	.....	35	24	24	18-29[a]	24	24
Recreation minor	.....	.....	.....	.....	27	.....	.....
Home Economics:							
Home Ec. major	.....	.....	.....	.....	.....	53	.....
Home Ec. minor	.....	.....	.....	.....	.....	26	.....
Business Education:							
Bus. Ed. major	.....	.....	.....	58	.....	.....	.....
Bus. Ed. minor	.....	.....	.....	30	.....	.....	.....
Administration and Supervision major	.....	.....	.....	.....	.....	44[a]	.....
Student Personnel Service major	.....	.....	.....	.....	.....	49[a]	.....
	Elementary Field						
Methods courses and Education beyond constants	.....	40-44	38-42	4-8	38	26-45	21-25
Subject-matter courses beyond constants [b]	40	24	12	54[c]	29	86-96[d]	73[e]
beyond constants [b]	40	24	12	54[c]	29	86-96[d]	73[e]

[a] Includes four hours of practice teaching for a major and two hours for a minor from the list of constants.

[b] Except for Duluth and Bemidji.

[c] Also twenty-four hours in each of two subject-matter fields.

[d] For four-year course.

[e] For four-year course, also fifteen hours more in advanced courses in each of three subject-matter fields.

ers colleges have is that they all offer work in geography, and several of them include work from this field in the broad majors now offered.

Certainly these broad majors now offered in the social studies are of greater service to individuals preparing to teach in the secondary schools than are the narrow and specialized majors often offered to advanced students in the traditional college. It is true, however, that in certain instances increases in the number of hours required for majors and minors in the teachers colleges seem to be concentrated in narrow fields in imitation of the liberal arts colleges or the University. Broad majors have been precluded in the arts primarily because these fields undertake to develop a special talent along one line in order to produce qualified teachers for special certification. However, this specialization now comes after a beginning program of general education which gives the student a broad introduction to the general field of the arts.

The organization of the four-year program on the basis of general education in the first two years and broad majors and minors in the last two years counteracts the tendency to scatter throughout the whole four years the work which belongs on the lower level. Some time ago President McElroy of Mankato State Teachers College made a registration level study which shows the progress that Mankato has made in counteracting this tendency. He found that a relatively small number of juniors and seniors were registered in beginning courses and likewise a small number of freshmen and sophomores registered in courses beyond their level. He concluded that the data revealed a satisfactory situation since some students holding a two-year diploma decide to continue their education and are compelled to register for beginning courses in certain fields durng their last two years in college. McElroy's figures are shown in Table 15.

TABLE 15
REGISTRATION LEVEL STUDY [a]

Students' Year in College	Percentage of Registration			
	Freshman Courses	Sophomore Courses	Junior Courses	Senior Courses
Freshmen	82.5	12.6	4.6	0.2
Sophomore	24.3	48.7	20.8	6.6
Junior	8.8	29.0	44.0	17.8
Senior	8.7	14.6	36.4	43.3

[a] Frank D. McElroy, "Progress in the Latter Stages of the Transition from a Normal School to a Teachers College, **School Progress,** Vol. XX, No. 4, (May, 1939), 15.

Thus the four-year curriculum has come to be a significant part of the program of the teachers colleges. In 1940 the State Teachers College Board, under the powers given it by the Legislature, decided to award the B.S. degree instead of the B.E. degree to those who complete the four-year course.

Since the two-year course for the preparation of elementary teachers continues to be an important part of the work of the teachers colleges this curriculum has also been given careful attention by the Presidents and the State Teachers College Board. On May 18, 1936, after an extended consideration of proposals for revision, the

Presidents recommended to the Board a revision based upon the following principles:

1. It is designed to meet the needs of teachers in the Elementary Schools—ungraded, and graded (Grades 1 to 6).
2. It is differentiated to meet the needs of two fields:
   a. rural and lower grades
   b. rural and upper grades
3. More consideration is given to the development of larger integrated and sequential units.
4. More attention is given to social, economic, and political principles.
5. Special emphasis is placed on the relationship of the courses taught to the content of the State Course of Study and to the needs of the agrarian community.

In the new curriculum seventy-six of the ninety-six hours of credit were to be given as required work. Table 16 indicates the fields in which this required work was to be offered and also indicates the extent to which the individual teachers colleges have supplemented the requirements in different fields until the whole ninety-six hours have become prescribed in most of the colleges. This has become necessary because of the common determination of the colleges that students in the two-year program shall be given the broadest program possible in the short time available. The amount of work required in professional courses in education and methods varies from college to college, although on the whole it accounts for about two-fifths of the two years of work. This is somewhat less professional work than is required of four-year elementary majors in most of the teachers colleges. About three-fifths or more of the two years of work is devoted to subject-matter courses. This is now distributed as to provide even more adequately for the contact of the student with broad fields than did the recommendations. This is especially true in the field of the arts, which are brought together under one heading in the table. Many of the subject-matter courses required in the dif-

TABLE 16
TWO-YEAR PROGRAM

Department	Number of Quarter Hours Required						
		By the Colleges in 1945					
	1936 Cur.	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Orientation	.....	.....	.....	.....	No Credit	.....	No Credit
English:							
Composition	12	8	8	8	7-12	.....	.....
Composition and Literature	.....	.....	.....	.....	.....	12	12
Speech	.....	4[a]	.....	.....	2-4	.....	3
Child. Lit.	4	4[a]	4	4	4	.....	.....
Library	.....	.....	.....	.....	No Credit	1[h]	1
Methods:							
Reading	.....	.....	4	4	.....	.....	3
Reading and Lang. Arts	.....	.....	.....	.....	4	.....	.....
Lang. Arts	.....	.....	.....	.....	.....	3[h]	.....
Total	16	16-20	16	16	17-20	12-16	19

TABLE 16—CONTINUED

Department	Number of Quarter Hours Required						
		By the Colleges in 1945					
	1936 Cur.	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji
Social Studies:							
European Background	4	.....	.....	4	4	.....	.....
American History	4	4	4	4	4	4	3
American Govt.	4	4	4	4	4	5	4
Gen. Soc.	4	.....	4	4	.....	5[f]	.....
Rural Sociology	.....	4	.....	2	4	4[h]	.....
Minn. History and Methods	.....	.....	.....	.....	.....	.....	3
Methods	.....	.....	.....	.....	2	.....	.....
Elective	.....	4[d]	.....	.....	.....	.....	.....
Total	16	12-16	12	18	18	13-14	10
Geography:							
Introduction	4	4	4	4	4	4	4
Regional	.....	.....	4[e]	.....	.....	.....	.....
Science and Math.:							
General Science	4	.....	.....	.....	12	4	4
Phys. Science	.....	.....	.....	4	.....	.....	.....
Biology	.....	.....	.....	4	.....	4	8
Methods in Sci.	.....	4	4[e]	.....	.....	.....	.....
Arithmetic	4	4	4	4	4	4	2
Total	12	12	8-16	16	20	16	18
Physical Education:							
Introduction	4	3	4	4	2	3	5
Methods	.....	5	2	.....	2	2[h],3[f]	2
Hygiene and Health	4	4	4	4	.....	4	.....
Total	8	12	10	8	4	9-10	7
Arts:							
Music							
Introduction	4	4[b]	4	.....	4	2,5[h]	6
Methods	.....	.....	4	4	2	2	4
Art	.....	4[b]	4	4	8	4	8
Art or Ind. Arts	4	.....	.....	.....	.....	.....	.....
Industrial Arts	.....	4	4	.....	.....	.....	.....
Total	8	8-12	16	8	14	8-11	18
Psych. and Educ.							
Psychology	4	8	4	8	4	3[h],4[f]	6
Techniques and Management	4	10	4,8[e]	12,8[g]	5	13,3[f]	10,8[f]
Teaching	8	12	8,8[f]	10,4[g]	10	16	8,8[f]
Total	16	30	24	30-42	19	32-36	24-40
Electives	20	2[c]	2-10	.....	1-4	.....	.....
Grand Total	96	96-98	96	96-108	96	96-97	96-112

[a] Alternatives for Primary-Rural, both required for Intermediate-Rural.
[b] Alternatives for Intermediate-Rural, both required for Primary-Rural.
[c] Additional for Primary-Rural.
[d] Additional for Intermediate-Rural.
[e] Additional for Rural-Elementary.
[f] Additional for Kindergarten-Primary.
[g] Additional for Kindergarten.
[h] Additional for Elementary.

ferent colleges appear to be identical with the courses offered in the field of general education for four-year students. The tendency appears to be in the direction of facilitating transfer from the two-year to the four-year program because students frequently wish to continue college work after beginning to teach.

