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Moorhead State Teachers College

Looking Ahead

1954 - 1970

The Bulletin

State Teachers College

Moorhead, Minnesota

In this issue of The Bulletin the friends of the College are invited to look with us into the future. Although some of these excursions into the future can be predicted and described with greater certainty than others, none of them are unrealistic or far-fetched. For instance, an increased enrollment is a certainty. For the past eighteen years children have been born in increasing numbers; they are now on their way to college, and the first age group of the increased birth rate will be asking for admission next fall.

Unless the State fails in its responsibility to youth, the other developments described in this publication will take place as a matter of course. In spite of the difficulty of finding funds for educational services, there is no evidence that the American people will endure for more than the briefest periods of time inadequate educational opportunities for their children. There is increasing evidence that the demand that the public has made for education on the elementary and secondary levels will also be made for education on the collegiate level, at least for freshmen and sophomores.

If America lives up to its educational tradition, the services and the facilities described in this issue of The Bulletin will be provided, much as they are described here, within the course of the next fifteen years. As indicated in the descriptions, some of the services are now provided and the future will witness their extension and improvement.

O. W. S.

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Looking Ahead

To anticipate developments within the College over the next fifteen years involves consideration of the students, the faculty, the physical plant, and the program. Unless there occurs some major upheaval, the changes in higher education can be anticipated with a sufficient degree of certainty to relate within reasonable limits their accompanying effects upon the local College. Contemplating these changes should provide a sobering and interesting experience for those who have personal interest in the College, and for educators who have the responsibility for matching the instructional needs of the public schools with an adequate number of qualified teachers.

The Students

From the fall quarter of 1951 to the fall quarter of 1954 the college enrollment increased from 512 to 718. Enrollment for the two years of the next biennium has been estimated at 750 for the fall of 1955 and at 800 for 1956. Conservative estimates indicate by the fall of 1960 an enrollment of 1,000; by 1956, of 1,250; and by 1970, of 1,500.

The two factors of the increased birth rate and of the increased percentage of youth going to college will affect enrollment. In Minnesota the increased birth rate by 1970 will account for 70 per cent increase in college enrollment. The increased percentage of youth going to college will account for another 10 to 20 per cent increase.

As the impending tidal wave of enrollment hits the colleges, the denominational colleges will experience increased difficulty in meeting the challenge for increased budgets. They will tend more and more to confine their admissions to students of their respective faiths and their programs to the purposes for which their institutions were founded. The necessity for a shift in the educational practices of denominational colleges will tend to turn students in greater numbers toward publicly supported colleges.

The ultimate policy Minnesota adopts concerning higher education will also affect enrollment in the state teachers colleges. The fact that educators throughout the country are asking how large can a university become and still be effective indicates the concern about the continued concentration of educational effort in one geographical center. Will the policy of concentrating undergraduate education in the University of Minnesota continue? One alternative is to make the state teachers colleges regional institutions. The undergraduate needs of the state would then be served by these regional institutions and by the University and its Duluth Branch. The geographic location of the seven institutions provides a valid argument for a system of regional undergraduate colleges to meet the educational needs of the increasing number of college-age youth.

Students enrolled in extension courses are not included in the statistics given for regular college enrollment. One hundred fifty-six students were enrolled in extension courses in the fall quarter of 1953 and 184 students in the fall of 1954. Since a student enrolled in an extension course carries only one-fourth of a full-time load, he should be counted as one-fourth of a full-time student. On a full-time basis, the equivalent of 39 students were enrolled in the fall quarter of 1953 and 46 in the fall quarter of 1954. Enrollment in extension courses does not represent the need for extension work. Had instructors been available to satisfy the requests, enrollment in extension courses would have been far in excess of that reported. If the state exercises its responsibility to provide professionally educated teachers for the public schools, the extension program will add materially to enrollment in the College.

On account of the increasing shortage of teachers and the accompanying increase of sub-standard teachers entering the profession, the state will need to supplement the present facilities for in-service education.

The Faculty

The College has a faculty of 62 instructors and administrative officers. This number is short of the number needed in terms of the standard commonly used to measure the faculty-student ratio. In the preparation of data for the number of faculty members the College will need for the next biennium, a ratio of one faculty member to thirteen students was used. On this basis, the College will need 80 faculty members for the academic year of 1955-56 and 84 for 1956-57.

