



8-1955

## The Bulletin, series 51, no. 1, August (1955)

Moorhead State Teachers College

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### Recommended Citation

Moorhead State Teachers College, "The Bulletin, series 51, no. 1, August (1955)" (1955). *The Bulletin (Newsletter/Journal)*. 109.

<https://red.mnstate.edu/thebulletin/109>

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**ACADEMIC  
EDUCATION**

**FUTURE TEACHERS OF AMERICA**

**A BLUEPRINT**

**PROFESSIONAL  
EXPERIENCES**

**FOR A FUTURE**

**IN TEACHING**

**AT THE**

**SERVICE**

**STATE TEACHERS COLLEGE**

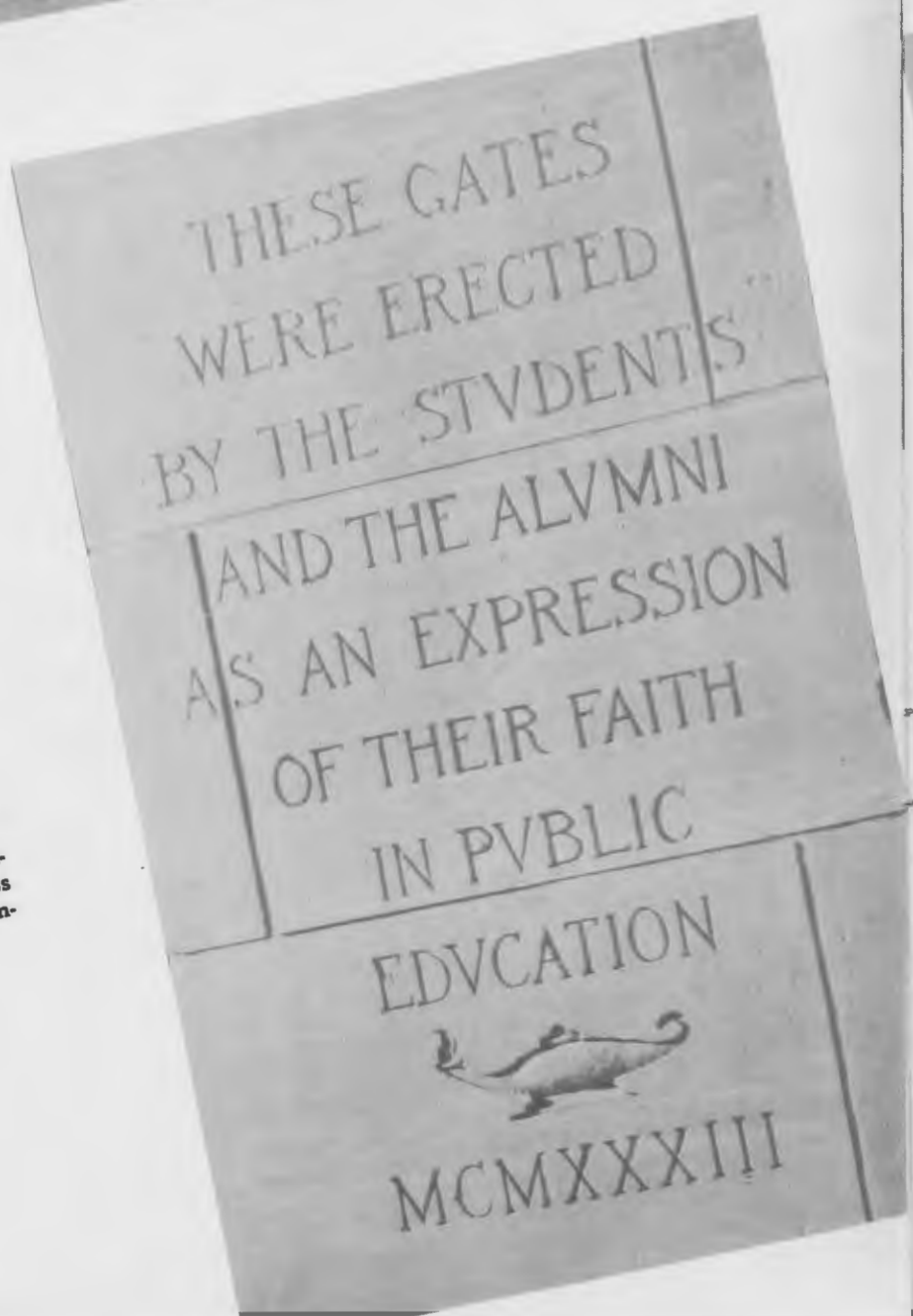
**PROFESSIONAL ETHICS**

**THE BULLETIN**  
**State Teachers College**  
**Moorhead, Minnesota**



**STATE TEACHERS COLLEGE**  
Moorhead, Minnesota

**SERIES 51**                      **AUGUST 1955**                      **NO. 1**  
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.



