



Minnesota State University Moorhead  
**RED: a Repository of Digital Collections**

---

The Bulletin (Newsletter/Journal)

University Archives

---

11-1951

## The Bulletin, series 47, number 3, November (1951)

Moorhead State Teachers College

Follow this and additional works at: <https://red.mnstate.edu/thebulletin>

Researchers wishing to request an accessible version of this PDF may [complete this form](#).

---

### Recommended Citation

Moorhead State Teachers College, "The Bulletin, series 47, number 3, November (1951)" (1951). *The Bulletin (Newsletter/Journal)*. 97.

<https://red.mnstate.edu/thebulletin/97>

This Book is brought to you for free and open access by the University Archives at RED: a Repository of Digital Collections. It has been accepted for inclusion in The Bulletin (Newsletter/Journal) by an authorized administrator of RED: a Repository of Digital Collections. For more information, please contact [RED@mnstate.edu](mailto:RED@mnstate.edu).

THE BULLETIN  
MOORHEAD STATE TEACHERS COLLEGE

# DESIGN

FOR TEACHER  
EDUCATION

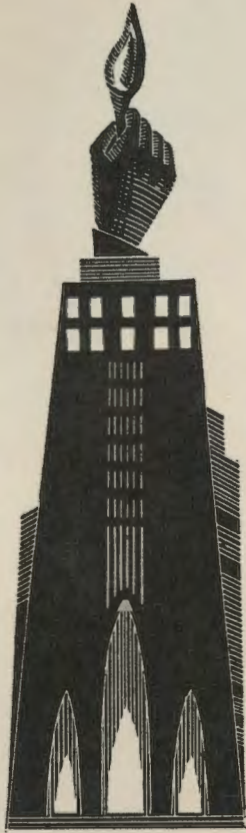
SERIES JT

NOVEMBER 1961

NUMBER 3

PUBLISHED QUARTERLY BY THE STATE TEACHERS COLLEGE, MOORHEAD, MINNESOTA. ENTERED AS SECOND CLASS MAIL MATTER AT THE POST OFFICE AT MOORHEAD, MINNESOTA, UNDER THE ACT OF AUGUST 12, 1912.

## FOREWORD



*THIS ISSUE* of *The Bulletin* clarifies the nature and the quality of the educational program of the College. In the cultivation of spiritual values, the College is in keeping with the injunction of the Founding Fathers who placed upon the people of the Northwest Territory this responsibility: "Religion, morality, and knowledge, being necessary for good government and happiness of mankind, schools and means for education shall forever be encouraged."

The College is a non-sectarian institution. It brings together young people in an atmosphere conducive to the development of tolerance and respect for all religious creeds—an attitude similar to that in which students will be compelled to spend their adult lives. Yet, the non-sectarian character of the College does not lessen its interest in the cultivation of the spiritual values, whether they be social, aesthetic, moral, or religious. In carrying through on the Ordinance of 1787 the College has not failed to teach religion, morality, and knowledge. Literature, music, and art provide ample opportunity for deriving the spiritual values; the social sciences are aimed at improving the conditions of mankind; and the physical and biological sciences give insight into what lies beyond their actual revelations.

In a country committed to the separation of church and state, an institution supported by state funds can not engage in the teaching of any religious doctrine or dogma. Teaching of sectarianism is the responsibility of the home and of the church. But failure to teach religious dogma does not make the College a godless institution neglectful of the spiritual values and devoid of religious influence upon its students.

Because religion, morality, and knowledge are necessary for good government and happiness, these qualities must be the common denominator for all citizens in a democracy. In a democracy all citizens are free men; they are the rulers; they are the judges in the court of final decision. To rule well, free men must be wise. Men are born free, they are not born wise. It is the function of education to make free men wise. If free men are truly wise, they will be truly good. If they are truly good, they will find salvation through avenues of their own choice.

## DESIGN FOR TEACHER EDUCATION

**T**HE PROFESSIONAL education of teachers is the focus of the major effort of the Moorhead State Teachers College. The College holds the point of view that teachers, even more than members of other professions, need a rich background of understanding of their physical, social, and cultural environment and that they also need the abilities for dealing effectively with these various aspects of their environment. This point of view confines teacher education to education that is functional.

The point of view which the College holds coincides with the basic concept of public education as a state function. Implicit in every Federal act designed to encourage the establishment and maintenance of public schools is a recognition of the reciprocal relationship between the level of education attained by the citizen and the effectiveness of the democratic process. This recognition explains the constitutional mandate of the various states to their respective legislatures to establish a system of public schools for the education of youth.

