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State Teachers College

MOORHEAD, MINNESOTA



THE BULLETIN

The State of The College
A Progress Report

SERIES 43

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The world of today is seething with tensions and open conflicts among all kinds of racial, cultural, economic, and political groups. Science has given the world such destructive weapons that if man cannot rapidly discover and apply practical controls, on both the intra-national and international levels, democracy will be threatened, and the very existence of man may be destroyed.

Democracy depends on the resolution of conflicting views by non-violent means whereby the welfare and interests of all elements in society are given adequate consideration. The American Council on Education believes education is the means by which conflicting views can be resolved. Before much can be accomplished, teachers must be trained to recognize and to deal with various tensions. The American Council on Education, therefore, gave its encouragement to a four-year study in teacher-training colleges and universities with funds secured by the National Conference of Christians and Jews to discover means to reduce prejudices and to equip teachers to meet the intergroup problems.

In 1945-46, colleges were selected to begin work in intergroup relations. In 1946-47, twenty-two colleges were involved in the study. The State Teachers College at Moorhead was accepted as one of the experimental centers because of its interest in human growth and development, its location in an area where growing urbanization might produce conflict with rural elements, and its adherence to beliefs in democratic principles. On the basis of its first year's study, the College has been accepted as one of the ten colleges retained in the third year of experimentation.

The Moorhead State Teachers College attacked the problem first by surveying all the students and faculty to note their prejudices as revealed in a series of tests in November of 1946. The same tests were also given in the seventh through twelfth grades in the Laboratory School. Grades 4-8 were given a Faces Test designed to measure prejudice towards the colored race. In May, grades 3, 4, 7 and 8 were rechecked on the Faces Test. Grades 10, 12, and college sophomores were rechecked on the original series of tests.

Between these tests, many influences were set in operation. Wherever material fitted in naturally into courses, college and laboratory school faculties utilized this approach. The myth of race superiority was exploded in science classes. Films, film strips, novels, short stories, etc., served in many classes. Special units were developed in courses in home living, science, English, social studies and even in grades 3 and 4. Sociometrics, sociodrama, panel discussions, autobiographies, special dramatizations, forums, etc., were among the techniques used. College convocations by a rabbi, a priest, and a Lutheran minister, by the Director and Assistant Director of the College Study; Y. W. C. A. vesper programs at Christmas to celebrate first the lighting of the Jewish Menorah candles in memory of Hanukkah; and then the Christian service in the "Light of the New Law;" a "Universal Day

This issue of the Bulletin is designed to give the alumni and others interested in the College a report on its affairs. The Administration and the faculty have an obligation to keep those interested in the College informed on present developments and future plans. Only by such means can the College hope to maintain the good will and cooperation of those who are of vital support to its development and progress. The intent is to provide facts and information that will give an adequate and realistic account of actual conditions.

Because of limited space only certain aspects can be described in this issue. Recent developments in curriculum and extra-curricular activities and campus changes are emphasized. From time to time other reports will be forthcoming.

It is hoped that this issue of the Bulletin will direct the attention of the alumni to the development of the College. With the changing conditions of society, the educational look must be forward. The Moorhead State Teachers College will make a serious attempt to meet new educational demands as they arise. It is only just that the evaluation of an institution should be made in terms of its effectiveness in meeting current needs.

of Prayer" at Easter with recognition of human needs; a World Brotherhood radio program by the high school; and a World Student Fund Drive were some of the total college enterprises. Orations, graduation talks, contest talks were on intergroup problems.

A survey of the curricular emphasis on intergroup problems was made in November. Another was made in May. The growth was especially noteworthy in the high school and College where 90 per cent and 72 per cent respectively of the faculty reported some work. Larger units were organized later in the year. In the Laboratory School more emphasis was placed on problems of urban-rural attitudes, age, home and family, and adjustments to new places and situations. Cultural patterns, race, economic status, and national and international affairs played a greater part in the later years of high school and the College. Student teachers had wide experience with units taught in the grades and high school.

To extend the program, a four-day Faculty Institute in September devoted one of its four groups to the problems of improving human relations. The Director and Assistant Director of the College Study made four helpful visits of two and three-day duration at each time. Community leaders were invited to discuss local conflicts and problems that needed attention. In the spring, neighboring schools were invited to send teachers to a two-day institute at the College. Library materials were added and a special fund was donated by the American Council on Education for teaching materials.

