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St. Cloud State Teachers College

BULLETIN

STUDENT PERSONNEL SERVICE



VOLUME 2

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FOREWORD

Foremost among the objectives in modern institutions of higher learning, will be found a complex body of activities designed to assist the student in adjusting himself to our intricate 20th century society. These activities include testing, guidance, counseling, and orientation. It is an obligation of the college to integrate all students into the life of the campus so that their college work may be successful, happy, and harmonious. Such an adjustment to campus life is preliminary to introduction to the special profession of teaching for which the St. Cloud State Teachers College educates and to the even larger problem of inducting the student as a citizen into our complex society. This last issue is approached from the point of view of adjustment to large groups. It is also considered with a view of helping the individual to live and work harmoniously and cooperatively with other individuals, a consideration often essential to happiness and success. In order that these purposes may be attained, appropriate activities have been organized at the St. Cloud State Teachers College under the supervision of the Bureau of Student Personnel Services with Mrs. Beth Garvey, Dean of Women, as the chairman. In this Bureau, as members of the committee, are those of the faculty whose duties, in whole or in part, bear upon the problem just stated. Among these are the College Nurse, the Dean of Men, the Dean of Academic Administration, the Academic Adviser of the Students on the two-year course, the Chairman of the Committee in charge of Student Activities, the Speech Instructor, the Registrar, the Director of the Training School, the Chairman of the Physical Education Division, the Director of the Bureau of Placement, and the President of the college. Thus all members of the faculty having definite duties in connection with the promotion of wholesome and varied student life, meet together and coordinate their duties. This bulletin is designed to explain the objectives and the methods whereby this program of student welfare is organized and carried out at the St. Cloud State Teachers College. In addition, attention will be devoted to the degree to which the purposes in view have been attained and to those gaps in the program which will still need to be filled in.

—Bureau of Student Personnel Services

This bulletin is published by the Bureau of Field Service of the St. Cloud, Minnesota, State Teachers College, Floyd E. Perkins, Director.

Cooperating Bulletin Committee composed of

Miss Lillian Budge	English
Miss Elizabeth Barker	Health and Physical Education
Miss Helen Bottum	Laboratory Schools
Mr. John Weismann	Social Studies
Miss Myrl Carlsen	Arts and Music
Mr. George Friedrich	Science and Mathematics
Miss Audra Whitford	Business Education
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Chairman	

GUIDANCE OBJECTIVES AND SERVICES

The first concern of education is the student and the development of his powers. This does not mean that what is taught is unimportant, but it does imply that the growth of the student is paramount.

The St. Cloud State Teachers College, as a teacher education institution, recognizes its serious responsibility in helping students to develop into all-around personalities capable of self-direction and purposeful living. To organize and make effective a Guidance and Student Personnel Service which could provide the opportunities for the individual development of a student, the college has established a program of two related areas: (1) a curriculum to provide the student with the knowledge, skills, and technical procedures of teaching in the major fields for which professional education is offered; (2) experiences to prepare this person for intelligent participation in a democratic society. This involves developmental and preventive, as well as corrective procedures in order to achieve the desired effective pattern of living.

It is the obligation of the college to study **the student as a whole** and to provide constant experiences and assistance in the formulation of objectives which the student can use as bases for his future work. The instructional staff and the student personnel service staff recognize this two-fold responsibility and aim to carry out a well coordinated guidance and counseling service. Although the services compare favorably with those of similar colleges they are not so adequate as they can be and may be in the next few years. A good student personnel program is a continuous process of development.

Traditionally, the St. Cloud State Teachers College is a friendly college. It has built "morale" and fine spirit on the premise that "to have a friend, one must be a friend." So the first concern with the new student is to make him feel and realize that the college is interested in him as an individual.

As soon as a student applies for admission, the Student Personnel Service begins for him as a prospective member of the college student body. Through personal contacts made when a member of the staff visits a student in his own home town, through interviews with his advisers and deans, through personal letters from upper classmen, and through mental, cultural, and physical examinations, students are given opportunities to reveal their extra-curriculum interests, their specialized abilities, their aspirations, and ultimate goals.

During the first days of the new college year, the new students, with the aid of selected and trained upperclass counselors, are assisted in a friendly and systematic way in getting adjusted and in becoming acquainted with the campus policies, standards, traditions, and regular routines.

In addition to the program established for the first few days, there are interviews, discussions, and lectures which help to orientate the student to college standards of study, social living, extra-curriculum offerings, and qualifications needed for success in teaching. Such information and experiences should be emphasized at the outset of teacher-education.