The courts have consistently held that the education of youth is a matter of such vital importance to the democratic state that the state must exercise control over education to insure the well-being of society. It seems logical to conclude, therefore, that acceptance of universal education as a state function also entails responsibility on the part of the state for the professional preparation of teachers; the courts support the conclusion.

The point of view of the College toward the curriculum, in sharp contrast to the point of view of the traditional curriculum of the liberal arts college, rejects specialized content that has only eruditional value or value for specialization only on the graduate research level. The current decisive reaction against over-specialization in vocational and professional fields has become a force that demands a shift in emphasis from departmental segments and single subject areas to integrated content and broad fields. The change is not merely a desire for novelty but rather the result of sound educational practice that

recognizes the significant ends to be achieved and the appropriate means for achieving them. The traditionally accepted curriculum designed to provide for the intellectually elite—the “leaders” in society—on the one hand and highly specialized technicians and workers on the other is not adequate for the complex needs of the citizen as an individual and as a worker or a member of a profession.

In affirming its primary function as a teacher educating institution, the Moorhead State Teachers College recognizes in keeping with realistic and forward looking educational trends that its program must continuously undergo change. A college that provides dynamic leadership and an effective educational program must periodically examine its purposes and the means used to achieve these purposes. The examination must be based on the demands of the society for which the institution exists. A college subservient to traditional patterns in curriculum organizations and educational procedures fails

to meet the needs of society and the public schools.

The College acknowledges that it has the responsibility of meeting the demands of society for an effective program of education and of providing professional leadership for the public schools within the area it serves; it also acknowledges that it has the responsibility of utilizing its resources of personnel and facilities for the education of students as individuals and citizens and as potential practitioners in the profession. The College accepts these obligations by keeping its educational program in harmony with the best current practices of today.

The program of the Moorhead State Teachers College consists of general education in the freshman and sophomore years; concentration in teaching fields in the junior and senior years; and professional education also in the junior and senior years. This design for teacher education receives further elaboration in the following sections of this brochure.



## THE PROGRAM OF GENERAL EDUCATION

THROUGH its program of general education, which has been established for eight years, the Moorhead State Teachers College provides the opportunity for all students to obtain a sound background for professional and personal development. The general objective emphasized in the program is the development of the knowledge and understandings and skills and abilities which are the common possession of educated persons as individuals and as citizens in a free society.

This general goal is realized by means of a systematic program designed to afford each student the opportunity (1) to develop concepts and understandings in the major areas of human experience and knowledge; (2) to develop effective methods of thinking; (3) to develop desirable social sensitivities; (4) to develop democratic concepts for life in a world society; (5) to develop a consistent philosophy of life; (6) to develop emotional maturity; and (7) to develop a wide range of wholesome interests.

The organization of the curriculum in general educa-

tion is based on the assumption that the purposes of general education should be the same for all educated persons regardless of vocational choice. As a program for all students it should provide for the deepening and broadening of the general education provided in the secondary school and should emphasize common needs and objectives. To accomplish these aims the curriculum is made up of the broad areas which are balanced to include significant learnings in all aspects of human experience and knowledge and which provide for a wide range of objectives.

The courses in each area are integrated in content by means of unifying concepts that cut across traditional subject boundaries. The courses are organized to afford each student the means of attaining understandings and concepts that can be validated and adapted as the student develops his insights through interrelated learning experiences. Each area has a unique contribution to make to the ultimate goals of general education and each

supports and supplements the outcomes of the other areas. The areas accepted as the most appropriate to achieve the required outcomes are Communications; the Life Sciences; the Physical Sciences; the Humanities; Social Studies; Personal and Social Growth; and Activities—creative and recreative.

The program at the Moorhead State Teachers College has never become static or fixed. Consistent progress has been maintained by the continued critical examination of content and procedures; by experimentation in and utilization of effective classroom practices; by clarification of objectives; and by constant search for the identification of basic concepts that demonstrate the relatedness of the various fields and for appropriate content to reveal meanings and values. The collaboration of the faculty in general education in the working out of problems and procedures within each area and the cooperative efforts of all the faculty engaged in the program to increase the effectiveness of all areas continue to strengthen the total program.