SUMMARY

Several characteristics of the teachers colleges have made it easy for them to follow the recent trend toward general education. For some time no courses in education have been required in the first two years of the four-year program. Instead of professional work a wide selection of required courses or constants in subject-matter fields provides a broad background for the beginning student which is attractive to those who are undecided about becoming teachers as well as to prospective teachers. Furthermore, divisional organization, which has succeeded most departmental organization in the colleges, has made possible some integration of subject matter in general beginning courses representing broad fields in contrast to traditional specialization. There will probably be more of this kind of integration in the future. The colleges are already inclined to extend the prescription of course work in broad areas beyond the minimum of constants required by the State Teachers College Board.

The last two years of the four-year program are given over largely to concentration in either elementary or secondary education. In elementary education additional work in several subject-matter fields is prescribed. In secondary education majors and minors in particular fields are prescribed. As in the constants of the first two years the colleges are inclined to go beyond the requirements of the State Teachers College Board in setting up required work in majors and minors for the last two years for students being trained for secondary education. The colleges do this because they recognize the value of broad fields of training to the prospective teacher of social studies, science, and other high-school fields. There is, however, still some tendency toward strong specialization in narrow fields, a trend reminiscent of the liberal arts college.

The practice of prescribing more of the work of the first two years of the four-year program and of requiring broader majors and minors in the last two years probably strengthens the work of both levels by eliminating the election of courses inappropriate for the level which the student has reached.

Because of limited time almost all of the two-year program is prescribed in all of the colleges. However, prescription has been handled in such a way as to produce a fairly adequate orientation in each of the broad fields emphasized in programs of general education. In spite of time limitations there seems to be much course work that is identical in the two-year and the four-year programs. The two-year program has been improved in this way, and it is also easier for two-year students to transfer to the four-year program now.

CHAPTER V

EXTRACURRICULUM ACTIVITIES

A belief has been expressed by many students attending Minnesota State Teachers Colleges that the individual has an opportunity for personal development in a small college. The value of student activities in developing personality has been discussed in numerous publications, and participation in activities is now generally recognized as an important part of the educational program.[1] The student gains experiences which prepare him to make satisfactory adjustment to the social environment of adult life.

The questionnaires which supplied the information about students in Chapter I also furnish information about student activities. The number of replies received from seniors at Winona, St. Cloud, Moorhead, and Duluth was large enough so that the activities of comparable groups from each of these colleges could be studied. A few questionnaires returned by seniors were omitted from this investigation because the student had been transferred from another school with at least two years' work or because most of the student's work had been done during summer terms. This left a group of twenty-nine seniors from Winona, thirty-three from St. Cloud, twenty-seven from Moorhead, and twenty-five from Duluth. Table 17 shows the extent to which these seniors participated in activities during their four years in college. It is apparent that most of them took part in some activities and that on the whole the number of activities increased with each year of residence. Moreover, activities in the colleges are so widely varied that all kinds of interests are utilized in developing social contacts.

TABLE 17

TYPES OF EXTRACURRICULUM ACTIVITY IN THE FOUR-YEAR PROGRAMS OF 114 SENIORS IN FOUR MINNESOTA STATE TEACHERS COLLEGES

Activity	Number of Students in Each Activity Each Year															
	Winona				St. Cloud				Moorhead				Duluth			
	Year				Year				Year				Year			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Sports and Phy. Educ.:																
Team activities	5	5	7	6	4	4	4	6	3	5	5	5	....	1	1	1
Cheerleaders	....	...	1	....	2	1	....	1	....	....	....	....	1	....	....	....
Clubs	9	10	8	15	5	5	5	3	11	10	12	11	4	3	3	4

[1] A brief summary of some of the literature supporting the claims for the advantages of extracurriculum actitivities in the secondary school is presented in J. Lloyd Trump, *High-School Extracurriculum Activities, Their Management in Public High Schools of the North Central Association.* University of Chicago Press, 1944 (planographed).

TABLE 17—CONTINUED

Activity	Number of Students in Each Activity Each Year															
	Winona				St. Cloud				Moorhead				Duluth			
	Year				Year				Year				Year			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Music:																
Choir, band, orchestra	3	3	5	4	7	11	10	7	9	9	10	7	6	6	4	4
Clubs	2	5	3	5	3	3	4	3	3	4	5	5	3	4	3	6
Publications:																
College paper	3	3	6	7	3	3	3	3	2	6	6	1	4	4	....	3
Annual	3	2	2	5	....	1	1	1	2	1	3	2	....	....	1	2
Student Government:																
Council	....	1	2	3	1	3	5	4	1	3	3	7	....	1	3	4
Special committees	....	....	....	....	2	5	12	1	3	5	....	3	....	1	....	....
Class officers	1	1	1	4	....	1	4	2	1	....	2	2	....	2	2	3
Clubs in Special Fields:																
Arts and camera	....	....	2	6	4	4	7	8	2	3	2	2	....	1	2	....
Commerce	....	....	....	....	....	1	1	....	....	....	....	....	....	....	....	....
Drama	5	8	5	6	4	5	4	4	1	1	2	3	1	2	4	1
Home Economics	....	....	....	....	....	....	....	....	....	....	....	....	1	3	4	4
Internat. Relations	....	1	3	2	1	1	2	1	3	2	3	4	....	1	....	....
Journalism	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	1
Language	....	....	....	....	....	....	....	....	4	7	7	7	....	....	....	....
Literary	....	....	....	....	9	13	14	17	....	2	4	3	....	....	1	....
Mathematics	....	....	....	....	....	....	....	....	....	4	7	6	....	....	....	....
Radio	4	5	7	6	....	....	....	....	....	....	....	....	....	....	....	....
Science, geography	....	4	5	6	1	1	2	....	....	....	1	....	....	....	1	1
Speech, debate	1	1	....	....	....	1	....	....	....	....	1	....	3	5	6	6
Profes. Organizations:																
Grade level	2	1	3	4	....	....	....	....	....	....	....	1	....	....	....	3
Education	....	1	3	4	1	5	5	8	....	....	3	10	....	....	....	2
Rural life	....	....	....	....	1	....	....	....	3	2	1	1	....	....	....	....
Religious:																
Denominational	4	5	4	3	15	16	16	10	9	9	9	8	4	7	5	5
Interdenominational	2	3	1	1	4	5	9	4	10	10	10	8	2	2	....	....
Social:																
Men	2	1	....	....	1	1	1	....	3	4	7	6	....	1	1	....
Women	....	....	....	....	1	1	3	1	4	9	8	8	2	2	3	1
Other clubs	....	....	....	....	2	1	1	6	....	....	....	....	....	1	3	4
Miscellaneous:																
Pep	....	1	3	5	1	1	....	....	....	....	....	....	....	1	....	....
Political	....	1	....	....	....	1	2	5	....	1	....	....	....	....	1	1
Honor societies	....	1	3	2	....	....	....	2	....	....	....	4	....	....	....	1
Other groups	....	....	....	....	1	1	....	....	2	1	....	....	....	....	....	....