Freshmen with their Guide Books

Besides these services, there are several distinct opportunities open to the student needing assistance and counsel. First, there is an all-year-round contact in a mutually helpful program of counseling by the upper classmen. Second, there is a system of faculty advisers in each academic field. Records and personal data are made available to them through the Student Personnel Office so that individual needs are more easily understood and met. Third, the Women's Self Government Association sponsors a series of discussions and talks in which all women students are privileged to participate. This association also supervises another important part of college life through a housing committee made up of students and faculty members. This committee sets up policies and standards which aim to insure attractive, pleasant, and comfortable living for women students. The college residence halls and cooperative homes have their own student-planned-and-controlled government through a house council which cooperates with the faculty house directors. The college-approved private homes for men and women students are visited periodically by an appointed student and faculty member who aim to keep informed concerning the living conditions in these private homes. Each home has its own student house president who calls house meetings and acts as a coordinator between the students and the housemother in carrying out the household management.

Fourth, closely allied to this aspect of student life are the health education classes and the health service offered to our students. Recognizing that good mental and physical health is a paramount objective in living, the college maintains a health program which aims to insure preventive, remedial, and instructional procedures for healthful living. Physical examinations are given annually by a qualified physician. A college nurse and physician are available to students for health counsel and service at any time. If a student needs hospitalization, the local city hospital provides excellent operative and nursing facilities.

Fifth, the guidance testing program helps the student and the faculty counselors to evaluate the student's needs and thus direct his efforts.

Eastman Home - A Student Cooperative



Sixth, students who need to earn all or part of their college expenses are aided in finding employment on the campus or in the local community. This service is considered one of the most necessary of the guidance functions.

Further, the student with a sincere desire to succeed and with purposeful motivation quickly learns that his instructors are definitely interested in him. This college has, through the years, recognized the value of personal interest in its student body. Instructors and administrators welcome these young people who either drop in during free time to discuss class work or a personal matter, or who come freely to the faculty homes for a friendly call, a good "snack," or a bit of fun and good music.

Another vital phase of college life is carried on through the avenues of spiritual guidance and counsel as provided through the cooperation of the local city churches and the various active religious groups on the campus. The new friendships, valuable contacts, and inspiration afforded through the religious groups, broaden the life of each college student. Here again, emphasis is placed upon the student as a whole being, a total personality in which the things of the spirit play an important part.

To these social and religious experiences, are added the many leadership and social training opportunities which the extra-curriculum program stimulates.

*A Social
Hour
in
Dean
Garvey's
Home*



No personnel service functions effectively without the recording of cumulative personal data concerning each student. Consequently, a permanent folder containing such data is maintained and filed in the Student Personnel Office.



*A Snack
at
Carol Hall*

*A College
Cooperative
Home for Women*

Finally, the college assists students in finding teaching positions and keeps in contact with its graduates either in the follow-up work of the Placement Office and the Bureau of Field Service, or in the activities of the Alumni Association.

There are phases of the student service program which require more attention and direction. More effective and active coordination of the whole program, more study and research, as well as better physical equipment and operational facilities present a challenge for the future Student Personnel Service on this campus.

This same challenge may well be considered by the administrators and teachers in those secondary schools where the guidance work has not been given due emphasis. In each school, students need vocational and educational guidance; so schools must be prepared to give adequate help based on accurate information and good judgment provided by those trained to carry out guidance responsibilities.

Beth Porter Garvey, Director,
Student Personnel Services.

COUNSELING WITH STUDENTS

Counseling has been defined in many ways by many people. Any complete definition of counseling must necessarily be lengthy and involved. Wrenn* has woven the many characteristics of counseling together into the following:—"Counseling is a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger, or less mature, or more troubled of the two is aided to a self-determined resolution of his problem."

Counseling is not all of the guidance program, but it is the very life-blood of the program. It is another tool for achieving the goals of a guidance program. It brings a closer and more intimate relationship between the student and the teacher or counselor.



An Informal Student Counseling Scene

Contrary to popular opinion, counseling is not only the job and duty of the specialist but is also an important function of every good teacher. The better teachers have always been good counselors even without formal training or knowledge of guidance. Educators are beginning to recognize that counseling should be a regular part of the teaching process. One of the most significant advancements made in guidance in recent years is taking the counseling away from the specialist as his exclusive right and turning it back to the classroom teacher where it belongs.