THESE GATES  
WERE ERECTED  
BY THE STUDENTS  
AND THE ALUMNI  
AS AN EXPRESSION  
OF THEIR FAITH  
IN PUBLIC

EDUCATION



MCMXXXIII

## TO HIGH SCHOOL STUDENTS CONSIDERING A FUTURE IN TEACHING:

You probably have heard a great deal of advice about the significance of high school graduation — perhaps so much you are reluctant to be confronted with any more. But one inescapable fact does face you right now and that is the fact that you have reached a point in your life which necessitates an immediate and important series of decisions.

**Will you go right to work out of high school?**

**Will you go to college?**

**For which vocation are you best qualified by interests and abilities?**

**Which college offers the best education for the vocation you select?**

**What about teaching as a vocation for you?** Have you given some thought to this idea? Many young people fail to give serious consideration to a future in teaching because they do not know much about it. Do

you really know how well the teacher is paid? How one gets ready to teach? How long it takes to become a teacher? How much it costs? What kind of people succeed in teaching? What the real job of the teacher is? Whether you really would prefer other vocations to teaching? Which colleges specialize in educating teachers?

There are many sources to which you can and should turn for assistance in answering these questions. You should discuss them with your parents and with guidance counselors if you have them in your school. Your minister may be of help. If teaching is a possibility in your thinking, talk to the high school and elementary school teachers for whom you have respect and in whom you have confidence. They can tell you what teaching is really like.

This bulletin has been prepared to assist you to give serious thought to a future for you in teaching. We trust you will find answers here to some of your questions.





## WHY TEACHING CALLS FOR ABILITY AND COURAGE

Behind the success of every man and woman in every walk of life, whether it be in business, on the farm, in the home, or in the professions, there lies the contribution which teachers have made to that success. Behind the unprecedented political, scientific, cultural, and humanistic advances which have been made in our democracy there stands the figure of the teachers who have guided generation after generation of children and youth to greater personal development and ability in all areas of human activity.

Your imagination may be kindled by the vision of the doctor treating the illnesses of man, or of the lawyer protecting the rights of man, or of the engineer exercising control over the physical world of man. So also should your imagination be kindled by the vision of the teacher employing skill and wisdom in freeing man from the chains of ignorance, fear, prejudice, superstition, habits, and behavior which can lay waste the human life.

The teacher deals with the most intricate, the most unpredictable, and the most significant resource in our universe — **the growing and developing mind and personality of man.** It is the teacher who must have the courage, even the audacity,

to work with human minds and personalities as his raw material. He has in his hands the power to aid man toward strength and depth and broad scope or to lead him to a life of narrowness and meanness and weakness. The teacher has the opportunity to guide human behavior into patterns designed to bring success or the teacher can, through his weakness, condemn a human life to failure. The greatest challenge of all the professions is the teacher's — he is entrusted with the care and guidance of the most priceless possession of all, **someone's son or daughter!**

If you select a future in teaching, you are choosing to become a member of a profession which is the proud possessor of a long and honorable tradition of service and accomplishment. It is a profession which, it has been truly said, “. . . effects eternity; its influence never stops.” A great educational leader, Joy Elmer Morgan, once replied to a young man who asked if he should become a teacher, “Your answer concerns not only you but, in a most vital way, it also concerns the lives of hundreds of youth who, for better or worse, will sit at your feet to learn.”

## THE TEACHING PROFESSION NEEDS YOU IF . . .

Do you possess the interest and abilities to become a success in teaching? Teaching is a great and honorable profession. To the teacher is entrusted the care and development of one of our most valuable personal and social possessions — boys and girls. There is no room in the teaching profession for those who lack interests and abilities which will lead to success.

You must honestly face up to this question of your own interests and abilities, whatever your choice of vocation may be. Interestingly enough, many young people are well qualified to be successes in teaching but do not realize this fact themselves. Not just anyone can be a good teacher. A successful teacher has to have some special characteristics, but there is a good possibility that you possess these qualities.

We here at Moorhead State Teachers College have studied this matter of interests and abilities needed for success in teaching and have some ideas which may be helpful to you. Ask yourself these questions and if most of your answers are affirmative, you probably can succeed in teaching.

Do you like children? Do you like to work with them, show them how to do things, explain things to them, see them learn how to do things they did not know how to do?