The effectiveness of the year's program was difficult to measure. Several conclusions were drawn:

1. Even if certain minority groups do not exist in a community and conflicts are not evident, students possess prejudices against these minority groups.
2. Prejudices toward colored people appeared as pronounced in the fall in grade 3 as in grade 8, but in the spring, the four retested grades (3, 4, 7, 8) showed a significant change in attitude favorable to the colored people.
3. Further years of schooling do not seem to have reduced prejudices towards certain groups, especially in Negroes and Jews; yet those towards immigrant groups and economic groups are reduced.
4. Favorable results seem to have been secured by a variety of procedures as:
 - a. Continuous study through the indirect approach through literature.
 - b. Emphasis on similarities.
 - c. Presentation of both sides of a controversy.
 - d. Direct contact with discriminatory practices in a community.
 - e. Incidental but not accidental approach.

5. Since attitudes can be changed, it is especially incumbent on teacher-training institutions to provide intergroup education for the future teachers, the teachers-in-service, and the community itself.

The opportunity to continue study at the Moorhead State Teachers College, a second year, when the number of institutions involved was cut to less than half, has been very encouraging and challenging.

The members of the Committee on Intergroup Relations have made plans for this year's activities which include a comprehensive action program involving curriculum and extra-curricular activities in the College; a carefully planned testing program; definite projects in the Laboratory School; experimentation with classroom procedures, such as sociodramas, "small group" methods, forums, and other appropriate and effective means. The success of the work depends on every faculty member. It will express itself in many ways, but all to the same purpose of creating a happier world.

THE ORIENTATION PROGRAM

In the Fall Quarter, 1947, the College introduced a new course in Orientation. The practice of presenting the new students with information concerning college life, regulations, and responsibilities was not, however, an innovation. For several years the College has designated the first week of the Fall Quarter as Orientation Week. During this time new students were given the opportunity to become acquainted with the campus. They were provided with information concerning the rules and regulations governing the social and academic life of the College. In addition, social activities and testing programs were an organized part of the week. The planning of the program and the administering of the activities were under the direction of members of the Student Commission and members of the faculty appointed by the President of the College. Orientation Week achieved for the most part the outcomes that had been designed for it.

During the past year, 1946-47, in addition to the week of Orientation, the program was extended to continue throughout the Fall Quarter. All new students, with the exception of the men and women who had been in the armed forces, were required to enroll for the course and attend the class for one hour a week. No academic credit was given for the course which consisted of lectures and discussions concerned with college activities, traditions, social customs, and use of the library.

After the completion of the course, the group conducting it came to the conclusion that the program was not as successful as it might have been because one hour a week was not sufficient to meet the needs of the students. Furthermore, since no credit was given, the course was not considered by the faculty or the students as academically significant.

Considering these weaknesses, a committee of the faculty discussed the possibility of a course in Orientation that might provide

materials of more significance to the student than had thus far been attempted. During the discussions, consultants from the University of Minnesota gave suggestions and advice concerning the contents and methods of administering the course. As a result of the discussions, a course was designed entitled *Adjustment to College Life*.

The point of view that determined the content of the course is that adjustment is a continuous process and that college life is not circumscribed by the limits of the campus. To be able to adjust effectively to the new environment of college, a student must know not only the college as a physical plant and a center of learning but also something of his own capacities; his weaknesses; his social environment, both present and past; and the obligations and privileges that are his by virtue of the fact that he is a college student and a citizen of an American community.

The content of the course was organized on the basis of this concept of adjustment. The committee attempted to plan a developmental program centering about the common needs of all students with enough flexibility to provide for individual needs and interests. The ideas developed by means of lectures, discussions, and readings dealt with the individual in our American culture; the individual in Minnesota; health practices; mental hygiene; emotional adjustment; values in college activities; vocational opportunities and requirements; and college studies as a means of self-development. For lectures, the committee was privileged to call upon the specialists from all divisions of the College.

The course was designed by a committee appointed for that special task. The administration was under the direction of the Junior Advisory Committee. The members of this group gave many of the lectures, led discussion groups, and modified the course as the need arose for changes in materials and procedures. The weekly meetings of the committee during the quarter offered opportunity for unification of aims and the development of significant ideas and procedures that had been brought out by experiences and expressed needs in the separate discussion groups.