Members of the faculty are responsible not only for the instruction of students in the College, but also for the instruction of children in the Laboratory School. The Laboratory School enrolls approximately 400 children and requires the equivalent of 20 full-time instructors. Laboratory School instructors are deducted from the total number of college faculty in order to determine the number of faculty members needed in the ratio of one faculty member to thirteen college students.

A factor highly important in measuring the quality of a college is the education of the faculty. By this criterion the faculty of the College is superior. More than a third have an earned doctorate conferred by institutions counted among the best in the country: University of Chicago, 3; Colorado State College of Education, 1; Columbia University, 2; Harvard University, 2; University of Illinois, 1; University of Iowa, 4; University of Michigan, 1; University of Minnesota, 1; University of North Dakota, 2; University of Oregon, 1; Pennsylvania State University, 1; Syracuse University, 1; and the University of Wisconsin, 2. Four other members of the faculty have the equivalent of the doctorate in terms of earned graduate credits ordinarily required for that degree. Thirteen have the earned Master's degree plus an additional year of earned graduate credits; and seventeen have the earned Master's degree with graduate credit ranging from the minimum requirement for the degree to a year beyond that degree. Eight do not have the graduate degree, but most of them are within one or two summer sessions of that achievement.

On a percentage basis, 40.6 per cent of the faculty have the doctorate or its equivalent; 46.9 per cent have the Master's degree; and 12.5 per cent have the Bachelor of Arts degree.

During expansion in enrollment, the administration of the College will face the crucial problem of securing faculty members whose qualifications are commensurate with the educational qualifications of the present faculty. The future competition for members of college faculties can be foreseen by the present competition

among the public schools for elementary teachers and the impending competition for high-school teachers. Within the next several years the colleges will face a similar competitive situation. The social consequences of the competition will be even more serious than that of the elementary and the secondary schools, since the lower schools are directly dependent on the institutions of higher education for professionally educated teachers.

The Physical Plant

Plans are under consideration for acquiring dormitories adequate to house students in the state teachers colleges. Data for the local College have been submitted to the special committee of the State Teachers College Board on needs of the colleges for housing and the means for implementing the needs.

In view of the anticipated enrollment, we invite the friends of the College to look with us into the proposed student-housing program for the future. By 1957 the College will need a two-wing dormitory to accommodate 100 men and 100 women. A third wing will be needed by 1960 to accommodate 145 women. It is expected that by 1960 all women will be moved into the new dormitory and that the men will be moved from the new dormitory into Comstock Hall. It is expected, also, that Wheeler Hall will be vacated and razed. It is planned to add to Ballard Hall a wing adequate to accommodate 125 men.

Without further burdening the financial resources of the state, the housing needs of the College can be achieved in accordance with the time schedule proposed. The 10 per cent of all dormitory gross income, which is now required to be turned back annually to the state, could provide almost enough income to retire bonds for financing the construction of dormitories as they are needed. That procedure would be in keeping with accepted business practices for financing enterprises on bonded indebtedness with the retirement of the indebtedness through earnings from the business. Since the state is responsible for the professional education of teachers for the public schools, the state could well afford to invest for the construction of dormitories enough of its accumulated funds at the usual rate of interest on its investments. The state cannot afford to do otherwise unless other means for financing dormitory construction are found available and feasible.

A student union is an essential part of every modern educational plant. By 1960 a student union housing centralized food services adequate to accommodate 700 students, auxiliary food services for the College, and social and recreational facilities should be made available. The accommodations are needed at the present time; but by 1960 they will be a necessity for the sheer purpose of meeting the food-service requirements of students. If funds were obtained through long-term bonds at a reasonable rate of interest, the bonds could be retired by a small quarterly assessment on students and by voluntary contributions from faculty, alumni, friends of the College, business enterprises, and public-spirited citizens.

The current biennial budget contains requests for the extension of Weld Hall, for the enlargement of library facilities, and for the construction of concrete bleachers. Extension of present facilities will provide only temporary relief for needs that are currently urgent. Other facilities for instructional purposes will need to be provided for the anticipated increased enrollment. Not later than 1960 the College should have ready for use a new science and mathematics building and a new library building.

The last appropriation the College received for buildings for instructional purposes was in 1931, the year following the fire that destroyed the main building and the adjoining training-school building. The appropriation for replacement was $800,000, a portion of which was turned back to the general revenue fund. Because of the need for the extension of the physical plant to take care of the instructional program, the state cannot justifiably deny the College funds for the construction of a library building by 1958, a science and mathematics building by 1960, and the funds needed to effect the changes in MacLean Hall resulting from the removal of the library to the new building.