Training Counselors

At the St. Cloud State Teachers College a two-fold need confronted the Student Personnel Service for many years. The first of these was an adequate counseling service for the freshmen of the college. It was very evident that the freshmen were not being reached through the regular faculty counseling channels. Several years ago an elaborate faculty counseling program was established and after three years of trial and revision it was dropped as a failure. The freshmen students were not being reached by the faculty counselors. They were getting their counseling from others, probably the older students. Research studies have found that younger students usually go to older students for information rather than to faculty members. The second problem that confronted the St. Cloud State Teachers College as a teacher education institution was to meet the demand for trained and partially trained personnel for the public schools in the field of guidance. Out of these two needs, the need of better counseling for freshman and the need of educating teachers for guidance work, there was developed at St. Cloud a unique and very effective program of training and service.

Advanced Students as Counselors

The training of advanced students in counseling began on a volunteer basis in 1937. A number of outstanding Junior and Senior men and women students were selected and asked to participate in the program of training and service. A series of lessons in counseling were given and in turn actual work in counseling had to be done with the freshmen. The experiment was so successful that plans were formulated to carry out this procedure on a permanent basis. Many changes and improvements had to be made as the program grew and developed.

Counseling by advanced students can work just as well in high school as it does in college with proper training and guidance.

A counselor is not necessarily a person with encyclopedic knowledge who can solve all problems and give all the right answers on a moments notice. Student counselors in training are told repeatedly that the best service they can render is to refer problems to the proper person or place. Refer problems to experts or specialists who can find the best possible solution to the difficulty. Many small problems, of course, can be solved by any intelligent person.

The biggest single service rendered by the student counselors is in making contacts with the freshmen. As students, they live and work close to the freshmen and can, therefore, reach them as no faculty member or counselor could ever reach them. After the proper relationship exists between student and counselor, the referral of the problem to the proper person is a simple matter. Often the counselor accompanies the student with a problem to help bridge the gap between the student and the faculty member. Thus, the counselors act largely as intermediaries between the new students and the administration.

Administration of the Counseling Program

Advanced students who volunteer for counseling are enrolled in a two-credit counseling course. These counselors are selected from the student body as follows:—First, the counseling class of the previous year is asked to submit the names of prospective counselors elected from the advanced classes. From this list of prospective counselors the Deans select the next class. Training begins in the spring so that the new counselors are at least partially trained by the time the new freshmen arrive the next fall.

The class meets one hour each week in formal session for the fall quarter. Program reports are called for periodically to check the type of work being done and if possible to locate problem cases that need special attention. The adviser is always available when the counselor needs help on special problem cases.

The class meets the first day of school in the fall at which time freshmen assignments are made. The number of freshmen assigned to each counselor depends upon the number of counselors available and the number of freshmen enrolled. It is desirable to keep the assignments down to five or six but in many cases the numbers run larger. An attempt is made to make as many preliminary contacts as possible during the first few days of school. Towards this end a "Stay at Home Night for Freshmen" was inaugurated to set a time when the counselor can call on the counselee for the first time.

In addition to the formal class instruction, a large part of the training is laboratory work or actual counseling practice with the counsees. The counselor is required to have at least two formal interviews with each freshman in addition to a number of informal contacts. In some cases the informal contacts run very high. The counselor must contact each freshman at intervals to keep up the close relationship, to watch scholastic progress, and to let the freshman know the counselor is still interested in his general welfare. Each counselor must make a progress report in person to the adviser during the first and second quarters. While the formal class work ends at the end of the fall quarter, the contact work continues throughout the next quarter. It is assumed that the freshmen have made their adjustments by that time. At the close of the second quarter the counselor turns in a rating sheet on each counselee.

The counselor must be available to the freshman when the freshman needs him. The counselor and his counsees often go to social functions in a group to make it easier for the non-social individual to attend school functions. Through these contacts these students often become very close friends.

John J. Weismann,
Dean of Men.

*Wrenn, G.C., "Counseling with Students." Thirty-seventh Yearbook, H.S.S.E., Part I.

ACADEMIC COUNSELING

The advisory system of academic counseling and registration aims to provide the student with intimate and personalized assistance in planning and carrying forward his teacher education program. Therefore, a student desiring a major in a certain department becomes the responsibility of the adviser in that department.

The college offers two curriculums, the two-year elementary and rural education curriculum leading to a diploma, and the four-year curriculum leading to the Bachelor of Science degree. The latter prepares for teaching in either the elementary school or the secondary school. A student enrolls in either the two-year or degree curriculum. If the latter, the student elects the area of his specialization; elementary level or some field or fields on the secondary level. In any event, as soon as the student indicates his department, he registers with and becomes the academic responsibility of the adviser in that department. New students who have not selected a major register with the Registrar until such choice is made. Students who do not plan to pursue a complete course in this college, register with a special adviser.