Members of the Student Commission and other upperclass students took charge of some of the meetings of the group. Organization of the freshman class for participation in all-college events and social activities was made a part of the program.

Since four hours of credit was given for the course, regular attendance at the class sessions was required. The class met regularly four times a week; twice for lectures designed especially for the students of the class. One meeting was the regularly scheduled convocation which all students attend; and the fourth was a discussion group.

Each discussion group was made up of about twenty students and the discussion leader, who attended all the lectures and was a member of the Junior Advisory Committee. The purpose of this discussion period was to clarify problems, summarize, develop, and inter-

pret ideas presented in the lectures and assigned readings. The small group gave the students the opportunity to express themselves freely. The leader became a consultant rather than an examiner.

Although the systematic program of Orientation was completed at the end of the quarter, the members of the Junior Advisory Committee will continue throughout the year to be concerned with the students by serving as counsellors and by carrying out other activities that will serve the welfare of individuals and the entire class.

As the course developed, certain changes were effected. When the evaluation of the course as a whole is made, many revisions may be necessary. It is felt that the students have been given help in their adjustment to college life. It is difficult, however, to assess the value of a course of this nature, for adjustment is progressive and the results are evidenced in behavior and attitudes and consequently are not often easily measured or examined by definite tests. Constant experimentation, evaluation, and revision should result in a course that will be of real value to all students who enroll in the course.

TEACHING APPLIED ECONOMICS FOR THE ENRICHMENT OF LIVING

Applied Economics for Better Living was the title of one of the sections of the faculty institute held at the College during the month of September, 1946; the summary was reported in the fall number of the College Bulletin of that year. The members of this section voted to continue the study throughout the year and to ask the teachers and patrons of one of the affiliated schools, the Oak Mound School, to cooperate in finding what could be done to improve and enrich living through a changed curriculum. A faculty committee of eight members was appointed by President Snarr: Mr. L. H. Steele; Dr. A. M. Christensen; Miss Martha Kleppe; Dr. J. J. Westfall; Mr. S. G. Bridges; and Mr. Vincent Anderson. Mr. H. B. Addicott was chosen co-ordinator. Five more members were added to the committee from the Oak Mound School: three patrons, and the two teachers, Mrs. Vincent Anderson and Miss Frances Anderson. The committee continues its work into 1948 with certain changes in personnel. New members include Miss Jessie Knapp, Mr. Otto Ursin, Miss Marie Sorknes, Dr. Edward Martin, Mrs. Beatrice Kahl, and Miss Catherine Haukebo.

As a result of faculty interest in a program of teaching and training teachers in Applied Economics, the College was asked to cooperate with eight other schools on a nation wide program of Applied Economics, a project sponsored by the Committee on Standards and Surveys of the American Association of Teachers Colleges and financed by a grant in aid from the Sloan Foundation. Through this cooperation the College receives the help of a consultant several times a year, funds to publish curriculum materials for local and national circulation, and the privilege of having research and studies published in the magazine *Applied Economics*. Mr. Stewart B. Hamblen, one of the consultants at the faculty institute, continues the same role for the

committee. He has visited the College and the Oak Mound School five times during the past year for a week each time.

The Alfred P. Sloan Foundation Incorporated first made grants for studies in Applied Economics in 1939, when they provided sums of money to the three state universities, Kentucky, Florida, and Vermont. The universities were to carry on experimental projects to try to prove that it is possible to raise the living standards in a community by improved teaching in the schools. Food, clothing, and shelter were chosen because they were the basic needs of man. As a result of this experimental program it was proved that the levels of living in a community could be raised when the curriculum became a functional child experience. Two problems arose: First, it was found necessary to write supplementary material, local in application, for the schools; second, it was found that the preparation of teachers was inadequate for such a changed program. The three universities have published over a hundred different booklets and many more are ready for publication.