Table 18 indicates how many activities per student were carried by this group of seniors during their four years in college. It also shows how many organization offices or other positions of leadership or special responsibility these students held. They held more offices

TABLE 18

EXTENT OF EXTRACURRICULUM ACTIVITY IN EACH YEAR OF RESIDENCE OF 114 SENIORS IN FOUR MINNESOTA STATE TEACHERS COLLEGES

College Year	In No Activities	Number of Students						
		In One or More Activities					In One or More Offices	
		1	2	3	4	5 or More	1	2 or More
Freshman Year	30	20	23	17	13	11	16	3
Sophomore Year	22	16	17	23	17	19	21	13
Junior Year	19	9	20	20	16	30	22	40
Senior Year	19	14	17	15	16	33	21	45

in the sophomore year than in the freshman year, and participation in activities reached a maximum by the junior year. Those who carried the largest program of activities usually began a substantial program in the freshman year, picked up a few more activities in the sophomore year, and held several offices and positions of responsibility

TABLE 19

EXTENT OF EXTRACURRICULUM ACTIVITY FOR DIFFERENT AGES OF 114 SENIORS IN FOUR MINNESOTA STATE TEACHERS COLLEGES

Age	In No Activities	Number of Students						
		In One or More Activities					In One or More Offices	
		1	2	3	4	5 or More	1	2 or More
19	.....	.....	2	.....	.....	1	2	1
20	.....	.....	2	2	1	5	2	6
21	.....	1	3	5	7	16	7	21
22	.....	1	2	2	2	6	1	9
23	2	3	4	1	3	2	5	4
24	4	1	2	1	1	1	1	2
25	.....	.....	1	2	1	1	.....	1
26	3	3	.....	.....	.....	1	.....	1
27	2	.....	.....	.....	.....	.....	.....	.....
28	2	.....	.....	.....	.....	.....	.....	.....
29	1	.....	.....	.....	.....	.....	.....	.....
30	1	2	.....	1	.....	.....	1	.....
31	.....	.....	.....	.....	.....	.....	.....	.....
32	2	.....	.....	.....	.....	.....	.....	.....
33	.....	.....	1	.....	.....	.....	.....	.....
34	1	1	.....	.....	.....	.....	.....	.....
35	.....	.....	.....	.....	.....	.....	.....	.....
36	.....	.....	.....	1	.....	.....	.....	.....
37	.....	.....	.....	.....	.....	.....	.....	.....
38	.....	1	.....	.....	.....	.....	.....	.....
39	1	.....	.....	.....	.....	.....	.....	.....
40 or older	.....	1	.....	.....	1	.....	2	.....
Total	19	14	17	15	16	33	21	45
Midpoint in ages	27	26	22-23	22	21-22	21	21-22	21

in the junior year. Only a few students did not take part in activities during the last two years of college. Only ten students reported no activities for any of the four years of college. Lack of information made it impossible to determine the nature of the college careers of these students. Some of them were older students who had been teaching or who had been in the Armed Forces.

Social inactivity on the part of older students was so apparent in the replies to the questionnaire that Table 19 was prepared to show the relationship between age and extracurriculum activity. This table clearly shows that the seniors who entered college at seventeen and progressed normally through the four-year course carried the most activities and held the most offices. Those students who did not take part in any activities were considerably older. Most of the older seniors took part in fewer activities than did the twenty-one-year-old group. Only two students over twenty-four held offices.

Men and women did not participate in activities to the same extent. This fact appears in Table 20. Most of the men are veterans, and it is apparent that some are not taking up the activities in which they participated before they went away. Since women have been in continuous residence during the war, they have taken over direction of most of the activities. Probably a break in the continuity of the college career is limiting activity just the same in the case of the returned veteran as in the case of the returned school teacher who

TABLE 20

EXTENT OF EXTRACURRICULUM ACTIVITY FOR MEN AND WOMEN IN A GROUP OF 114 SENIORS IN FOUR MINNESOTA STATE TEACHERS COLLEGES

Number	Number of Students							
		In One or More Activities					In One or More Offices	
	In No Activities	1	2	3	4	5 or more	1	2 or more
68 Women	3	6	10	10	12	27	15	38
46 Men	16	8	7	5	4	6	6	7
Total	19	14	17	15	16	33	21	45

has come back to earn a degree. On the other hand, it is also apparent that some veterans have returned to the swing of college life. A few have already developed extensive programs of extracurriculum activities.

The reports of 103 veterans who are freshmen in the four colleges were checked to determine to what extent the younger veteran is entering into student activities. Almost half of this group indicated an interest or participation in some extracurriculum activity although most of them had been back in college only three or four months. Sports was the leading field of interest mentioned.

Table 21 shows the number of activities engaged in and the number of offices and other positions held by these seniors in the four colleges in relation to the size of high-school class from which they

were graduated. In this instance only the replies of students under twenty-four years of age were used. It is apparent that at the teachers college the graduates of small high schools participate to the same extent that the graduates of larger schools do.

TABLE 21

EXTENT OF EXTRACURRICULUM ACTIVITY OF SENIORS IN FOUR MINNESOTA STATE TEACHERS COLLEGES IN RELATION TO SIZE OF HIGH SCHOOL GRADUATING CLASS

Size of H. S. Class	Number of Students							
		In One or More Activities					In One or More Offices	
	In No Activities	1	2	3	4	5 or more	1	2 or more
14-19	.....	.....	3	.....	1	1	2	2
20-29	1	1	1	2	.....	2	.....	3
30-39	.....	.....	1	1	1	4	2	4
40-49	.....	.....	.....	1	.....	2	1	2
50-59	.....	.....	.....	.....	1	4	.....	5
60-69	.....	1	1	.....	1	.....	3	.....
70-79	.....	.....	.....	1	1	.....	1	.....
80-89	.....	.....	.....	.....	.....	.....	.....	.....
90-99	.....	.....	1	.....	1	.....	1	1
Total	1	2	7	5	6	13	10	17
100-109	.....	.....	.....	.....	.....	1	.....	1
110-119	.....	.....	.....	.....	.....	.....	.....	.....
120-129	.....	1	.....	.....	1	1	1	1
130-139	.....	.....	.....	.....	.....	2	.....	2
140-149	.....	.....	.....	.....	.....	2	.....	2
150-159	1	.....	.....	1	.....	1	.....	2
160-169	.....	1	.....	.....	.....	.....	1	.....
170-179	.....	1	.....	.....	.....	.....	.....	.....
180-189	.....	.....	.....	.....	.....	3	.....	3
190-199	.....	.....	.....	.....	.....	.....	.....	.....
200-249	.....	1	.....	2	.....	1	2	.....
250-299	2	.....	3	1	2	2	1	5
300-349	1	.....	1	.....	2	2	.....	3
350-399	.....	.....	.....	1	1	.....	1	1
400 or more	.....	2	2	.....	1	.....	2	1
Total	4	5	7	5	7	15	8	21

SUMMARY

No program of teacher education is complete which does not include plenty of opportunity for extracurriculum activity. In order to determine the extent to which this kind of opportunity is provided by the Minnesota State Teachers Colleges for future teachers in the public schools, the records of four groups of college seniors were studied. These records show that the environment of the teachers college stimulates widespread participation in extracurriculum activities. The greatest individual participation was evident among students who entered at seventeen and progressed normally through the four-year course. Women participated in student activities to a greater extent than men, probably because of the break in college work of men due to the war. It is significant that the graduates of small high schools engage in student activities at the teachers colleges to the same extent that graduates of larger high schools do.

CHAPTER VI

THE PRODUCTION OF TEACHERS

The Minnesota State Teachers Colleges have performed two outstanding services for the elementary schools of the state. In the first place, they have supplied a large number of teachers for these schools; and, in the second place, they have provided further training for experienced teachers, thereby upgrading the quality of the teaching forces.

Table 22 shows the per cent of teachers which the various types of educational institutions have contributed to the elementary schools in recent years. The teachers colleges have supplied 80 per cent of all teachers in the graded elementary schools outside Minneapolis, St. Paul, and Duluth; 48 per cent of the elementary teachers in those cities; and about 40 per cent of those in the ungraded schools. In the depression years the teachers colleges continued to provide a high proportion of elementary teachers, and an increasing number of these were four-year elementary majors.

The teachers colleges have contributed continuously to the upgrading of the teachers of the ungraded elementary schools for many years. Table 23 shows the upgrading of the teaching force in ungraded elementary schools in Minnesota. It indicates that the two-year program in the teachers colleges contributed 31.9 per cent of the teachers of the ungraded schools in 1938 as compared with only 1.5 per cent with this amount of preparation in 1921.

The depression made it possible to hire teachers with more training for the ungraded elementary schools during this period. According to a study of the two-year students at Mankato, Moorhead, and Winona for the years 1936-41, "eighty out of every hundred of the two-year graduates have been placed in ungraded rural schools and within recent years more and more of the graduates have gone into the ungraded rural schools."[1] On the other hand, the percentage of teachers in the ungraded schools who were graduates of one-year teacher training programs in high schools tended to remain constant during the depression. Low salaries restricted the upgrading of this group although recently many of them have begun to take additional work in the teachers colleges through residence during the year, extension, and summer courses. Since no other schools grant adequate transfer credit to successful teachers for recent work in one-year programs, the teachers colleges are the only institutions which serve this large group of graduates of high-school normal-training departments seeking further training.