The adviser keeps a complete record of the student's academic experiences, helping him to plan his course wisely and to pursue it to its conclusion. The student is encouraged to feel free to go to his adviser with his academic problems at any time and with any other problems with which he feels the adviser may be helpful. It is the duty of the adviser to watch the student's development and to offer assistance when he believes such counsel is needed. The aim is to build up mutual rapport between student and adviser.

Degree elementary students may elect to complete a minor and degree secondary students may elect either a second major or two minors. The student receives aid and counsel from his minor advisers with reference to registering in and carrying forward such minors. In any event, the chief counseling responsibility rests with the first designated major adviser who keeps records of the student's academic progress and status. At the beginning of the final quarter before the student's graduation, the adviser must certify him to the Registrar as being ready for graduation.

Under this system of registration and academic counseling, the student knows his status at all times in relation to the total picture of his course and can plan ahead definitely toward graduation. He has someone who is thoroughly acquainted with his problems to whom he may turn at any time when questions arise concerning his course or plan for the future. The student feels a higher degree of security in pursuing his program of studies.

H. A. Clugston

Dean of Academic Administration

STUDENT SELF-SUPPORT

Student Employment

The idea of self-support has become a tradition on most campuses and carries with it not only financial benefit but out-and-out prestige. Two aspects of self-help activities are recognized at the St. Cloud State Teachers College: (1) those that are educational or vocational in nature in which students receive practical training in their major or minor fields; and (2) those that are wage earning and are used by students to earn money to defray current expenses.



Students Learn Office Techniques

The chief objective in this phase of the Student Personnel Service is to secure work of any kind for students who need employment in order to remain in college. To supply work jobs of all types, several agencies are utilized, and every effort is made to place applicants as advantageously as possible in work that is joined with their abilities and interests. The St. Cloud Chamber of Commerce and Employment Offices cooperate with the employment service of this college to the extent that many students receive work opportunities which lead into definite long-time vocational advancements and future employment after college residence. At times, local clubs, restaurants, convention committees, business houses, and home owners are canvassed in the attempt to care for groups of self-supporting students. Telephone calls are made to remind others of the employment needs. Even the newspapers and radio broadcasts invite readers and listeners to use the help of students. Thus many forms of inexpensive advertising are used.

Self-supporting students sometimes limit their earning activities to vacation periods, choosing their work either because it pays well or because it furnishes a background of practical experience. Here the college employment office keeps in touch with various seasonal work opportunities and supplies students with needed information pertinent to the jobs. Usually there are many requests for college student help at summer resorts and hotels, summer camps and national parks where students are engaged as waitresses, cabin girls, social hostesses, counselors, recreational leaders, musicians, entertainers, concession managers, ticket takers, life guards, chauffeurs, porters, ice men, cooks or truckmen. When requested, the college recommends students for these jobs if their records show the abilities and experience which qualify them for the desired work. During the summer, many students make enough money to pay half to three-fourths of their expenses for the following college year.

Over the last ten years employment statistics show that from 20 to 25% of all the students enrolled in any one college year were earning part of their expenses. There has been little deviation from this percentage in part-time work. But among those students who were earning their entire way, there has been a decided decrease since 1942.

The college employment service began in a small way and it has developed as the need for its services increased, so that now an appointed committee has set up definite policies and aims to direct its procedures. This committee investigates the student's previous employment record, his scholastic ability, health, and needs. Full records of his assignment, earnings, and the efficiency with which he handles the job are kept for evaluation and use in stimulating better effort. This information is also needed in the follow-up work which is carried on for the purpose of continuing the contacts with desirable work opportunities.

The first application for work at college usually consists in filling out an application form, or it can be through a personal interview with the employer. The form includes listings of various work jobs to be checked according to the choice of the student. The person in charge of this phase of personnel work not only considers the student's health and scholastic record to determine suitabilities for employment and the amount of time that may be given to outside work but also makes a mental note of his personal appearance, sincerity of purpose, and personality.

Work during high school days, after school, on Saturdays, and during vacations may point to some definite, special type of work that may be procured at college. A new student who can show that he has been previously employed will usually be preferred to one who has never worked.

A listing of the types of employment which the college has secured for its students will help guide new students who do not know the usual means of earning expenses. **On the campus**, there are such work opportunities as: assistants to the directors of the residence halls; helpers in the residence hall dining rooms and college lunch room; assistants in the library, laboratories, college offices, nursery school, and playgrounds, musicians. **Off-campus** there are such jobs as: clerking; art work in advertising, in illustrating and in modeling; photography; assisting in the local city

library and in the various local churches; news reporting; taxi driving; ushering in theatres; coaching; tutoring; night supervision of buildings; snow shoveling; window washing; automobile repairing; caring for children; general housework; sewing; tending furnaces ;waiting on table; office work.