In 1943, the American Association of Teachers Colleges joined the project. Its function is to develop in the teachers colleges a teaching program that will prepare their graduates to carry on a functional program of Applied Economics when they in turn become teachers. The colleges selected by the Association to carry on the experiment and to develop such a program are located at Keene, New Hampshire; Oneonta, New York; Denton, Texas; Minot and Mayville, North Dakota; McComb, Illinois; Hattiesburg, Mississippi; and Moorhead, Minnesota. A regional meeting of the Association was held in Keene, New Hampshire, during the spring of 1947, sponsored by the Committee on Standards and Surveys. Dr. Snarr represented the College.

The following article, written by the secretary, Mr. L. H. Steele, gives a brief summary of the work of the committee during the past year. This report is to appear in the December issue of *Applied Economics*, and will be illustrated by a photograph of the eight-foot-square mural and map produced by the children at the Oak Mound School.

A PICTORIAL SURVEY OF COMMUNITY RESOURCES

In setting up the Curriculum Study in Applied Economics at the Moorhead State Teachers College, a committee of interested members of the College faculty met with patrons and teachers of the Oak Mound School. As a result of the meeting everyone agreed on certain procedures; first, all members should work together cooperatively; second, the children should make a survey of community resources and facilities. It was also recognized that if this were to be a vital program to the rural community, the individuals of the community should decide on the form and manner which the survey should take. The rural and college groups agreed that the survey should be of such a nature that it could be summarized pictorially, that it would appeal to the imagination of all, that it would have teaching concomitants, that it would have decorative qualities, and that it would motivate purposeful

activity. It should also provide for individual as well as group participation, and the results should be effective in emphasizing the local problem or problems and motivate further work on them. As a result a pictorial presentation was combined with the formal type of survey.

The formal part, which included such items as water supply, sewage disposal, lighting facilities, sources of power, large farm machinery, farm buildings and homes, plant production and animal life, was broken down into detailed items.

Through the Little Citizens League the pupils organized themselves into committees and visited the various sections of the community in gathering their data.

In order to represent pictorially the resources of the community, a large wall map was planned by members of the College faculty and the pupils of the school participating. The first step involved the learning of how maps are constructed and oriented, how the scale of miles is determined, and how map symbols are selected and used. As a preliminary process each pupil made a small-scale drawing of the school district. In their conference with the geography instructors of the College, many mathematical and geographic concepts were learned. When it came time to construct the large-scale map on an eight-foot-square wallboard, an instructor from the art department acted as consultant. After a few preliminary art principles were explained and demonstrated, the pupils went to work with paints and brushes. Designs and symbols of community resources were planned and created to decorate the map panels. Much originality and creative ability among the children from grades one through eight were discovered.

Each family's home was photographed and miniature prints of them were pasted on the map in their correct location. As the writer took these pictures, the children living in each particular farm place accompanied him. This created a bond of understanding between the writer and the children and gave an excellent opportunity to meet the parents in their homes.

The parents and pupils responded enthusiastically to the pictorial summary of the survey and became interested in its use in working with the curriculum study in Applied Economics. From a study of this survey, problems will be selected and listed. From this list of problems a few will be selected and actual curriculum revision will be carried on to find solutions. Final evaluation will show what actual improvements in living have resulted in the community.

It is probable that Harold F. Clark, Professor of Education, Columbia University, will spend a few days in the College sometime during the year. Dr. Clark is responsible for interesting the Sloan Foundation in the project by suggesting the possibility of enriching the lives of children through education. His contact with the faculty; members of the committee; teachers, children, and parents of the Oak Mound School will help to clarify the project and to reveal further educational implications in the college-community endeavor.

THE COLLEGE CAMPUS

In the repair and maintenance of the physical plant the College has not been able to escape the situation that now prevails throughout the country. The shortage of materials and labor has made the upkeep and needed alterations impossible. The physical plant, therefore, is not in a satisfactory state of repair and upkeep.

In addition to providing personnel from its faculty, its student body, and its graduates as a contribution to the prosecution of the war, the College also made a major contribution through training 1,650 young men for the Army Air Forces. This activity imposed a burden on the physical plant, resulting in conditions from which the College has not yet been able to recover. The two dormitories were given over to the housing of approximately 350 men continuously throughout the program of the Army Air Forces. This necessitated a temporary change in toilet and bath facilities and resulted in extremely hard usage of furniture and other equipment which was already outmoded by age and use. Every effort possible has been used, without avail, to restore the two dormitories to first-class condition for the use of women and to provide furniture of modern design and utility.