Each area is distinguished by its particular contribution and is of interest because of its approach and materials, but since the Activities courses are the most recent to be added and are unique in purpose and method, a brief account of their content and aims will be given. These courses supplement the systematic courses both in content and procedures. They deal with those aspects of student experiences that lead to personal effectiveness and personal satisfactions that arise from creative efforts and accomplishments and those that arise from participation in activities that provide wholesome recreation and a release of tensions. Each student must engage in at least two types of activities during his first two years. The wide choice offered in art, music, speech, industrial arts, physical education permits him to select according to his individual needs and interests and encourages him to find new areas of experience. Skilled performance and the development of special abilities are not the outcomes that are sought, but rather the pleasure that comes from continuing familiar activities and finding new interests and abilities while participating in and contributing to group activities. Since lasting satisfactions are one of the primary goals of general education, these courses are intended as a source of later avocational pursuits and self-expression. Constructive leisure-time interests and socially useful skills that will serve both present and future needs are the desired outcomes of the activity program.

An all-important aspect of general education is that its outcomes are significant as they are reflected in socially acceptable change in student behavior. The goals of each area vary and the learning experiences are designed in the light of the goals to be achieved. In the Activities

courses and in the series of courses in Personal and Social Growth the goals are in terms of abilities, attitudes, and habits and interests. In other areas the desired outcomes are intellectual understandings and appreciations together with the kinds of problem-solving abilities appropriate to each field. These outcomes are achieved by a substantial and coherent body of content in the series of courses in each area. Scholarship and disciplined thinking are as much of a requirement in general education as in education for specialization.

Objective knowledge and attitudes and appreciations, however, must be regarded in general education as a means to an end. The end is a system of values that enables each student to use his intellectual understandings wisely and permits him to make choices that become significant in the development of his fullest potentialities. This development should lead him to find purposiveness in life and human nature and to establish goals that have permanence and become throughout life increasingly meaningful and satisfying. General education should provide for each student the opportunity for the intellectual and emotional development that will enable him to continue to discover new meanings in aesthetic and social experiences based on universal ethical values. Self-fulfillment must be accomplished by participating in and contributing to a just social order that is understood in terms of social and moral good. The recognition and acceptance of values that give meaning and purpose to life and society become the unifying experience of general education.

The recognition that has been given to the program of general education in the College attests to the merits that have been found in it. Representatives of the North Central Association who inspected the College and representatives who were sent for visitations and consultant services commend the program in letters and in published articles. Gratifying consideration has been given to the program by the American Association of Colleges for Teacher Education through a forthcoming study on general education sponsored by the Association. The committee selected to carry out the study includes two members of the College faculty. The Department of Higher Education of the N.E.A. has directed favorable attention to the program by public comments and by invitations to members of the staff engaged in the program to serve as group leaders in meetings on general education at two of the national conferences. The program has been described at several other state and national meetings. On these occasions the marked interest in the program shown by those engaged in implementing programs of general education in other institutions is evidence of the progress that the College is making in its program.



## THE PROGRAM OF SPECIALIZATION

IN ADDITION to the broad background of understandings contributed by general education and a grasp of professional objectives and techniques, the prospective teacher must be well grounded in the subject-matter areas in which he is to work. Not bound unduly to outworn traditions, Moorhead State Teachers College has been able to set up a pattern of teaching majors and minors for the junior and senior high school teacher which better fit the needs of the modern school than the old traditional narrow subject-field majors. The broad major with an appropriate minor in another related field not only gives the graduate a better foundation for sound teaching than the traditional narrow major and minor, but it gives him a better foundation for advanced study in graduate schools.

In the great majority of high schools today, separate courses in sociology, in political science, or in economics are not taught. Instead, the expectation is that the instructor teach history, problems of American democracy, geography, and similar courses which to a greater or lesser extent call for an integration of the social studies area. In keeping with this need, Moorhead State Teachers College has developed a social studies major which gives the prospective teacher sequences in history and courses in sociology, geography, economics, and political science. As prerequisites, the student will also have had an integrated, through-the-year sequence of social studies on the college level. He is thus prepared to teach in today's secondary school and be at home in all the disciplines required of the social studies teacher. He does not know history alone, or economics alone, or sociology alone, as the graduate of the traditional major-minor college is likely to know.

In a similar way, other broad major and minor fields have been set up at this college. The student selecting a broad science major has a background of integrated physical science and biological science in general education. To this he adds a sequence of eight quarter hours in botany, a similar sequence in zoology, one in chemistry, and one in physics. He studies world geography, and

completes a practical laboratory workshop course in each of four sciences. His recommended minor is in mathematics. Thus this graduate is ideally qualified to teach the general science, the biology, chemistry, and physics offered in secondary schools, in addition to mathematics and possibly a subject in another area in which he has a minor.