*A Student
Assistant
in the
Library*

The rate of compensation varies by localities, institutions, season, and by other factors. Consequently the current wage scales in similar cities are surveyed and the wages to be paid for student help are determined annually. The student and the employer are informed of the recommended wage per hour at the beginning of each college year. This promotes cooperation and understanding among all who are concerned.

When the students are employed on the campus, many of them receive payments allowed by the Student Aid Fund established by the State of Minnesota to assist worthy and needy students.

Loans and Scholarships:

Since 1890, there has been a steady accumulation of funds derived from many different sources until an emergency student loan fund of approximately ten thousand dollars has been made available. The college points with pride to the fact that many of its former alumni and faculty members have had the vision and public spirit to establish these funds for the use of the needy and worthy students. Among these are the W. A. Shoemaker, the Isabel Lawrence, the Elspa Dopp, the Carrie E. Minich, and the Beulah Douglas Memorial Funds. The Twentieth Century Club of St. Cloud each year has added fifty dollars to these funds in the name of the student chosen annually as the best college citizen.

Any upper classman may apply for the use of these funds during his college residence if he has achieved an above average scholarship record and if he has a good character and citizenship record. Repayments are expected as soon as the student has obtained a position.

Two loan funds have been established for the use of **entering freshmen** who may need financial aid in order to begin their college work. Recognizing that many high school graduates with ability and professional ambition cannot begin college work until they have earned either all or part of the money needed for college expenses during the first year, the Alumni Association and the Women's Self-Government Association of the St. Cloud State Teachers College have provided loan funds for such students. These loans are considered on the basis of merit and need.

Applications for all loans should be placed with the Dean of Women, or with the Dean of Men.

Scholarships are awarded for many reasons, often to needy students of ability who are recognized for their leadership and excellence in classroom work and activities. The awards are grants of cash from the income on invested funds donated by friends of the college. The names of the scholarship funds given as memorials are: The Clarence L. Atwood, the Alice M. Eastman, the Kathrine Kimball Eastman, and the Stephen H. Somsen.

These college scholarship awards and loan funds provide aid to students when their curricular and extra-curricular activities have made it impractical for them to seek employment which involves too much time.

The faculty and student body of the St. Cloud State Teachers College realize that the self-help expedient is an old friend of today's college student; it is often called upon as a financial necessity to "buck up" a weary allowance or simply to make living more fun. Students can help themselves to education, fun, and friendship.

Beth Porter Garvey, Chairman
Student Employment Service



Talahi Lodge

STUDENT ACTIVITIES

It is the aim of the committee on student activities to develop and practice a philosophy that will send out from this college as teachers, young people with more cooperative, more cultured, and broader minded personalities than they had when they entered here as freshmen. The philosophy promotes an extra-curriculum program whereby the student's learning while he is in college embraces the development of fine attitudes and appreciations and modes of behavior as well as an increase in knowledge and skills.

The student activity program is therefore set up in this fashion: a Committee composed of faculty members and students functions under each of the following heads: social activities, athletics, lectures and entertainments, organizations, and publications.

Social life on the campus is fostered by a large committee: nine

faculty members, nine students, with two co-chairmen, one from the teaching staff and one from the student body. The full committee meets early in the fall to plan the calendar for the year so that the student social life will center as much as possible on the campus and will offer a wide range of activity to satisfy the interest of all its four academic classes, the new and old students, those inclined to withdraw as well as those who are naturally social and that will bring together faculty and students. In every such activity, the students plan and conduct the affairs with the faculty in the capacity of advisers.

Varied interests are satisfied by the organizations under the general advisership of the deans, but each separate organization has its own adviser or advisers elected by the student membership. These groups are of several distinct kinds.

The religious organizations occupy an important place on the campus. Each one has not only one or two faculty advisers but also an active counselor, a pastor or a priest, from the church the club represents. The students in bringing their religious mentors to their own campus enjoy a pleasant, informal relationship with them which could hardly develop in any other situation.