The practice of obtaining teachers with degrees has been responsible in part for the higher level of preparation of teachers in the graded school. The teachers colleges contributed an increasing num-

[1] "The State Teachers Colleges and the Rural Schools of Minnesota," p. 13. *The Bulletin of Moorhead State Teachers College*, December, 1942.

TABLE 22

INSTITUTIONS IN WHICH MINNESOTA ELEMENTARY SCHOOL TEACHERS RECEIVED THEIR TRAINING

Class of School	Per Cent of Teachers					
	Minnesota Teachers Colleges	University of Minnesota	Private Schools or Colleges	High School Teacher Training Departments	High School Only	Out of State and All Others
All ungraded elementary						
1931-32 [a]	38.3	.8	.....	52.9	2.6	5.4
1938-39 [b]	40.71	.21	.30	52.27	.....	6.51
Graded Elementary exclusive of three cities						
1931-32 [a]	80.7	1.3	4.3	.....	1.4	12.3
Minneapolis, St. Paul, Duluth	48.0	5.2	4.4	.....	2.5	39.9
All graded elementary						
1931-32 [a]	69.1	2.7	4.3	.....	1.7	22.2
1938-39 [b]	62.93	8.54	6.63	.....	.....	21.9
Total for Minnesota						
1931-32 [a]	51.9	1.6	1.9	29.5	2.3	12.8
1938-39 [b]	50.68	3.95	3.04	28.82	.....	13.41

[a] "A Study of Minnesota Teachers Employed in Elementary Schools 1931-32," p. 15. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, August, 1932.

[b] "A Study of Teacher Turnover, Supply, Training, and Assignment in Minnesota Public Elementary and Secondary Schools," p. 4. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, December, 1939 (mimeographed).

TABLE 23

UPGRADING THE TEACHING FORCE IN UNGRADED ELEMENTARY SCHOOLS OF MINNESOTA [a]

Extent of Training	Per Cent of Teachers					
	1921	1926	1930	1934	1936	1938
Four-year college [b]	1.3	1.5	1.2	1.7	1.4	2.2
Two-year teachers college [c]	1.5	8.6	17.2	26.0	28.8	31.9
One-year teachers college	3.6	19.2	21.2	16.2	12.9	10.3
One-year high-school training department	50.3	54.4	52.2	50.8	52.8	51.9
Examination	3.2	8.0	5.1	1.8	3.3	3.2
Not included above	30.1	8.3	3.1	3.5	.8	.5

[a] Adapted from "A Study of Teacher Turnover, Supply, Training, and Assignment in Minnesota Public Elementary and Secondary Schools," p. 8. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, December 1939 (mimeographed).

[b] Includes four-year teachers-college graduates.

[c] Includes a few three-year teachers-college graduates.

ber of teachers especially prepared in the four-year elementary school program. Table 24 shows the extent of this increase at Moorhead and Bemidji from 1934 to 1943.

Table 24 also shows the number of four-year graduates prepared for the secondary schools in these two colleges. It is significant that the number of men was greater than the number of women every year until 1942. Apparently young men from the farms and country towns regard secondary education as a desirable professional field.

TABLE 24

FOUR YEAR GRADUATES OF MOORHEAD AND BEMIDJI STATE TEACHERS COLLEGES

Year	Moorhead [a]				
	Elementary Program		Secondary Program		
	Number of Men	Number of Women	Number of Men	Number of Women	Total
1934	.....	15	20	18	53
1935	.....	11	26	16	53
1936	.....	15	32	16	63
1937	.....	13	22	8	43
1938	.....	20	24	14	58
1939	.....	20	40	17	77
1940	1	20	20	20	61
1941	.....	14	25	23	62
1942	.....	19	12	31	62
1943	.....	28	13	11	52
Total	1	175	234	174	584
	Bemidji [b]				
1934	.....	2	13	9	24
1935	.....	4	10	1	15
1936	.....	2	20	6	28
1937	.....	5	8	8	21
1938	.....	5	15	10	30

TABLE 24—CONTINUED

Year	Moorhead [a]				
	Elementary Program		Secondary Program		
	Number of Men	Number of Women	Number of Men	Number of Women	Total
1939	1	7	10	7	25
1940	.....	5	22	9	36
1941	3	11	17	7	38
1942	.....	9	9	11	29
1943	.....	9	13	12	34
Total	4	59	137	80	280
Grand Total	5	234	371	254	864

[a] Adapted from "Final Report on the Moorhead State Teachers College for the Interim Committee of the Minnesota House of Representatives," p. 58. Committee of the Faculty and the Administration of the College, Moorhead, Minnesota (mimeographed).

[b] Adapted from "Bemidji State Teachers College 1933-43 Report to the Interim Committee on Administration," pp. 27-28. Bemidji, Minnesota, January, 1944 (mimeographed).

Table 25 shows that in the school year 1938-39 almost one-seventh of the secondary-school teachers employed in the state of Minnesota were trained in the teachers colleges of the state. This was approximately half the number trained by the private schools and somewhat less than half the number trained by the University or the number from other states. Since 29.05 per cent were trained outside the state, the teachers colleges were producing in the pre-war period about 20 per cent of the secondary-school teachers of the state who were educated in Minnesota.

TABLE 25

INSTITUTION IN WHICH MINNESOTA SECONDARY-SCHOOL TEACHERS EMPLOYED DURING THE SCHOOL YEAR 1938-39 RECEIVED THEIR TRAINING [a]

Institution	Number	Per Cent
A. In Minnesota:		
University	2,326	28.90
State teachers colleges	1,120	13.92
Private colleges	2,101	26.11
Private special schools	56	.70
All others	33	.41
Total for Minnesota	5,636	70.04
B. Out of state	2,257	28.05
C. No report	154	1.91
Grand total	8,047	100.00

[a] Adapted from "A Study of Teacher Turnover, Supply, Training, and Assignment in Minnesota Public Elementary and Secondary Schools," p. 4. State of Minnesota Department of Education Statistical Division, St. Paul, Minnesota, December, 1939 (mimeographed).

It is safe to estimate that this group serves the smaller towns for the most part. Some significant figures in this respect are presented

number who would be actually available to small high schools in Minnesota.

Whatever the private liberal arts colleges do, the state teachers colleges now have the responsibility of providing teachers for all levels in the public schools. It is apparent that the state teachers colleges are now providing a considerable proportion of the qualified new teachers for the secondary schools, especially those of the smaller towns. Considering the rural background of the large proportion of teachers college students, one can readily see why these graduates are able to fit into the community life of these smaller towns.

SUMMARY

At the outbreak of the recent war the six teachers colleges in Minnesota were supplying a large number of teachers to the schools of the state. They had supplied as many as 80 per cent of the teachers in graded elementary schools outside the three largest cities; about 48 per cent of the elementary school teachers in these three cities; and about 40 per cent of the teachers in the ungraded elementary schools of the state. They had also been upgrading the teachers of the ungraded schools. The teacher training departments maintained in conjunction with certain high schools of the state had produced about 50 per cent of the teachers in ungraded schools from year to year. Only the teachers colleges granted advanced standing to one-year students of such training departments and therefore afforded practically the only opportunity of upgrading these teachers.

The teachers colleges also prepared an increasing number of four-year elementary teachers who contributed to the higher level of training in the graded elementary schools of the state.

By 1938 the teachers colleges had been preparing secondary school teachers for only about ten years, but they were already contributing approximately 20 per cent of those teachers in secondary schools who had been prepared to teach by the educational institutions within the state. A large proportion of these secondary school teachers were serving in the many small school systems of the state in communities of the type in which they themselves had lived. It is significant that in the two representative teachers colleges for which figures were available the majority of teachers prepared for the secondary schools were men.

Undoubtedly many students who begin their work at the teachers colleges continue at the University. It is impossible to say how many of this group would find their way into higher education if the teachers colleges were not available. The education of both elementary and secondary school teachers by the teachers colleges has made it possible for many rural boys and girls to look toward a broader career in the public schools than they could have achieved from the work offered by the old normal schools.