Another broad teaching major at Moorhead is that of English, made up as it is to give a thorough grounding in English and American literature, including the modern period; at least one course in world literature; at least one "author" course, usually Shakespeare; and a series of courses in speech, dramatics, and journalism. This graduate is prepared for the assignments expected of the English teacher. If, as often happens, his minor is in library science or in social studies, he is well equipped to fulfill his task where the graduate with a traditional English major is not. Graduates with the English-social studies combination are prepared for teaching in schools which prefer the core-curriculum organization.

Most music students preparing to teach are now pursuing the broad music major and thus qualifying to handle either vocal or instrumental music or both. They are short neither in theory and background, in experience and performance, nor in actual conducting practice. They have participated in individual instruction, class instruction, and group instruction.

Students in other special field majors at Moorhead State Teachers College are well prepared in all the fields of the area. An industrial arts major comprehends all or most of the fields of woodwork, upholstery, metal work, welding, machine shop; printing; practical electricity; mechanical drawing, engineering drawing, architectural drawing, and blueprint reading. The major in physical education stresses background in anatomy, physiology, kinesiology, and health; first aid; officiating, techniques, skills, coaching theory and practice in all types of sports and physical activities, including swimming. Outside the teachers colleges of Minnesota, this breadth of preparation is not obtainable except in the large universities.

The student who majors in business education not only studies and practices the special skills and subjects to be taught, but takes economics, economic geography, consumer education, business law, business English, office practice, and business machines. Such a graduate understands the relationship of commercial subjects to other areas and is well equipped to teach the newer type of non-skills commercial work recommended by newer courses of study. The art major studies and works in many mediums and processes, studies structure, design, ceramics, applied art, and craftwork.

In a discussion of the type of specialization represented by these broad majors and minors, it is important to consider three general principles. The first is that often a person who specializes in a narrow field does not know that field well; to know a field well is to know its relationships to other fields, its bearing upon life. The poor teacher teaches subject matter per se; the good teacher teaches students—teaches them not only subject matter, but the uses and functions of that subject matter.

The student who to a good background in general education has added a broad major and one or two appropriate minors has not only done the best thing to make him a good teacher with the bachelor's degree, but he has fitted himself in the best possible manner to pursue advanced study in most of the nation's leading graduate schools. A change has occurred in many such institutions; where once a strictly defined narrow major was preferred, now these graduate schools prefer a student with a background in a broad area. If a student has

pursued a narrow major in his undergraduate career, he will be told to spend some of his graduate time in courses dealing with related areas, in order that he may pass the comprehensive examinations that are increasingly favored today.

The third and last principle concerns the well-known tendency of teachers to teach as they have been taught. It has already been pointed out that students at Moorhead State Teachers College take integrated courses in the social studies, in physical and in biological science as a part of their general education program. In each of the broad areas of specialization there are sequences which of themselves tend to require the college instructor to relate his special subject matter to larger concepts of development. The very fact that a separate unit course such as economic geography is required of social science majors and of business education majors and minors encourages the instructor of this course to develop the inter-relationships of his subject with those areas. Finally, students at this college enroll for one-hour seminars in their senior year, in the course of which relationships between major areas such as social studies and English are discussed. Thus, the graduate, inclined to teach as he has been taught, has a sound precedent to follow. He is not likely to think of his major teaching subject as the only subject in the public school worth while, or as having no relationship to what is being done in other classrooms. He will know his subject well; he will know it the more thoroughly for having learned its bearing upon the whole of life.



## THE PROGRAM OF PROFESSIONAL EDUCATION

**T**HE PROFESSIONAL program, as the third dimension of education in the College, enables students to adapt general and specialized education to teaching-learning situations essential for teaching. It is, therefore, the professional program of the College that makes it a teachers college. It offers prospective teachers the

theoretical and technical education they need in their chosen profession. It offers in-service teachers further theoretical and technical education for improving their practices. Without the professional program, the College would not be a teachers college; it would be a liberal arts college offering only general education on the one hand

and specialized education in academic fields on the other. Neither of these two aspects of education, nor both together, makes professionally educated teachers.

Broadly conceived, the functions of the professional program of the College are: (1) to ascertain the necessary initial competencies of beginning teachers; (2) to establish sound objectives to guide instruction; (3) to organize a sequence of professional courses and experiences; (4) to serve a developmental and exploratory function appropriate to the needs of individual students; (5) to screen prospective teachers by means of high standards of selective admission and retention; (6) to extend professional offerings to teachers in-service; (7) to keep abreast of progress, research, and developments in teacher education.