A
Scene
from
"Little
Women"



There are also active departmental clubs—arts, sciences, business education, English, music, and physical education—where the students approach their chosen fields in a relationship quite different from that of the classroom; it is broadening, cultural, and developmental socially. The members of the Art Club, for instance, may journey to Minneapolis in the college bus to see an exhibit by artists in whom they are especially interested, or the English Club members may walk down to Talahi Lodge for an evening of poetry reading before an open fire. Recently the Girls' Choir and the String Ensemble gave concerts in neighboring towns and sometimes the band accompanies one of the athletic teams on a trip.

There is on the campus at St. Cloud a most democratic and practical organization known as the Players Club. Everyone interested in dramatics—and what teacher is not?—may belong and have experience not only in acting, but also in costuming, staging, making-up, lighting, and coaching. A recent activity of the Players Club was the giving of a Christmas program for the whole college. It was built around Dickens's "Christmas Carol", and not only the Players Club members but also the other students and the faculty as well participated in the Christmas activities of that loved story. Everyone in the holiday decked Eastman Hall was a guest at the Fezzwig ball.

Other active organizations are the League of Women Voters, International Relations Club, Future Teachers of America, and Women's Self Government Association. As their names indicate, their activities are broadening, and directly helpful in making the students into live, active, interesting, and interested members of a community.

There are several social clubs. The membership in the women's societies is limited to forty so that the girls may know each other well, girls from the different residence halls and those off campus. At any time other groups may organize themselves into such societies; so there is an entirely democratic regime among such social clubs. Each club plans a series of unified programs for the year, i.e. "The T. C. Girl Looks at the World". The girls also have picnics, Christmas celebrations, overnight parties at the Lodge, etc. Each society has two advisers. The young men on the campus before the war had an active social group which will, doubtless reorganize soon. Four national honor societies have granted charters to groups on the campus: Kappa Delta Pi, education; Tau Kappa Alpha, forensics; Pi Omega Pi, business education; Alpha Psi Omega, dramatics.

For the most effective development of social life on the campus, there



In The Swimming Pool at Eastman Hall

ought to be a student union. At present, Talahi Lodge in Talahi Woods on the Mississippi across from the College Islands offers the best informal gathering place; but a Student Union on the campus would not only afford a place for parties, teas, informal visits in pleasant surroundings, but also offer an opportunity for student management that would be of inestimable practical value.

Women's athletics at St. Cloud is definitely educative in its effects upon the many students who take part in them. The young women, of course, gain good physical and mental health from the college athletic program. They gain more than that, however. They have many opportunities to learn the principles of democracy because they live democratically under the functioning of the women's intramural program. The students themselves plan for the good of the group; they impose the laws and see that they are executed. The Women's Athletic Association with a minimum of faculty guidance plans its activities, carries out its plans, and determines whether or not they have been good. Cooperation, leadership, submergence of self for a greater good, all of these develop in the women's intramural program carried out on this campus.

For the college men there are, of course, both intramural and intercollegiate athletics.

An intramural sports program is of particular value to the young man student who is not especially skilled in any one sport. He needs the benefit to be derived from a recreational program. A wide range of sports is available for the young men enrolled at the college. Most of the sports on the intramural program give the participants the advantage of acquiring skill in activities in which they may engage after they leave college. Some of such individual sports which are popular on the St. Cloud campus are golf, badminton, tennis, and swimming. The carrying on of such an intramural program is under the direction of the leaders chosen by the students.

A much smaller number of men take part in intercollegiate sports



The College Band

and reap from them the definite value which such activities afford. But intercollegiate athletics give something to the whole student body which is of great value; "school spirit" is as good a term for it as any. An activity that calls for interest and loyal support from a large group of young people and thus unifies them, is of great advantage to the students themselves and to the college. St. Cloud State Teachers College is proud of the championships which it has received in basketball, football, and hockey and looks forward to the repetition of that unifying influence in the future.

The student body has opportunity in spectator participation not only at the athletic programs but at lectures and other entertainments that offer a stimulating variety of pleasure. There is a student committee selected by the Student Council to work with the faculty committee in arranging for convocation and evening programs. For several years the students of the college have been members of the St. Cloud Civic Music Association which has brought entertainment that would probably have been offered in no other way. Some of the great artists they have heard during the last few years are Roland Hayes, Kirsten Flagstad, Argentinita, and Horowitz.

Perhaps no activity on the campus is more entirely the product of student initiative and planning than are the three publications: **The Chronicle**, college newspaper, **The Talahi**, college yearbook, and the **Student Handbook**. The editors and business managers of the publications are elected by the board of publication, composed of eleven students and six faculty members; the elected heads then select the other staff members, some by competitive tryouts.