CHAPTER VII

THE FACULTY

The educational level of the faculties of the teachers colleges in Minnesota has been steadily rising the last twenty-five years. Table 27 shows the highest earned degree of members of the faculties from 1920 through 1945. In 1920 only a few held the Doctor's degree,

TABLE 27

RISE IN EDUCATIONAL LEVEL OF FACULTIES OF MINNESOTA TEACHERS COLLEGE, 1920-1945

Year	College							
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji	Total	Per Cent
	Number Holding Doctor's Degree							
1920	.....	.....	.....	3[a]	2	.....	5	2.8
1925	.....	.....	.....	.....	2	.....	2	1.0
1930	.....	.....	2	2	3	.....	8	3.2
1935	5	4	4	3	9	2	27	9.8
1940	8	6	7	8	10	9	48	17.6
1945	9	12	11	12	14	9	67	21.1
	Number with Master's Degree Plus Additional Graduate Work							
1920	6[a]	4	1	5[a]	1	5[a]	22	12.6
1925	4	5	5	3	4	7	28	13.3
1930	6	8	14	5	5	7	43	17.4
1935	14	15	22	9	3[b]	9	72	26.2
1940	22	17	35	17	1[b]	1[b]	93	34.2
1945	24	25	38	12	1[b]	12	112	35.2
	Number Holding Master's Degree Only							
1920	5[a]	9	5	4[a]	2	1[a]	26	14.8
1925	11	14	7	9	4	5	50	23.8
1930	11	15	10	10	5	10	61	24.7
1935	7	18	20	11	21	10	87	31.6
1940	8	10	17	15	24	23	97	35.7
1945	9	10	19	18	29	12	97	30.5
	Number with Bachelor's Degree Plus Some Graduate Work							
1920	7[a]	3	9	4[a]	6	3[a]	32	18.3
1925	3	4	13	5	5	4	34	16.2
1930	6	8	15	11	7	0	47	19.1
1935	13	7	7	14	4[b]	6	61	22.2
1940	4	1	6	5	[b]	2[b]	18	6.6
1945	7	3	2	4	[b]	7	23	7.2
	Number Holding Bachelor's Degree Only							
1920	7[a]	5	6	12[a]	3	3[a]	36	20.6
1925	4	6	11	11	.....	.....	32	15.2
1930	11	7	10	5	3	7	43	17.4
1935	3	2	3	3	3	1	15	5.5
1940	1	.....	2	2	3	4	12	4.4
1945	1	1	.....	1	4	1	8	2.5

TABLE 27—CONTINUED

Year	College							
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji	Total	Per Cent
	Number Holding No Degree							
1920	12[a]	13	14	6[a]	5	4[a]	54	30.9
1925	17	11	13	9	7	7	64	30.5
1930	5	9	12	7	8	4	45	18.2
1935	1	5	4	.....	1	2	13	4.7
1940	2	1	.....	.....	1	.....	4	1.5
1945	4	4	1	1	1	.....	11	3.5

[a] 1922 list. 1920 list not available.

[b] Faculty lists from which these data were taken ordinarily did not indicate work beyond the earned degree.

whereas in 1945 approximately one-fifth of all those in the college and training-school departments of the college held the Doctor's degree. Those who held the Master's degree or had completed work somewhat beyond that degree in 1945 make up another three-fifths of all faculty members so that approximately four-fifths had earned a Master's degree in 1945 in contrast to about 30 per cent in 1920. Table 27 also indicates a corresponding decrease in the number with only a Bachelor's degree. This group and those with no degree whatever have almost disappeared. Most of the latter are in special fields such as music and art where private study with outstanding artists is undoubtedly as important as formal graduate work even though such study cannot be evaluated in terms of credit or degrees. The trends are closely comparable in all the colleges, but the figures represent an understatement of progress because a few of the faculty lists from which the information was taken did not show all graduate work beyond the last degree actually earned.

The members of the faculties of the teachers colleges have attended all the major types of college and university. Table 28 shows the variation in educational background of the faculty at Moorhead, which may be regarded as representative of the entire group of colleges. Approximately one-fourth of the members of this faculty are graduates of Moorhead or other teachers colleges. All of this group have had graduate work in other institutions and nearly all of them in at least one of the major graduate schools of the country. A fact not shown in the table is that these members are, with two exceptions, doing part or all of their teaching in one of the professional divisions—that is, the Division of Professional Courses, the Division of the Laboratory Schools, and the Division of Co-operating Schools. It is to be expected that in a college devoted to the education of teachers outstanding students in education from this college should be selected to fill some of the positions on the faculty in that field. The remaining three-fourths of the faculty at Moorhead obtained the Bachelor's degree from public and private universities and colleges other than teachers colleges. These members have taken graduate work in a great many institutions, and nearly all have attended one or more of

TABLE 28
INSTITUTIONS AT WHICH MSTC FACULTY MEMBERS WERE EDUCATED AS REPORTED IN 1944-45.

Moorhead Faculty	Where Graduate Work Was Done					
	No Graduate Work	Teachers College	Small State University	One Major Graduate School	One Major Graduate School and One Other School	Two or More Major Graduate Schools
8 graduates of MSTC	.....	1	.....	3	1	3
4 graduates of other teachers colleges	.....	.....	1	2	1	.....
13 graduates of private liberal arts colleges	.....	.....	1	3	2	7
8 graduates of small state colleges and universities	.....	.....	.....	6	1	1
14 graduates of major universities	1	.....	1	4[b]	4[b]	4[a]
47[c]	1	1	3	18	9	15

[a] Three individuals with graduate and undergraduate work at the same university included.

[b] Two individuals with graduate and undergraduate work at the same university included.

[c] Forty-seven out of forty-eight faculty members.

the major graduate schools. Some of the faculty who obtained the Bachelor's degree from insitutions other than teachers colleges teach in the professional divisions and some in the academic divisions of the college. It is apparent that the degree of inbreeding found in many of the liberal arts colleges does not exist in this institution. The members of the faculty as a whole possess a very broad educational background. Familiarity with educational practices in many types of institution makes it possible for them to contribute different points of view to the teachers college which they serve.

A study of faculty preparation at Moorhead in 1943-44 showed that of the forty-four members of the faculty at that time forty-one held the Master's degree and thirteen of these forty-one held the Doctor's degree also. Moreover, the degrees were obtained from universities of high rank. A committee of the American Council on Education studied the universites of the country and listed those which were judged to have adequate provision in faculty and equipment for graduate work in certain departments. A small number of these departments were judged by leading authorities in each field to be especially distinguished. As indicated by Table 29, nine of the Doctor's degrees and twenty-five of the Master's degrees of the members of Moorhead State Teachers College faculty were obtained from especially distinguished departments, and three of the Doctor's degrees and nine of the Master's degrees were obtained from departments with adequate provision for graduate work.

TABLE 29

GRADUATE DEGREES HELD BY 1944-45 MOORHEAD STATE TEACHERS COLLEGE FACULTY FROM UNIVERSITY DEPARTMENTS AS APPRAISED BY A COMMITTEE OF THE AMERICAN COUNCIL OF EDUCATION

University	Department	Doctor's Degree	Master's Degree
Especially Distinguished Departments			
Clark University	Geography	1	1
Columbia University	Education	.....	9
Columbia University	English	.....	1
Harvard University	Political Science	1	.....
Northwestern University	German	.....	1
State University of Iowa	Education	3	3
University of Chicago	Botany	1	1
University of Chicago	Education	2	1
University of Chicago	English	.....	1
University of Minnesota	Education	1	7
Total		9	25
Departments with Adequate Provision for Graduate Work			
New York University	Education	1	.....
Northwestern University	Romance	.....	1
Northwestern University	Zoology	1	1
State University of Iowa	History	1	1
State University of Iowa	Physics	.....	1
University of Chicago	Art	.....	1
University of Minnesota	Political Science	.....	2
University of Minnesota	English	.....	1
University of Missouri	English	.....	1
Total		3	9
Other Departments			
Dennison University	History	.....	1
Colorado State College of Education	Education	.....	1
Highland University	Botany	.....	1
State University of Iowa	Art	.....	1
University of Pittsburgh	English	1	.....
University of Vermont	Mathematics	.....	1
Total		1	5
Fields Not Included in American Council Study			
Northwestern University	Music	.....	1
University of Idaho	Music	.....	1
Total			2
Grand Total		13	41
Number of Master's degrees held by Doctors			13
Number of Master's degrees only			28

The Moorhead study also showed the recency of faculty training. As indicated in Table 30, a majority of the members of the faculty of the academic divisions had done graduate work within the previous five years, and even more members of the faculty of the professional divisions took graduate work in that period.