The Program

The main features of the program, consisting of general education, specialization through broad majors and minors, and pro-

fessional education, are described in detail in the annual Catalogue. The College has gained distinction in the state and in the nation for its program of general education. On this program the College has received high rating by the North Central Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education. Through invitation, members of the staff have served on national studies and conferences dealing with general education. Broad majors and minors, developed for specialization in various fields in which graduates are assigned to teach, have received favorable comment from superintendents and high-school principals who have employed graduates of the College. Superintendents and elementary school principals have generally complimented the College for the professional attitude and the competency of its graduates. It is unnecessary, therefore, to report, here on the main features of the program of the College. The features that are pertinent for this report are those less well known to professional people and to the general public. To present these with some degree of comprehensiveness, entails a look backward in order to maintain consistency in looking ahead. These features are in the main conferences and workshops, intersession institutes, a psycho-educational clinic, and teachers and standards.

Conferences and Work-Shops

For many years, the College has through summer conferences and workshops evidenced interest in in-service work with principals and teachers in this area of Minnesota. For example, in 1946 Mr. McAllister, a reading specialist in Chicago who had worked extensively with William S. Gray at the University of Chicago, was on the campus for an entire summer session working with teachers on important aspects of reading, such as readiness, comprehensive skills, word-recognition techniques, evaluation, and adapting instruction to individual differences. He was ably assisted by faculty members who likewise had studied with such specialists as Gray, Bond, Broom, and Robinson. Since 1946 many other workshops and conferences have been held at the College.

During the summer of 1946. of 1947, and of 1948 three members of the faculty conducted session-long workshops on helping teachers understand children. Each of them had spent a year as a postgraduate student in the Collaboration Center on Human Growth and Development under Danial A. Prescott at the University of Chicago. The workshops proved to be so helpful to in-service teachers that the underlying point of view was made the central organizing concept for courses in educational psychology. The content of these courses has supplanted the traditional content formerly included in courses for teachers. Now, all pre-service and in-service teachers who enroll in courses in human growth and development get a point of view about how children develop and how they learn that far transcends the mechanistic theory of teaching and learning included in the textbooks that dominated for so many years and that continue to dominate in some teacher-preparing institutions the content of educational psychology.

In the summer of 1953, in cooperation with the National Conference of Christians and Jews, the College sponsored a Red River Valley conference on "Our Moral and Spiritual Resources." Community leaders, consisting of educators, clergymen, business men, and housewives, were invited to participate in the program. The highlight of the conference was the address by T. V. Smith of Syracuse University, noted philosopher, writer, lecturer, teacher, and one-time congressman from Illinois. The afternoon session consisted of group discussions on moral and spiritual values in various aspects of life. The forerunner to the conference was a workshop held in the summer of 1952.

In the well-equipped Laboratory School, expertly trained staff members have helped students and teachers apply in real teaching situations the ideas presented in the conferences and the workshops and in the professional courses offered on campus.

Intersession Institutes

Still another campus innovation is the institutes that are held between the close of the public schools in the spring and the opening of the summer school in the College. The first intersession institute was held in 1951 on teacher guidance in the elementary school. An institute on guidance has been held each succeeding summer. In the summer of 1953 and again in the summer of 1954, an institute was held on audio-visual materials and equipment. In the summer of 1954 was held an institute on the library in the elementary school. Faculty members have participated in these institutes and have served as coordinators. Representatives from the State Department of Education have served as consultants. In the institutes, enrollment has ranged from a minimum of

33 to a maximum of 62. Students have earned two quarter-hour credits in each institute in which they have completed the work satisfactorily.

Another intersession institute will be held in the summer of 1955, from Monday, June 6, to Saturday, June 11. The institute will deal with various phases of reading. Participating will be members of the faculty who have had advanced graduate work in the field of reading with some of the most outstanding specialists in that field. A regular member of the faculty will serve as coordinator. The institute will be concluded by a conference on Friday and Saturday to which school people generally will be invited. Dr. William S. Gray, the dean of reading specialists, has been asked to address the members of the conference and to serve as a consultant for discussion groups.