The college newspaper offers a truly democratic experience. The newspaper's function is to serve as a record of campus activities, and its editorial purpose is to present student opinion; the staff must learn to know its public and keep it satisfied. A very small amount of faculty assistance is used in this project; so the staff relies on itself. The fact that the **Chronicle** has won a series of All-American ratings demonstrates that the staff has proved that it can rely on itself and achieve fine results.

The **Talahi** becomes a permanent record of student life on the campus

*A Scene
in the
Chronicle
Office*



which enables the St. Cloud graduate to recall pleasant undergraduate experiences when college days are over. But in this brochure the yearbook, like the newspaper, is of greatest interest because it is an educational enterprise. It demands varied types of journalism, and a number of business activities; it affords learnings of various kinds about photography, engraving, printing, etc.; but most important of all, it demands that students work together for a common purpose, and that has great social significance.

Leading, directing, influencing all of the campus activities is the Student Council, presided over by a student president, elected by the student body. This group of sixteen student members and three faculty advisers (the deans and the chairman of student activities) meets regularly twice a month to consider campus affairs. It elects students to various campus positions and inaugurates many measures for student welfare. It is a strong organization in the college and has accomplished many fine things, not the least of which is the experience afforded the student members.

Thus campus activities constitute a primary, not secondary, part of the college curriculum at St. Cloud; they afford the students opportunities which will help them to improve the culture of the future, as democracy conceives of it.

Helen Hill

Director of Student Activities.