TABLE 30

RECENCY OF GRADUATE WORK OF THE 1944-45 FACULTY OF MOORHEAD STATE TEACHERS COLLEGE

Final Degree and Last Study Beyond Degree	Last Period of College Study			
	Before 1934	1934-39	1939-44	Total
Academic Divisions:				
Bachelor's degree	....	....	....	....
Bachelor's degree with additional work	....	1	1	2
Master's degree	1	2	1	4
Master's degree with additional work	....	4[a]	8	12
Doctor's degree	1	2	3	6
Doctor's degree with additional work	....	1	....	1
Total	2	10	13	25
Professional Division: [b]				
Bachelor's degree	....	....	....	....
Bachelor's degree with additional work	....	....	1	1
Master's degree	....	4	2	6
Master's degree with additional work	....	2[a]	4[a]	6
Doctor's degree	1	....	4	5
Doctor's degree with additional work	....	....	1	1
Total	1	6	12	19
Total for all divisions	3	16	25	44

[a] One auditor included.
[b] Including Laboratory Schools.

The rise in the educational level of the faculties of the Minnesota teachers colleges is due to two factors: (1) most of the recently employed faculty members have a good deal of graduate training; (2) other faculty members spend summers and leaves of absence on work toward higher degrees. It is doubtful whether such a large proportion of the faculties of any other type of educational institution spend so much time in graduate study.

Table 31 shows the educational background of new faculty members employed by the teachers colleges in the period from 1940 to

TABLE 31

EDUCATIONAL LEVEL OF 1945 FACULTY MEMBERS EMPLOYED SINCE 1940

Extent of Training	Colleges							
	Winona	Mankato	St. Cloud	Moorhead	Duluth	Bemidji	Total No.	Per Cent[b]
No degree	2	3	1	1	....	....	7	63.6
Bachelor's degree	1	1	....	1	4	1	8	100.0
Bachelor's degree plus some graduate work	3	3	....	3	....	5	14	60.9
Master's degree	3	....	6	7	7	5	28	28.9
Master's degree plus additional graduate work	8	3	4	1	....	3	19	17.0
Doctor's degree	3	3	5	4	5	1	21	32.8

[a] Faculty list does not include work beyond degrees.

[b] Per cent of all faculty members at same level.

1945. Most of the ninety-seven new faculty members have the Master's degree or work beyond that level. About a third of all faculty members holding the Doctor's degree were hired in this period. However, only about a fourth of those whose highest degree is the Master's degree were recently employed. About 30 per cent had not earned the Master's degree. In fact, most of those without degrees are new members. They are teachers in the elementary- and high-school grades of the laboratory schools or instructors in music where studio training even with the most accomplished teachers is often not evaluated in terms of degrees and credits.

It is apparent that the faculty members of longer terms of service have contributed greatly by their continued study to the upgrading of teachers college faculties. This record of upgrading justifies the generous policy of the College Board in granting sabbatical leaves on half pay for study. In some colleges as many as four or five members have been on leave at one time in recent years.

Two of the colleges have now adopted plans of professional ranking within their faculties with the encouragement of faculty achievement as one of the objectives. The value of such plans, of course, is dependent upon the criteria adopted as a basis for promotion.

Modern educational administration makes wide use of the committee organization of faculties not only as a democratic procedure for sharing responsibility and utilizing special ability but also as a means of developing breadth and capacity among the members of the faculty. The different plans of committee organization of the five colleges for which information was available are shown in Table 32. Three colleges, Winona, Bemidji, and St. Cloud, have a number of

TABLE 32

COMMITTEE ORGANIZATION IN MINNESOTA TEACHERS COLLEGES

Winona	Mankato	St. Cloud	Moorhead	Bemidji
Personnel	**Administrative Cabinet**	**Faculty Committee**	**Council of the Faculty**	**Faculty Welfare**
Finance [a]			**Administrative-Advisory Council:**	**Administrative**
Buildings and Grounds			All-College Programs	
Lectures and Recitals				
Library		**Library**	Library	**Library**
Social			Placement	
Alumni Relations [a]				
Public Relations [a]		**Publicity**	Public Relations	**Public Relations**
Radio			Evaluation Research	**Publications**
Transportation		**Intercollegiate Athletics**	**Council on General Education:**	
Curriculum	**Educational Policies Commission**	**Curriculum**	Communications Humanities Natural Science Social Studies	**Curriculum**
			Council on Professional Education: Professional Courses Laboratory Schools Co-operating Schools	
			Council on Specialization[b]	
Scholastic Records	**Council on Student Affairs**	**Student Activities:**	**Council on Student Affairs:**	**Student Personnel:**
Recommendations			Jr. Advisory Sr. Advisory	Health
Health Service			Health, Recreation, and Athletics	Housing
Athletics [a]		Student Publications	Student Publications	
Social [a]		Student Organizations	Student Activities Arts Activities	**Social Activities**

TABLE 32 - CONTINUED

Assembly and Commencement Exercises [a]		Lectures and Entertainments		**Financial Aids**
Loans and Awards		College Activities		
Defense [a]				

[a] Both faculty and student members.
[b] Sub-committees consist of instructors in each division.

independent committees dealing with more or less similar problems. Seven of the nineteen committees at Winona have both faculty and student members. Although Winona has somewhat the largest number of committees, the Committees on Student Affairs at Bemidji and St. Cloud co-ordinate the work of several subcommittees. At Winona and Bemidji all members of the faculty appear to be assigned to one or more committees. At St. Cloud several faculty members in the laboratory schools and in the college are not assigned to committees which are listed. At Moorhead all faculty members in the college and some of those in the laboratory schools are assigned to college committees. At Mankato the three major staff committtees do not provide assignments for all faculty members. However, subcommittees are set up from time to time as special needs appear, and additional faculty members serve on these. Moorhead and Mankato both follow the plan of having a few large commissions or councils to co-ordinate committee work. Moorhead has six major "councils" which co-ordinate the work of several standing committees subordinate to them. In general the colleges are making rather extensive use of committee organization in facilitating discussion and exchange of ideas, in inaugurating projects which are of importance to the college, and in conducting all kinds of activities within the colleges. The value of such in-service training can hardly be equaled by any formal graduate work required for degrees.

Another type of in-service training is the Faculty Institute with which the fall quarter was opened at Moorhead in 1945. Leading educators from two large universities were invited to the Moorhead campus to act as consultants in the fields of their special competence. The program consisted of lectures and discussion groups in which faculty members participated.

SUMMARY

The level of training of the faculties of the teachers colleges has risen a great deal during the past twenty-five years. Furthermore, the members were educated at all types of higher institutions. About one-fourth were graduates of teachers colleges, and three-fourths were graduates of private liberal arts colleges, state colleges, or the universities of the country. More detailed figures were available for Moorhead State Teachers College, which may be regarded as typical

of all of the Minnesota teachers colleges. Most of the faculty of this college attended one or more of the leading graduate schools. Graduate degrees held by these people for the most part were earned in graduate departments which have been ranked high by a committee of the American Council on Education. A large proportion of the faculty members of this institution had taken graduate work within the five years prior to the investigation reported.

In order to determine the source of faculty upgrading, the educational status of the new faculty members employed in the last five years was investigated for all of the colleges. A considerable number of new faculty members who already have earned the doctorate have come to the colleges in this period. However, a large proportion of the upgrading which has taken place has been due to the continued study of faculty members of longer terms of service.

The committee systems of the colleges were studied in order to determine the extent to which this type of in-service training is utilized. Committee appointments indicate that most of the members are drawn into the committee work of the colleges, with the possible exception of the teachers in the laboratory schools. The Faculty Institute is another type of in-service training which has just begun to be recognized.

CHAPTER VIII

GROWTH OF TEACHERS COLLEGE PROGRAMS IN THE UNITED STATES

The teachers colleges of Minnesota have met the demands of the past with success; they should prepare with foresight to meet the demands of the future. The problems encountered by teachers colleges in other states throw some light on future demands in this state.

The development of the normal schools into teachers colleges in Minnesota is quite similar to what has happened in most of the other states. There are only a few state normal schools with less than four years of college work in the United States now. There are still a few institutions which are called normal schools even though they have become four-year colleges. A few institutions are called Normal Colleges. Most of these institutions are known as teachers colleges or colleges of education. The Legislature of New York recently changed the name of all remaining normal schools in that state to teachers colleges.