Psycho-Educational Clinic

As an outgrowth of these services of long-standing, the groundwork for a psycho-educational clinic has been laid. To date, in addition to what has been mentioned, this groundwork consists of: (1) the reading, writing, and speaking laboratories which are designed to help students who are deficient in these communications skills; (2) individual conferences with principals and teachers about diagnostic and remedical reading programs for mentally retarded children; (3) testing elementary, secondary, and college students in reading, and counselling with them, their teachers, and, in some cases, their parents about corrective procedures.

The plan now is to coordinate these activities in a well-organized clinic under the direction of a qualified person or committee. This clinic will serve three purposes: (1) to diagnose the educational and psychological difficulties of elementary, high school, and college students in this geographical area; (2) to suggest follow-up corrective procedures for students who do not live in the immediate vicinity and to provide for such procedure for those who do; (3) to help college students to make personal and academic adjustments through individual interviews, counselling conferences, and special help classes, and (4) to provide student teaching experiences using on-and off-campus centers for college students who are interested in learning to apply diagnostic and remedial procedures.

Teachers and Standards

There seems to be a positive relationship between professional standards and the supply of teachers. The higher the standards, the greater the supply of teachers. A recent report by the *Educator's Washington Dispatch* contains evidence in support of this relationship. The Dispatch asks the question: "Is this the way out of the elementary teacher shortage?" As a long-range remedy the answer is undoubtedly in the affirmative. The late Dean Peik used to remark that poorly qualified teachers are like bad money — they tend to drive good teachers out of the profession the same as bad money tends to drive good money out of circulation.

Since there is a direct relationship between the supply of teachers and the standards required for certification, the standards should be advanced as rapidly as possible. The action taken jointly by the State Teachers College Board and the State Board of Education to advance standards for the professional education and certification of elementary teachers from two to four years is meritorious, not only for furnishing better qualified teachers for the public schools, but also for increasing the supply of teachers. Beginning with the fall of 1955, all students who enrolled in the state teachers colleges for the first time will be required to enroll on either the three-year provisional elementary curriculum or the four-year curriculum. By next fall, the effort to advance standards for elementary teachers will have reached the mid-point between the two-year curriculum and the four-year curriculum. After March 1, 1961, all elementary teachers graduating from the state teachers colleges will be certified only on the completion of the four-year curriculum.

Certification procedure should not permit any teacher-preparing institution to circumvent the advancement of standards for the professional education of teachers. For instance, the director of elementary education in one of the liberal arts colleges, which is a relative newcomer in the field of elementary-teacher education, reported that at the end of the year 1952-53 fourteen students were issued diplomas on the completion of two years of work, ostensibly to teach in states other than Minnesota. However, five of them did teach in the state of Minnesota on permits. The director also reported that from fifty to sixty students were then enrolled as candidates for diplomas for the following year. If the same proportion of these students obtained teaching positions in Minnesota, another

group of fifteen to twenty-one sub-standard teachers entered the teaching profession in competition with the graduates of the state teachers colleges who were required to complete the elementary provisional curriculum of eight quarters. An examination of the catalogue of the institution in question does not reveal a specific curriculum pattern for students who are candidates for a diploma. Since the education of the institutional personnel and the facilities of the college are inferior to those of the state teachers colleges, the effect this shortcut method will have on the supply of professionally educated teachers for the elementary schools is not difficult to predict.

In addition to requiring a high standard for the initial education of teachers, provision should be made through in-service education for raising the qualifications for those already in the profession. The merit of in-service education has not yet been sold to either the profession or to the public. It is inevitable, however, that many inadequately prepared teachers now in the profession will continue in it for varying periods of time, depending upon age, health, and other factors. It is also inevitable that former teachers who gave up their work because of marriage and other conditions making necessary their withdrawal from teaching will be prevailed upon to re-enter the profession because of the teacher shortage. At the outset, many of these teachers will be granted a teaching permit. On the other hand, many may desire to re-enter the profession on a permanent basis. Provision should be made for these teachers to qualify themselves adequately through a program of in-service education.

By authorizing the state teachers colleges to award the Master's Degree in Education, the state has made provision for raising standards above the undergraduate level. Minnesota has approximately ten thousand teachers in its secondary schools. Most of them have the earned Bachelor's degree, but need encouragement and the opportunity to refresh themselves on new points of view and recent developments in education. By added increments of salary for advanced work many public school systems now encourage professional education beyond the Bachelor's degree. The state teachers colleges are currently engaged in the organization of a program leading to the Master's degree. Already graduate courses have been organized and are being offered.