Do you like people and like to be with them? Do you like to explain and show things to them which you know a good deal about, like to work as a member of a group? Do you think you have a friendly attitude toward others?



Have you had at least average success in your own school work? How have your grades been in school? Do you find you enjoy learning about new things, new ideas, new places? Do you like to read? Do you read well? Are there some school subjects which you like particularly well? Are your skills in communication at least average?

Do new things and new ideas interest and challenge you? Do you like to share them with others? Are you curious about what is happening in the world around you?

Is your health and physical condition at least average for your age? Is the matter of personal appearance and grooming important to you?

Do you have a sense of humor? Do you possess the capacity to enjoy the humorous situation even if you happen to be the one involved?

Do you have good character, morals, and manners? Do you want to live the kind of personal life which would be worthy of those you were teaching?

Do you feel that teaching is important, that the teacher makes a significant contribution to the individual and to society? Does the idea of service to other people appeal to you? Does the thought that, as a teacher, you would have the opportunity to change human behavior and personality for the better challenge you?

As you continue your education, do you believe you would want to be a good teacher strongly enough so that you could develop the qualities needed by the teacher in case you do not feel you possess them to a marked degree at present?



## TEACHING IN MINNESOTA OFFERS . . .

**A GOOD INCOME.** Many people do not realize that teacher's salaries today, particularly those of beginning teachers, are much better than they used to be and compare favorably with many other vocations. The salary schedule recommended by the Minnesota Education Association in 1954 ranged from \$3000 to \$6000 for those with a bachelor's degree, \$3000 being the recommended beginning salary, and \$6000 the salary after twelve years of experience. For those with a master's degree, the range was \$3250 to \$6850. For the three-year elementary provisional diploma, it was \$2750 to \$5150.



Undoubtedly teacher's salaries are steadily increasing. The average salary for graduates of Moorhead Teachers College without experience in 1955 was \$3350 for elementary 4-year degrees, whether men or women. For men in high school, the average was \$3514 and for women \$3192. For the elementary provisional graduates (approximately three years) it was \$2757, slightly above the M.E.A. recommendation.

The profession is working for a single salary schedule which will provide equal pay for teachers with equal training and experience regardless of the grade or subject they teach. Many school systems have already adopted such a schedule.

### THE MEA SALARY SCHEDULE

(Proposed November, 1955)

Experience	Two Years	Three Years	Bachelors Degrees	Masters Degree or Equivalent
0	3,000	3,500	4,000	4,500
1	3,250	3,750	4,250	4,750
2	3,500	4,000	4,500	5,000
3	3,750	4,250	4,750	5,250
4	4,000	4,500	5,000	5,500
5	4,250	4,750	5,250	5,750
6	4,500	5,000	5,500	6,000
7		5,250	5,750	6,250
8		5,500	6,000	6,500
9		5,750	6,250	6,750
10			6,500	7,000
11			6,750	7,250
12			7,000	7,500
13				7,750
14				8,000



## COLLEGE WILL OFFER TO YOU . . .

In case you decide that there is a future for you in teaching and you proceed to investigate the steps necessary for entrance into the profession, you will find immediately that a college education is necessary.

Minnesota, like all other states, requires that certain standards be met before you can be certified to become a teacher. In order to become an elementary school teacher in graded elementary schools in Minnesota you must have a minimum of three academic years (9 quarters or 6 semesters) of college work. A college degree based upon four years of college work is recommended. If you wish to become a high school teacher in Minnesota you must have a minimum of four years of college work and a college degree.

It is not too early for you to be thinking of the possibility of going on to graduate work beyond the regular four years of college work. Many teachers today are taking advantage of graduate programs in colleges like Moorhead State Teachers College in order to improve their skills and techniques in teaching, or to advance to administrative or supervisory positions, or to move over into college teaching.

What will this college education offer to you?

Someone once said, "You can no more teach without knowing some things well than you can go back to some place you haven't been to yet." In simple terms, a college education offers you an opportunity to know well: (1) yourself and the world in which you live, (2) those whom you are going to teach, (3) that which you are going to teach, and (4) how you are going to teach it. A good college education for the teacher places emphasis upon three major areas of learning.



## WHAT YOU CAN EXPECT AT MOORHEAD STATE TEACHERS COLLEGE

Some colleges in Minnesota specialize in the education of teachers. Moorhead State Teachers College is one of these. Practically all of the students who graduate from the college go into teaching, so your classmates there will tend to have the same ambitions and vocational plans as you do. Most of the faculty of the college have had experience teaching in elementary or secondary schools and all of them are dedicated to the task of preparing superior teachers.