The College requires a minimum of thirty-one quarter hours of professional work for students who are candidates for the Bachelor of Science degree and teacher certification at either the elementary or the secondary level. This professional program has been organized into four areas in accordance with recommendations of the American Association of Colleges for Teacher Education and the new provisions for teacher certification of the Department of Education of the State of Minnesota.

The first of these areas in the professional program is "Human Growth and Development." The sequence of courses in this area deals with the understanding of children and youth in terms of their physical, mental, and emotional growth and development; the nature, principles, and processes of learning and adjustment to conditions and needs of new "developmental tasks"; the similarities and differences in children as they affect learning and teaching; the role of teachers in observing, analyzing, evaluating, recording, and interpreting behavior; the development of principles relative to teaching competency in terms of the nature of children, their growth and development, and their interaction with a democratic environment. Experience with children is an integral aspect of the learning situation in this area.

The second area is "Orientation To Teaching." The sequence of courses in this area emphasizes the school as a social institution and the professional role of the teacher. The historical, sociological, and philosophical foundations of the American educational system are considered with special reference to its organization, its curriculum, and current trends and issues. The responsibilities of the teacher in the teaching-learning situation, the community, and the profession are stressed. Continuous experience with children in the school situation accompanies instruction in this area.

The third area in the professional program is "Materials, Methods, and Approaches in Teaching and Learning." By means of both broad and specialized

courses in the area, principles are developed regarding understanding of, and skill in, the implementation of effective teaching and learning through classroom activities and experiences in the various teaching-learning areas. Emphasis is placed upon realizable outcomes, attainable sources of materials and devices, useable local and community resources, manageable and functional teaching-learning units, adjustments to provide for individual differences, progressive diagnosis, remediation, and evaluation in the learning process. Continuous experience with children is integrated with the classroom activities.

The final area is "Professional Laboratory Experiences" which includes student teaching and ultimately experiences with parents and children on a community wide basis. Emphasis in this phase of the professional program is placed upon direct experience in, and increasing responsibility for, the teaching-learning situation. The experience necessitates integration by the student of his total program of general, specialized, and professional education into a functional pattern of behavior. These guided experiences reveal in sharp focus the readiness of the student to take his place in the profession as he progresses through a continuum from observation to participation to full responsibility.

The learning experiences with children and in the teaching-learning situation are provided in the College Laboratory Elementary and Secondary Schools, off-campus teaching centers including both rural and urban school situations, and will be expanded into the community youth programs of Fargo and Moorhead.

The professional staff of the College seeks to select content for the professional program in accordance with the needs of students as prospective teachers. Content is based upon sound theory and established research and is designed to be functional either for constituting a basic point of view or for putting into operation effective teaching practices or both. It is recognized that the complexities of the teacher's task are many, technical, and interrelated. The program must be broadly conceived but realistic in its interpretation; it must seek unity and integration; it must avoid compartmentalization and unrelatedness of its parts; it must provide opportunities for study of theory and development of principles supplemented and coordinated with observation and participation; it must serve an exploratory as well as a developmental function; it must regard itself as a custodian of the standards and welfare of the teaching profession as it screens those who will ultimately go into the classrooms as teachers; and its personnel must regard themselves as practitioners of the art and science they advocate and thus be sensitive to the need of teaching by example as well as by precept.



## EDUCATION

WHOM, THEN, do I call educated? First, those who manage well the circumstances which they encounter day by day and who possess a judgment which is accurate in meeting occasions as they arise and rarely misses the expedient course of action; next, those who are decent and honorable in their intercourse with all men, bearing easily and good-naturedly what is unpleasant or offensive in others, and being themselves as agreeable and reasonable to their associates as it is humanly possible to be; furthermore, those who hold their pleasures always under control and are not unduly overcome by their misfortunes, bearing up under them bravely and in a manner worthy of our common nature; finally, and most important of all, those who are not spoiled by their successes and who do not desert their true selves, but hold their ground steadfastly as wise and sober-minded men, rejoicing no more in the good things which have come to them through chance than in those which through their own nature and intelligence are theirs since birth. Those who have a character which is in accord, not with one of these things, but with all of them—these I maintain are educated and whole men, possessed of all the virtues of a man.

Isocrates in "Panathenaicus"  
436-338 B. C.