When the Army program was discontinued, funds to the amount of \$26,000 had been accumulated to the credit of the College from this program. State authorities ruled that these funds could not be used without legislative authority. The Administration of the College recommended to the legislature that \$25,000 be appropriated specifically for the rehabilitation of the physical plant. The legislature, however, appropriated only \$12,000 for this purpose.

Estimates made by the budget engineer indicated that new plumbing facilities could be installed in the two dormitories at a cost of approximately \$9,000. He also estimated that \$3,000 would adequately provide for the rehabilitation of the grounds, including the athletic field. When plans were drawn and specifications written and bids secured, materials and labor had risen so that the lowest bid amounted to \$33,000. Work was delayed necessarily until more funds could be secured. The legislature in its last session appropriated \$13,000 additional for the necessary repairs in the dormitories.

In the meantime employees of the College removed the showers and other temporary facilities and restored some of the old fixtures, and specifications were revised and bids called for a second time. The lowest bid was \$32,000 leaving the College short \$8,110 of the amount needed. The only recourse for securing adequate funds for dormitory repairs prior to the next session of the legislature was through the Legislative Advisory Committee. Application was made, and the President and Resident Director of the College appeared before the Committee for a hearing at its last meeting.

As yet no special funds have been made available for rehabilitation of the grounds and athletic field. Moreover, the regular ap-

propriation for repairs and betterments has not been adequate to take care of the ordinary upkeep on account of increased cost of materials and repair. For instance, shrubbery has not been replaced; the woodwork of the exterior of the buildings has not been repainted; and the masonry of the buildings has not been pointed up. Even if funds had been available for these and other needs, there is serious doubt that improvements and repairs could have been made on account of scarcity of both materials and labor. At the present time the College is short on both janitorial and engineering services.

Visitors on the campus and particularly those familiar with its good condition and attractive appearance prior to the war can understand the present condition of the campus only in terms of the situation related in the preceding paragraphs.

The outlook for the College, however, is not discouraging. The last legislature appropriated \$450,000 for a dormitory for men. The architect has been selected and he and the budget engineer recently conferred with members of the Housing Committee of the College on the location of the new dormitory and type of building needed. Within the course of two or three weeks, preliminary sketches will be provided as a basis for further planning. At the present time only a general plan of the new dormitory can be outlined. It will be a brick structure conforming to the architecture of the academic buildings on the campus and large enough to house 150 to 200 men. Kitchen and dining-room facilities will be provided either in the new building or in combination with Comstock Hall. The new dormitory will provide facilities that will relieve the undesirable condition now existing through the use of the basements of MacLean Hall and the Laboratory School for living accommodations for men. The location and the design of the new dormitory will be in keeping with the future development of the campus. Included in the future plans are a science and mathematics building, a new library, and concrete bleachers for the athletic field. It is also hoped that a Student Union Building which will provide for recreational and social life of the students will be realized in the not too distant future.

General rehabilitation of the physical plant will take place as rapidly as material and labor and funds for meeting the cost become available. It is the intent of the Administration to restore and improve the campus so that it will not only equal but also surpass that of pre-war years.

COLLEGE ENROLLMENT

Significant differences in the character of student enrollment and curriculum interests have occurred in the Moorhead State Teachers College between the years of 1939 and 1946. Before World War II, during the year 1939-40, there was a total enrollment of one thousand one hundred and seventy-three students of whom nine hundred and thirty-two (79 per cent) were women and two hundred and forty-one (21 per cent) were men. The majority of these students had entered college soon after graduation from high school.

In 1946-47, due to government support of education under the G. I. Bill and the preponderance of men among returning veterans, the total college enrollment of eight hundred and ninety-four included five hundred and five (56 per cent) women and three hundred and eighty-nine (44 per cent) men. These data show that the ratio of men to women had greatly increased. The majority (approximately 65 per cent) of the male enrollment consisted of veterans who had had from one to five years of service in the armed forces and who were, therefore, more mature than those who had entered college in 1939.