The professional standing and reputation of the college in the state and in the nation is very high. It is accredited for teacher education by the State Board of Education of Minnesota; thus its graduates are automatically granted teacher certification. The college is also accredited by the North Central Association of Colleges and Secondary Schools and by the American Association of Colleges for Teacher Education.


One of the best tests of the quality of an educational institution is the caliber of the training and experience of its faculty. In this connection Moorhead is outstanding among colleges in Minnesota. At the present time, twenty-two members (more than one-third) of the college faculty have earned degrees of Doctor of Education or Doctor of Philosophy. Many of the other staff members have done sufficient graduate work so that they have the equivalent of the highest degree or will be awarded it in the near future. College faculty members are very active in district, state, regional, and national professional activities and organizations and the college annually serves as the site of outstanding institutes and workshops because of the caliber of its instructional staff.



Graduates of Moorhead State Teachers College hold outstanding teaching positions throughout the state and the nation. During the past year more than four thousand requests for teachers from all parts of Minnesota and the United States have come to the college. One of the reasons for this heavy demand for Moorhead teachers is that employing officials approve of the type of education teachers receive at the college and have confidence that its graduates will succeed in their positions. Alumni are presently employed throughout Minnesota, North Dakota, South Dakota and in out-of-state schools such as Long Beach, Calif.; Seattle, Wash.; Spokane, Wash.; Portland, Oregon; Billings, Mont.; Great Falls, Mont.; Tucson, Ariz.; Indianapolis, Ind. Many of its graduates have taken graduate work and are now teaching in colleges and universities. Follow-up records submitted by superintendents and supervisors regarding graduates of the college who are teaching have been very complimentary to the college educational program as judged by their success.

**COSTS:** The college is a tax-supported, state institution financed largely by appropriations from the legislature of Minnesota. It is a part of the educational system of the state developed and paid for by the taxpayers of Minnesota for the benefit of their children and youth. The college belongs to the citizens of the state and is designed to be of use to them. Since it is a state-supported college, the cost of attending an institution like Moorhead State Teachers College is the lowest in the state. This is true because the State of Minnesota spends millions of dollars every year to provide its educational institutions with the finest instructors, buildings, and equipment possible.

The tuition cost at Moorhead State Teachers College is \$30.00 a quarter for Minnesota residents (\$35.00 for out-of-state residents). Board and room in the dormitories costs \$14.00 per week, which includes three meals a day, seven days a week.

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1. PHYSICAL EDUCATION BUILDING
  2. MACLEAN HALL: CLASSROOM AND ADMINISTRATION BUILDING
  3. WELD HALL: AUDITORIUM AND CLASSROOM BUILDING
  4. CAMPUS LABORATORY SCHOOL
  5. ATHLETIC FIELDS
  6. WHEELER HALL: WOMEN'S RESIDENCE
  7. COMSTOCK HALL: WOMEN'S RESIDENCE
  8. BALLARD HALL: MEN'S RESIDENCE
  9. DRAGON TERRACE: MARRIED STUDENTS' RESIDENCE

Quarterly expenses are estimated to be about as follows at the college:

Tuition .....	\$ 30.00
Activity Fee (admission to all games, lyceum programs, college newspaper, yearbook, etc.) .....	10.00
Books and supplies .....	20.00
Room and board .....	<del>160.00</del> <u>170.00</u>
Total for quarter .....	<del>\$220.00</del> 230.00

Notice that the above table means \$660 for the year. Compare this total with estimates for the same items in other types of schools.

No amounts are included for purely personal items such as clothes, travel expense, and incidentals, because these vary greatly, and must be added wherever you go to college.





**CAMPUS:** The 44 acre campus of Moorhead State Teachers College is located in a beautiful new residential section of the city within a few blocks of the shopping centers of both Moorhead and Fargo, North Dakota. The buildings are of modern construction and include, in addition to regular classrooms, dormitories for men, dormitories for women, swimming pool, two gymnasiums, an auditorium, shops, home economics laboratories, athletic field, student recreational center, post office, library, and fine arts center.

Of special interest to the teachers-to-be is the large separate building on the campus which houses the Laboratory School. This school enrolls pupils from Moorhead and the surrounding area. There are about 260 pupils in an elementary school which includes kindergarten and grades one through six, and about 160 pupils in a high school which includes grades seven through twelve. Moorhead is the only teacher-educating institution in Minnesota outside of the University having laboratory schools on the campus enrolling pupils from kindergarten through grade twelve.