A number of students of the Moorhead State Teachers College are pursuing graduate study. The administration recognizes that the development of a program for advanced professional education of teachers requires careful thought on the part of those who will participate in the work and keen discernment into the needs of the public schools. The College is endeavoring to meet the needs of two groups of teachers. One group consists of those who are competent and interested to do work of a consistent character and quality to merit a degree. The other group consists of those who are interested in improving their classroom effectiveness but who are not interested in pursuing a systematic program leading to a degree.

For the present, the College limits graduate courses to summer sessions and to evening and Saturday morning classes for teachers who are within commuting distance of the College. With an increase in the demand for advanced work, courses will be offered as an integral part of the regular college schedule. Students then may go directly from the undergraduate to the graduate program. The student who has had no actual teaching experience probably will be required to teach for a specified time in a public school before he will be awarded the Master's Degree in Education.

No profession without high standards has status, and those which have status have high standards. Of the various professions, medicine has the highest standard, yet there is no alarming shortage of medical practitioners. A report on enrollment in medical schools presents the following interesting facts.

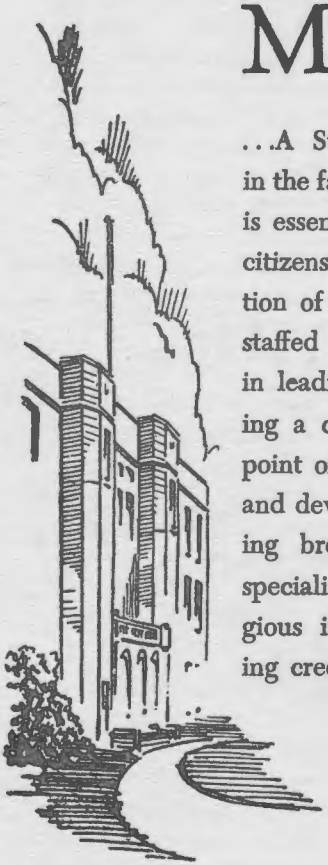
> *The fifty-third annual report on medical education, prepared by the Council on Medical Education and Hospitals of the American Medical Association, discloses that for the fifth consecutive year the total number of students enrolled in approved medical schools has established a new record. The number of students graduated in 1952-53 constitutes the largest number ever graduated in one academic year. The 6,668 students who were graduated during the last year exceeds by 279 or 4.4 per cent the previous record established in 1947 when at the termination of the wartime accelerated program several schools graduated more than one class. The estimated number of graduates for 1953-54 based on enrollment reported on senior classes in schools is even greater — 6,831.*

Both in-service education and pre-service education cost money. When the cost for the professional education of teachers is under consideration, the fact should not be overlooked that an even greater cost may result from the neglect of teacher education. The stake is the general level of intelligence that must be maintained for the security of a popular government. "A popular Government," James Madison wrote to his friend W. T. Perry, "without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or perhaps both."

For more than a century the states have accepted the responsibility for the education not only of children and youth but also of teachers. The Constitution of the State of Minnesota imposed on the legislature the duty to establish a general and uniform system of public schools. In its first session the legislature enacted laws for the establishment of a public school system. It also enacted laws for the establishment of a system of schools for the professional education of teachers. These early legislators were astute enough to recognize that a system of public education without professionally educated teachers would not only be a waste of public funds but would also eventually jeopardize the ends of public education. Underlying the constitution and the acts of the legislature was the belief that the stability of a republican form of government depends mainly upon the intelligence of the people.

Education is a state function. This principle of the educational function of the state is as paramount in the American tradition as are the principles of freedom of speech, freedom of the press, freedom of assembly, and freedom of religious worship. To retain its democratic integrity, the state must, at all costs, retain its priority on education. Even if it wished to escape its responsibility for education, it could not do so and retain its republican form of government.

The state may allow other educational agencies to coexist with its own agencies, but these other agencies must conform to the standards set by the state. Should standards be temporarily subverted by questionable practices, the offending agencies, either through force of public opinion or through legislation, will eventually be compelled to conform. Such is the faith of the American people in the public schools for the education of children and youth and for the professional education of teachers.



M S T C

. . .A State College—established in the faith that public education is essential for a society of free citizens—dedicated to the education of public school teachers—staffed with teachers educated in leading universities – providing a curriculum based on the point of view of human growth and development and emphasizing breadth of education for specialization—exercising a religious influence without fostering creedal beliefs.