The changing character of the student enrollment is also reflected in the type of program selected. In the year 1939-40 two hundred and nineteen (63 per cent) students in the freshman class elected the Two-Year Elementary course; in 1946-47 one hundred and thirty-two (37 per cent) students selected this course. One hundred and twenty-nine (37 per cent) freshmen selected in 1939-40 the Four-Year Degree course; in 1946-47 two hundred and twenty-three (67 per cent) freshmen registered for the Four-Year Degree course.

The increased proportion of students enrolled in the Four-Year Degree course indicates that the unusually high salaries paid during this present period for the teaching services of two-year graduates have failed to attract to its ranks a very large percentage of the available students. More students, including veterans, who wish to make teaching a life profession are selecting the Four-Year Degree course. This trend in enrollment also indicates the growing recognition given by society to a college degree.

An overwhelming majority of these four-year students will specialize in secondary education. There still persists among these students the belief that a college degree is not essential for teaching in the elementary school. Higher salaries and the opportunity for specialization give secondary school teaching greater prestige. This unfortunate situation will be remedied only when the school boards adopt a single salary schedule giving the same remunerative recognition to both elementary and secondary school teachers with comparable academic and professional preparation. Whereas the supply of secondary school teachers will soon exceed the demand, the shortage of well-trained elementary school teachers will continue for several years.

In August 1946 the State Teachers College Board and the Board of Regents of the University of Minnesota entered into an agreement for the joint registration of students in preprofessional courses. This broadening of the educational program made it possible for students who were not interested in becoming teachers to complete two years of required courses prior to transferring to professional colleges in larger institutions. During 1946-47 one hundred and sixty students were enrolled in these preprofessional courses.

Many of the students who have selected preprofessional courses lack the requisite ability and interest; therefore, they will never successfully complete the professional work. For them, two years or less of college education will be terminal in nature before entering mar-

riage, industry, or commerce. Other students are already recognizing the overcrowded conditions of their contemplated profession and they are transferring to the field of teacher education. We may, therefore, anticipate that a significant number of these students will modify their original aims and specialize in fields where society will require their services.

In 1946 the State Teachers College Board authorized its colleges to grant the bachelor of arts degree. The enrollment for this degree has been only nominal. There is little reason to believe that this program will ever have more than a minor role in teachers colleges. Teachers colleges have always been identified as professional schools and those who attend these institutions do so in order to prepare themselves to make a living. A four-year program of broad liberal education has very little appeal to those who have such objectives in mind.

There is every indication that teachers colleges will continue to show notable increases in their enrollments. The attempt on a national scale to improve the status of the teaching profession, the overcrowded conditions of professional schools and the decreasing opportunity for secure employment in other fields will attract more young people into teaching. This is a significant reason why the major emphasis of teachers colleges should continue to be placed upon the preparation of teachers.

NOTES ON THE FACULTY

A number of changes have taken place in the faculty personnel. Certain key-members of the faculty resigned during the summer to accept merited promotions elsewhere. Dr. Lura, Director of Student Personnel, is now President of the Mayville State Teachers College. Dr. Jonathan J. Westfall is head of the Botany Department at the University of Georgia. Dr. Glenn C. Dildine is a member of the faculty of the School of Education of the University of Delaware. Others who resigned are now serving in positions of significance. Fortunately, replacements have been secured for the vacancies. Nineteen new instructors have accepted positions in the College and the Campus Elementary and High Schools.

Dr. William Waite has been appointed Dean of the College (Upper Division). He received his Ph. D. from the University of Chicago in 1940; his M. E. from the University of Manitoba in 1936, and his B. A. from the University of Saskatchewan in 1929. Dr. Waite is a native of Canada.

Edward Selden directs the College Personnel Program. He has completed the course work toward his doctorate at the University of Minnesota. He received his M. E. from the University of Minnesota, where he also did personnel work in the College of Education. Mr. Selden served in the army for two and one-half years.

Replacements in the College Science and Mathematics Division include four new members. Dr. Genevieve King, who came here from Miami University, Oxford, Ohio, directs work in Botany. She earned her Ph. D. degree from the University of Iowa in 1940.

Dr. Edward Martin, who is chairman of the Division of Science and Mathematics, received his Ph. D. from the University of Michigan in 1944. He traveled extensively in Norway and Denmark, and from 1913 to 1925, lived in England. Mrs. Martin will be part time assistant in the first grade at the College Elementary School.