The Laboratory Schools on the campus afford unusual opportunities at Moorhead for students who are planning to become teachers. College students conduct their observations in this school in connection with their professional courses, thus having an opportunity to see in practice that which they are studying in their classes. Demonstration teaching is done in the Laboratory Schools by highly skilled and trained supervisors for the benefit of college students. Each student has an opportunity to do a part of his student teaching in these schools and to take part here in the full-time, complete experiences of the classroom teacher. The professional program of studies of the college provides that each student spend one quarter, 12 weeks, full-time in student teaching, part of which may be done in the Laboratory Schools and the balance in selected public schools of Moorhead and Fargo.



**COLLEGE ACTIVITIES.** Moorhead State Teachers College offers to its students a comprehensive program of college activities to supplement the regular program of studies. Participation in these activities is particularly important to the student planning to become a teacher, since most teaching positions today involve direction and supervision of activities of this type in elementary and secondary schools.

Among the activities included in the program of the college are: **musical activities** — choir, chorus, band, orchestra, vocal and instrumental ensembles; **athletic activities** — (intercollegiate and intramural) football, basketball, baseball, track, tennis, golf, swimming, wrestling; **journalism activities** — newspaper, yearbook, literary magazine; **forensic activities** — debate, declamation, oratory, radio; **dramatic activities** — one and three act plays, convocation programs; **social activities** — dances, parties, receptions, fraternities, sororities; **religious activities** — religious life committee and program, organizations for the various religious groups represented on the campus, religious centers in some cases, student sponsored religious programs and convocations; **cultural activities** — convocation programs, lyceum programs, recitals, exhibits, displays, outside speakers of prominence in all fields, round table discussions, clubs and organizations in many different interest areas; **citizenship activities** — student participation in college government, student commission, student representation on college committees and councils; **professional activities** — Future Teachers of America, professional organizations, honorary and professional fraternities and sororities.



**THE COMMUNITY.** Moorhead is a city of about 20,000 population — the largest in the western half of Minnesota. It is located in the Red River Valley, immediately adjacent to Fargo, N. D., a city of about 40,000 population, which is the largest city in North Dakota. The two cities offer splendid educational, cultural, and recreational advantages to the student with fine libraries, auditoriums, theatres, golf courses, parks, and shopping districts. The cities are the crossroads of four federal highways and the main lines of two transcontinental railroads. They are served by five bus lines and three air lines. The city bus lines pass the main gate of the college providing transportation to the shopping areas of both cities within five minutes.

In a community as large as Moorhead-Fargo there are many opportunities for student employment to assist in paying the cost of attending college. Many businessmen in both Fargo and Moorhead depend upon the College to supply them with part-time employees every year.

A limited number of scholarships which cover tuition for the freshman year are available. Those interested in scholarships should apply before February 1 to their superintendents or principals. Inquiries about part-time jobs should be sent to the Dean of Men or to the Dean of Women two months before one intends to enter.



## NEXT STEPS TOWARD A FUTURE IN TEACHING . . .

Do you believe now that you would like to be a teacher?

If so, there are certain steps you should take now. Talk the matter over with your parents, your high school teachers, and your high school principal. Think the matter over carefully yourself and try to decide which area of teaching is best for you, that is, which grade or subject you seem best adapted to in light of your interests and abilities. You may be assisted in making this decision by working and playing with different age children, thinking over areas of your own education which you have enjoyed or are enjoying most at present, studying your grades to locate your areas of best achievement.

In case you are interested in making Moorhead State Teachers College your college, you will find it most helpful to visit the campus and discuss your future with people here. If it is not possible for you to visit the campus, write to: Director of Admissions, State Teachers College, Moorhead, Minnesota, requesting information and a college catalogue. This material will be sent to you promptly and free of charge.

Should you definitely decide to come to Moorhead, make your application early in the spring or summer. At the same time apply for a room in the dormitory in case you desire to live on the campus while attending college. All colleges are becoming more and more crowded these days, so an early decision and application are wise.

Good luck to you in your quest for a happy and successful vocational future!





For more information, write to:

**Director of Admissions  
State Teachers College  
Moorhead, Minnesota**

**CHILDREN**

**EXPERIENCES WITH  
ELEMENTARY SCHOOL CHILDREN**

**PROFESSIONAL  
EDUCATION**

**YOUTH**

**CHILD  
GROWTH AND DEVELOPMENT**

**GENERAL  
EDUCATION**

**NEED**

**EXPERIENCES WITH  
HIGH SCHOOL YOUTH**

**STUDENT  
TEACHING**

**YOU**

**LABORATORY SCHOOL  
ON THE CAMPUS**

**WORKING  
WITH  
CHILDREN AND YOUTH**