Many of the teachers colleges have now gone a step further and have become known as state colleges. This is largely the result of the expansion of their programs beyond the single purpose of teacher education. In this way teachers colleges have become regional colleges.[1] In California, Ohio, Oklahoma, Tennessee, and West Virginia all former state teachers colleges are now known as state colleges. The same change has been made in certain colleges in Colorado, Mississippi, and Virginia. Ohio led this development by making the college at Kent a state college in 1915 and the college at Bowling Green a state college in 1929. Since 1915 these two colleges in Ohio have been known as universities. At Carbondale, Illinois, and Normal, Illinois, on the other hand, the teachers colleges are called normal universities. At Las Vegas, New Mexico, the institution was first called a normal university but has now become New Mexico Highlands University.

The Educational Policies Commission at Mankato State Teachers College has reported the results of a questionnaire submitted to the registrars of twenty-six members of the American Association of Teachers Colleges which are now designated as state colleges or universities. The question as to how a change in name and scope of the college had affected teacher education drew replies which were predominantly favorable to the change. None of the replies indicated that the change had affected the program of teacher education adversely.[2]

The problems in the development of curriculums for teacher education in the different states have been quite similar. The recognition of the need for more adequate general education as a basis for teacher

[1] The way in which this development took place in Tennessee is described in Rhey B. Parsons, *Teacher Education in Tennessee*. Doctor's thesis, Department of Education, University of Chicago, 1935 (planographed).

[2] *Toward Greater Service*: A Study of Ways in Which Mankato State Teachers College May Add to Its Effectiveness in Serving Its Geographical Area, pp. 25-27. Educational Policies Commission, Mankato, Minnesota: State Teachers College, May, 1945 (mimeographed).

education has been widespread.[1] The trend toward the planning of broader areas of specialization on the upper college level has likewise been common. Professional departments of education have been making an effort to get closer to children and the problems of child development and to work more closely with the schools of the areas which the colleges serve.

Teacher education has also been made more widely available through the development of extension programs of classwork and correspondence study. The Minnesota State Teachers Colleges engaged in a considerable amount of in-service training during the war years in an effort to alleviate the teacher shortage by improving the qualifications of teachers in the field. Many states maintain permanent programs of this sort. Minnesota State Teachers Colleges have also conducted field workshops during the summer in order to make professional knowledge more widely available to teachers. In the Report of the Mankato Educational Policies Commission previously mentioned there is a survey of the catalogues of seventy-five teacher training institutions which indicates that forty-eight of them offered off-campus extension courses and thirty-two offered correspondence courses at the time the investigation was made.[2]

Teachers colleges in different parts of the country have adopted many other plans for the improvement of public education in the states which they serve. A growing number of teachers colleges maintain educational service bureaus which establish contact with school personnel in many ways. A well-rounded field service of this type is reported at Bowling Green, Ohio. This program of field service includes a speech clinic and a reading clinic which carry on work with local school units, a behavior clinic which provides consultation and special help in solving behavior problems, a field laboratory program which assists in organizing and conducting field laboratories for surveys and evaluation purposes, and a measurement and curriculum laboratory which gives special help in local curriculum studies and in the planning of achievement testing programs.[3] The Western Michigan College of Education at Kalamazoo has announced plans for expanded service of its speech and psycho-educational clinics. This college will extend is co-operation with other child-serving agencies in the area and extend the work of these clinics to meet special needs of returning war veterans.[4] Ball State Teachers College at Muncie, Indiana, maintains a Child Development Service which makes available to the local communities a general consultation service for parents and teachers, a habit clinic, and general study groups for parents. At Muncie there is also a Teaching Materials Service to provide aid for the college and for in-service teachers wishing to use audio-visual aids.[5]

[1] *Ibid.*, pp. 45-49.

[2] *Ibid.*

[3] Announcement of the College of Education issued with the signature of Claude Hissong, Dean.

[4] Ernest V. Hollis and Ralph C M. Flynt, *Higher Education Looks Ahead*: A Roundup on Postwar Planning in Higher Education, p. 59. United States Office of Education, Bulletin 1945, No. 8, Washington: Government Printing Office, 1945.

[5] *Ball State Teachers College Bulletin. Catalog Number and Announcements*, 1945-46. II, No. 3 (March, 1945), 32, 45.

Some teachers colleges have recently been engaged in intensive projects of rural school supervision. Western Illinois State Teachers College at Macomb has carried on a five-year project in rural supervision with the aid of the Committee on Rural Education of the American Country Life Association. The program has attempted to discover how rural education can be made more satisfactory and efficient for country children through the co-operation of various groups, organizations, and individuals within a county.[1] Similar projects have been carried on in Missouri, Wisconsin, and Oklahoma under the auspices of the same organization. The Kellogg Foundation and the Sloan Foundation have assisted teachers colleges in other states in the study or rural problems.[2]

Growing interest in health and physical education has stimulated an increasing interest in out-of-door projects and camping projects for teacher education. Trenton State Teachers College in New Jersey has been a leader in that state in the establishment of a Summer Day Camp adjoining the college. This camp provides leadership training and serves as a laboratory for the observation of child behavior.[3] Elsewhere, colleges have acquired camp sites which are used as year-round recreation centers. Western Michigan College of Education at Kalamazoo has recently acquired an interest in a very extensive camp project of the latter type near Battle Creek, Michigan.[4]

A number of teachers colleges have been interested not only in enriching their programs of teacher education but in extending them upward to a fifth year of college work. Table 33 shows that during a six-year period from 1933-34 to 1939-40 the number of colleges offering graduate work and the number of students enrolled in graduate courses in these institutions increased considerably. These programs were discontinued in only two states during the six-year period. On the whole, graduate work in teachers colleges is restricted to the field of education although related work in the other social sciences may be included. In Texas, however, the Master's degree has been granted to majors in English and in history in combination with numerous minor fields.[5] At the Western Michigan College of Education in Kalamazoo graduate courses offered are chosen through the co-operation of an Advisory Council of the College and an Adviser to

[1] *The Western Illinois State Teachers College Bulletin.* "The McDonough County and Western Illinois State Teachers College Rural School Supervisory Project." A Progress Report at the Middle of a Five-Year Project in Rural School Supervision by the Project Research Committee. XXIII, No. 2 (September, 1943).

[2] Report on Sloan Foundation Curriculum Foundation Study Fellowships in Teachers Colleges, pp. 77-108. The American Association of Teachers Colleges, *Twenty-Fourth Yearbook.* Oneonta, New York: American Association of Teachers Colleges, 1945.

[3] Ruth B. Byler, "Shall We Have Outdoor Camping Education for Teachers in Training?" pp. 67-71. *Teacher Education Quarterly,* Vol. III, No. 2. Hartford, Connecticut: Connecticut State Department of Education, February, 1946.

[4] *Bulletin of Western Michigan College of Education, Forty-First Catalog,* 1944-45, with Announcements for 1945-46. XL, No. 4, 581.

[5] *Bulletin of the East Texas State Teachers College, Announcements for the Long Session,* 1939-40. XXII, No. 3 (June, 1939), 162-4.

TABLE 33
PUBLIC TEACHERS COLLEGES REPORTING GRADUATE WORK IN 1933-34 AND IN 1939-40

State	1933-34 [a]		1939-40 [b]	
	Number of Colleges	Number of Students	Number of Colleges	Number of Students
Arizona	.....	.....	2	152
Colorado	2	116	2	100
Illinois	.....	.....	1	132
Indiana	2	88	2	242
Kansas	2	152	2	356
Kentucky	1	48	.....	.....
Massachusetts	1	120	4	101
Michigan	.....	.....	2	298
New Jersey	1	20	1	35
New Mexico	1	14	.....	.....
New York	1	113	2	338
North Carolina	1	7	1	11
Ohio	.....	.....	1	64
Pennsylvania	.....	.....	1	17
Rhode Island	1	36	.....	.....
Texas	.....	.....	7	690
Washington	.....	.....	1	5
Total	13	714	29	2,540

[a] *Biennial Survey of Education,* 1932-34, pp. 166-77. Office of Education Bulletin, 1935, No. 2. Washington: Government Printing Office, 1937.