A. L. Meinecke, a graduate of Fargo College, directs the work in chemistry. He received his M. A. degree from the University of Wisconsin. In 1943, when the AAF was stationed here, he taught science at MSTC, and he returned to this position for the 1946 summer session. He has done graduate work at the universities of Minnesota and Wisconsin beyond the Master's.

Otto Schultz directs work in physics. He was granted his M. S. at the University of North Dakota in 1947. During the war, he served in the Army Adjutant General's Department.

Marlowe Wegner, who received his B. S. from MSTC in 1941, returned to instruct classes in drafting and printing in the Industrial Arts Department. Mr. Wegner served in the Army Air Forces in China. By the end of the year he will complete work for the Master's degree in industrial arts at the University of Minnesota.

Mrs. Dorothy Jackson is teaching classes in freshmen orientation and communications. In previous positions, she taught at Stephens College, Columbia, Missouri, and Frances Shimer College, Mt. Carol, Illinois. Mrs. Jackson received both her B. E. and M. A. degrees from the University of Minnesota.

Directing the college publications and teaching journalism and English courses is Clarence Glasrud, an MSTC graduate of 1933. Mr. Glasrud has done graduate work at the University of Minnesota, and holds an M. A. degree in English from Harvard University, where he has also completed his residence and course work toward a Ph. D. He spent three and one-half years with the army, serving as an interpreter in England, France, Belgium, and Germany for eighteen months.

Mr. John Jenkins who was a former member of the staff has returned to the campus for the Winter and Spring Quarters to teach in the field of social studies.

Mrs. Elsie Lee and Miss Karen Kivi have accepted positions as assistant librarians. Both hold B. S. degrees in library science from the University of Minnesota.

Miss Jessie Knapp is the new principal of the College Elementary School. She has completed her course work and met the resident requirement for the Ph. D. degree at the University of Chicago. During the past academic year and summer, she taught a course at the University of Chicago in the field of elementary education. Miss Knapp is a native of Minnesota and has served on the staff of the Winona State Teachers College.

In the College Elementary School, the first grade position is filled by Miss Florence Davis, a former MSTC student who holds B. S. and M. A. degrees from the University of Minnesota.

Mrs. Margaret Carlson, an MSTC graduate in 1942, teaches in the third grade.

Miss Mary Peterson is in charge of the fourth grade. She holds a B. S. degree in education from the University of Minnesota.

The fifth grade supervisory position is filled by Miss Bernice Blakely. Miss Blakely received her B. S. and M. A. at Columbia University, and during the war she served in the Women's Marine Corps.

Miss Charlotte Newberry, an MSTC graduate with the class of 1944, returns to direct the sixth grade. She has been teaching in the Fargo public schools for the past three years.

Fred Schneider is substituting for James Schroeder, on sabbatical leave at the University of Minnesota. Mr. Schneider, who received his M. A. from Colorado State College at Greeley, Colorado, supervises social studies classes in the College High School.

C. H. Thurber is the new business manager of the College. He graduated from the University of Minnesota school of business administration in 1938, and has had four years of auditing and personnel experience since then. During the war, he served four and one-half years as an air corps pilot and auditing officer.

James Schroeder is on leave of absence and is doing graduate work at the University of Minnesota.

During the past summer, Dorothy Johnson, Social Studies, studied at the University of California; Marian Smith, Mathematics, studied at the University of Colorado; Jessie McKellar, Health and Physical Education, studied at the University of Wisconsin; Miss Frick, Chairman of the Department of Health and Physical Education, spent the summer in the workshop at Sarah Lawrence College, sponsored by New York University. Miss Frick has completed her course work for the Ph. D. degree. Mr. Werner Brand, Mr. Otto Ursin, and Mr. Lysle Steele studied at the University of Minnesota. Mr. Steele was awarded the M. A. degree. Mr. Bertram McGarrity studied at Mills College with Milhaud. During the academic year 1946-47, Dr. Joseph Kise was a consultant to the N. E. A. Committee on International Relations in preparing a text in which recommendations are made to all teachers from grades one to twelve in regard to what to teach and how to teach in order to educate the youth of America for effective international understanding. Mr. Kise worked at the headquarters of the N. E. A. in Washington with Dr. William Carr, assistant director of N. E. A. and chairman of its Educational Policies Commission.