[b] *Biennial Surveys of Education in the United States,* 1938-40 and 1940-42, pp. 100-153. Office of Education Bulletin, 1944. Washington: Government Printing Office, 1944.

the College from the University of Michigan. The courses at Kalamazoo are under the control of the Executive Board of the Graduate School of the University of Michigan, and work is conducted as part of the regular program of the University. The work of the student is balanced by adding to his courses in education "a considerable proportion of the courses in cognate fields."[1]

In addition to the development of programs for the professional education of teachers, other types of four-year programs have been adopted by an increasing number of teachers colleges. Table 34 shows the number of publicly controlled teachers colleges which reported enrollment of students in the arts and sciences as distinct from professional education programs in 1934-35 and in 1939-40. Colleges in all parts of the country except New England reported having students in this group. An examination of recent catalogues of twenty-seven teachers colleges from all parts of the country indicates that nine of them regularly offer the Bachelor's degree to students without any requirement of professional courses in education. One other college is prepared to confer the degree "by faculty action" to students who have no courses in education. Seven of these ten teachers colleges did not report enrollent in the arts and sciences in 1939-40. It there-

[1] *Bulletin of Western Michigan College of Education, Forty-first Catalogue,* 1944-45, with Announcements for 1945-46. XL, No. 4, 115.

TABLE 34

PUBLIC TEACHERS COLLEGES REPORTING ENROLLMENT IN ARTS AND SCIENCES IN 1933-34 AND IN 1939-40

State	1933-34 [a]		1939-40 [b]	
	Number of Colleges	Number of Students	Number of Colleges	Number of Studen
Arkansas	1	59	.....	.....
California	3	1,619	6	9,524
Colorado	1	179	2	188
Illinois	1	7	.....	.....
Kansas	.....	.....	2	455
Kentucky	.....	.....	1	312
Michigan	.....	.....	2	867
Missouri	2	318	2	1,211
New Jersey	.....	.....	1	621
North Dakota	1	145	4	486
Oklahoma	.....	.....	1	7
Oregon	2	231	2	342
South Dakota	.....	.....	2	129
Virginia	.....	.....	3	345
Washington	.....	.....	1	179
West Virginia	.....	.....	1	60
Wisconsin	1	175	.....	.....
Total	12	2,733	30	14,726

[a] *Biennial Survey of Education,* 1932-1934, pp. 166-77. Office of Education Bulletin, 1935, No. 2. Washington: Government Printing Office, 1937.

[b] *Biennial Surveys of Education in the United States,* 1938-40 and 1940-42, pp. 100-153. Office of Education Bulletin, 1944. Washington: Government Printing Office, 1944.

fore appears that the trend is developing quite rapidly. Business is the main field in which these colleges offer four-year programs other than in arts and sciences. One or two are offering, or plan to offer, four-year programs in social work, occupational therapy, and medical technicians' and nurses' courses.

Another area in which many of the teachers colleges are now functioning is that of pre-professional education. Many teachers colleges accept students who intend to transfer to other professional schools. When no specific provision is made for these students, it is difficult to determine the amount of pre-professional work which they do in such cases. However, a good many teachers colleges are now making catalogue statements which offer students in their locality a somewhat more definite assurance that they are making proper progress toward definite goals in attending a teachers college for two years or more of pre-professional work. Table 35 shows the extent to which this practice is now followed in the seventy-five college catalogues analyzed in the Mankato study previously mentioned. The Western Michigan College of Education at Kalamazoo presents thirteen definite pre-professional programs in its catalogue. One Ohio college has twelve, a Washington college has eleven, and one in Colorado has ten.

TABLE 35

FREQUENCY OF PRE-PROFESSIONAL COURSES OFFERED IN SEVENTY-FIVE TEACHER TRAINING INSTITUTIONS [a]

Courses	Number
Pre-legal	38
Pre-medical	33
Pre-engineering	32
Pre-dentistry	24
Pre-nursing	21
Pre-business	13
Medical technology	12
Pre-agriculture	11
Pre-pharmacy	10
Pre-journalism	10
Social Welfare	10
Pre-forestry	9
Theology	9
Librarianship	6
Pre-veterinary	3
Pre-physical therapy	2
Commerical art	2
Federal Service	2
Biology field service	1
Occupational therapy	1
Catalogue statement that college offers pre-professional or pre-vocational courses	51
No catalogue statement on work in these areas	13

[a] *Toward Greater Service*: A Study of Ways in Which Mankato State Teachers College May Add to Its Effectiveness in Serving Its Geographical Area, pp. 45-49. Educational Policies Commission. Mankato, Minnesota: State Teachers College, May 1945 (mimeographed).

Eight or nine are found in colleges in Illinois, Missouri, Arizona, Kentucky, and Louisiana.

The teachers colleges in many states now provide terminal courses for the students of the regions which they serve. Some college catalogues merely suggest that the two-year program in general education provides a valuable type of terminal education as well as a broad base for students who specialize later on. In addition to this recognition of the fact that general education may be terminal, many colleges now offer occupational courses of two years' duration or less. Table 36 shows the frequency with which various types of terminal programs were checked by teachers colleges as reported in the new volume, *A Guide to Colleges, Universities, and Professional Schools in the United States,* edited by Carter V. Good. It is not surprising that the courses most frequently checked were in teaching or in fields closely related to the teaching field. An examination of the catalogues of these colleges, however, shows that some of their claims are exaggerated. Nevertheless, these courses reflect a trend of considerable importance in the teachers colleges today. There are colleges in California, Texas, Kansas, and Illinois which claim to present more than twenty-five terminal courses. Other colleges claiming over twenty are

TABLE 36

FREQUENCY OF TYPES OF TERMINAL COURSES OFFERED IN 164 TEACHER TRAINING INSTITUTIONS [a]

Courses	Number
Teaching	97
General Education	78
Business education, secretarial	71
Business education, general	68
Physical Education	54
Music	52
Home economics	49
Fine Arts	47
Recreational leadership	35
Social service	31
Dramatics	31
Laboratory technician	30
Journalism	27
Agriculture, general	26
Library science	21
Nursing	20
Business education, sales	20
Art, commercial	19
Engineering, radio	18
Engineering, electrical	16
Auto mechanics	15
Photography	15
Printing	14
Engineering, mechanical	14
Engineering, general	14
Engineering, aviation	14
Engineering, civil	10
Medical secretary	9
Dental assistant	7
Business education, insurance	7
Agriculture, forestry	7
Floriculture	7
Architecture	5
Cosmetology	3
Commerce	1
Trade and industrial education	1

[a] *A Guide to Colleges, Universities, and Professional Schools in the United States.* Edited by Carter V. Good. Washington: American Council on Education, 1945.

found in Missouri, Oklahoma, and Kentucky. Colleges with from ten to twenty terminal courses are found in Arizona, Mississippi, Tennessee, Colorado, Nebraska, West Virginia, Georgia, Indiana, New Mexico, Arkansas, and North Dakota.

A brief check of twenty-seven representative teachers colleges in various parts of the country shows the substantial nature of a number of the two-year terminal courses in business education, commercial art, agriculture, junior engineering, and mechanics. A few colleges offer briefer courses in business training, mechanics, transportation maintenance, and drafting. A recent announcement by the Kansas State Teachers College at Emporia emphasizes provision for long- and short-term courses for training in industry. These courses will include training in physics, radio technology, radio engineering, radio administration, radio production, commercial art, and commercial music. The announcement states: "Heretofore Emporia State has emphasized teacher training on all educational levels and offered only pre-professional work for medicine, law, dentistry, and engineering. Its first move toward terminal courses came from the impact of the war two years ago when it announced an accelerated course in commerce."[1]

SUMMARY

Teachers colleges throughout the country are expanding their activities in two directions. First, they are developing their programs in teacher education. Second, as regional colleges, they are providing college opportunities for all classes of youth regardless of whether or not these students intend to become teachers.

In developing their programs in teacher education the colleges are providing extension and correspondence courses for in-service training of teachers. Some colleges have developed educational service bureaus such as reading and speech clinics, which do much to increase the contact of the teachers college with the public schools. Other colleges have worked on surveys and projects which seek to develop better methods in rural education and supervision. Furthermore, some colleges are providing a fifth year of college work for teachers.

In functioning as regional colleges some teachers colleges are now granting four-year degrees without the requirement of courses in education. In addition to traditional general courses they are offering four-year courses in various fields of business and technical training. There is even stronger emphasis on the provision of pre-professional courses for local students who plan to transfer to a more expensive and advanced professional course, possibly at the state university. A recent development is the increase in the number of terminal courses offered both in general education and in occupational fields. Many of the terminal courses are closely related to the usual work of the teachers colleges, but more trade and technical courses are appearing.

The Minnesota State Teachers Colleges can hardly ignore these trends which are appearing in other states.

[1] Hollis and Flynt, *op. cit.*, pp. 69-70.