*Crowning
of a
Homecoming
Queen*

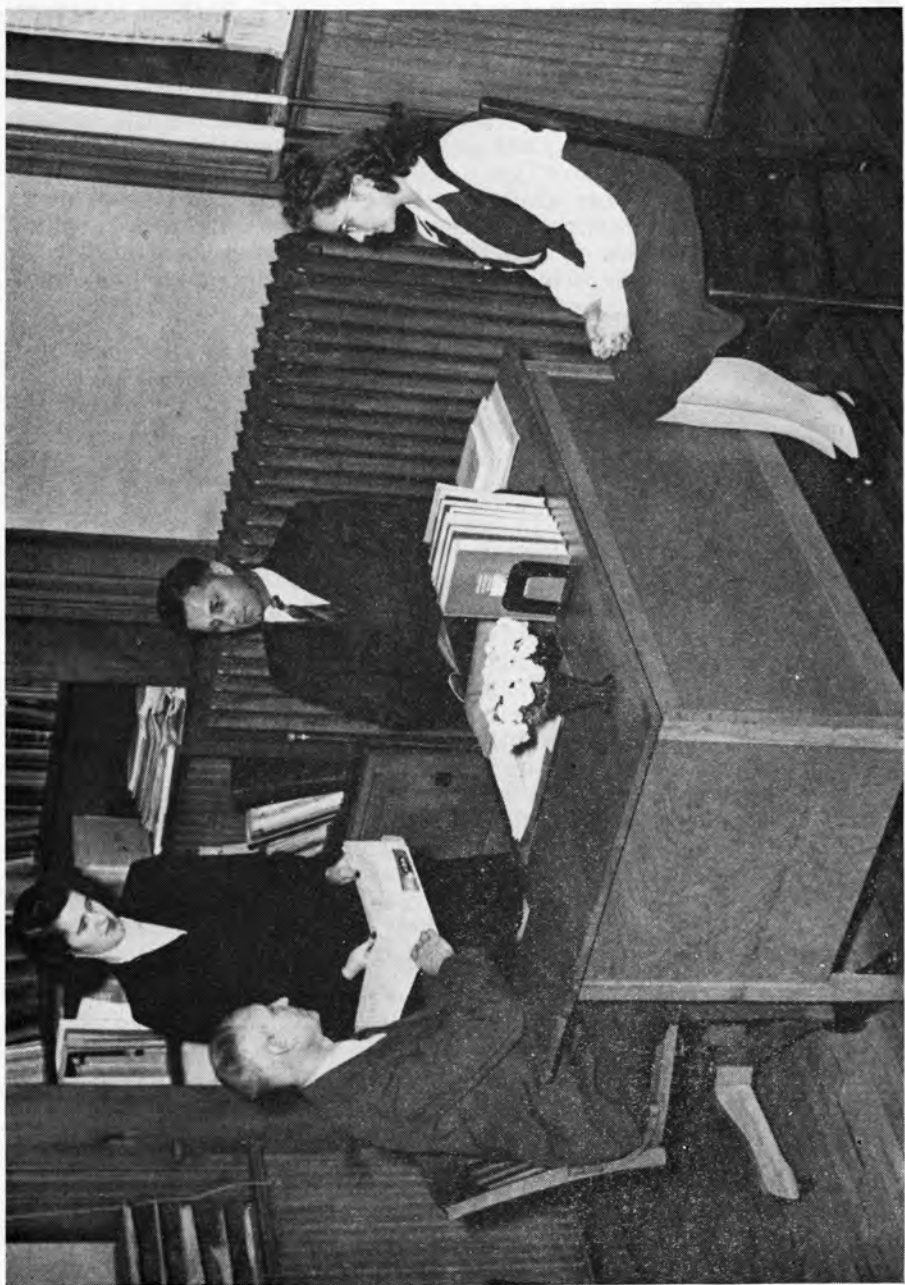
PLACEMENT IN TEACHING POSITIONS

The St. Cloud State Teachers College has for many years accepted the obligation of assisting each of its graduates to secure a first teaching position. An institution of higher learning devoted principally to the education of teachers for the public schools of Minnesota should plan at least five services for its students. It should provide a worth-while general education enabling movement with ease in any social group, a sound academic background for the particular classes or subjects which the student will be called upon to teach, extensive acquaintance with educational procedures and principles, full participation and practice as cadet teachers in the art of instructing children, and successful assistance in securing a satisfactory teaching position in the schools of the state.

In accordance with this long-accepted practice the Bureau of Placement was organized in 1928 as a central office for the collection and preservation of information concerning graduates including letters of recommendation from members of the faculty and from school administrators. This organization also represented the college in dealing with superintendents, principals, and members of school boards, and in placing these school officials in communication with suitable candidates. The policy of the Bureau has been to regard itself as an agent serving not only the teacher but also the school administrators.

The Bureau of Placement now has on file a complete set of credentials for every person who has graduated from this teachers college since 1928. In addition, it has credentials on file for a considerable number who graduated prior to that date and who later requested enrollment. Enrollment is now required of all graduates and the services of the Bureau are open to all alumni of the college. No charges are made for the services of the Bureau except that the persons using the Bureau are expected to pay for any postage, telephone, or telegraph charges incurred. Copies of any credentials on file will be sent at the request of such persons or at the request of the registrant. Copies of credentials are also exchanged with any other non-profit institutional bureau but not with commercial teachers agencies.

Detailed reports of the activities of the Bureau are on file covering every year from 1929 to the present. A study of these reports indicates that the Bureau has had surprising success in securing teaching positions for its graduates. In fact, since 1929 with the exception of four years during the depression, graduates of this college who desired to enter the teaching profession have been able to begin work in the classroom in September following graduation. The number who for various reasons desired not to become teachers, has always been small. All in all, 96% of the graduates of the St. Cloud State Teachers College have entered the teaching profession. In some years this percentage has risen to 99. Since 1941, the number not entering teaching has increased due to induction into the armed forces, to an increased number of early marriages, and to exceptional opportunities in industry. During the school years ending in 1942 and 1943, 17% of the graduates did not teach, in 1944, 11%, and in 1945, 7%. This situation, however, is temporary. Even during the depression all



A SUPERINTENDENT INTERVIEWS A FUTURE TEACHER

graduates who wished to become teachers eventually secured positions altho in some cases a wait of several months was necessary.

The Bureau of Placement not only accepts as an obligation the placement of graduates in their first teaching position but endeavors, in addition, to assist former graduates in obtaining promotions whenever requested to do so. This service includes the collection and filing of credentials of the candidate, the dispatch of copies to employing officials, the sending of information of openings to suitable candidates, and the arranging of interviews with administrative officials. The Bureau of Placement has been successful in assisting former graduates to secure new locations in many cases. In recent years practically every alumnus who inquired about a change of location has been able to secure a satisfactory position. During the five years, 1941 to 1945 inclusive, the Bureau of Placement has assisted 904 alumni in obtaining new positions.

The volume of business transacted by the Bureau of Placement can be indicated by statistics. The number of superintendents calling at the Bureau in 1942 was 129; in 1943, 106, in 1944, 119 and in 1945, 130. The number of vacancies reported to the Bureau was 2293 in 1942, 2935 in 1943, 2162 in 1944 and 2832 in 1945.

Graduates of this college find positions in every type of school from the one-room ungraded school to positions in the largest city systems. Among the positions filled are teachers of elementary schools, kindergarten teachers, teachers in secondary systems giving instruction in all of the different academic subjects, English, history, science, mathematics, social science, language, as well as special teachers in physical education for both men and women, industrial arts, music, fine arts, and business education. The graduates of the St. Cloud State Teachers College are now divided into two groups of approximately equal size, those who finish the two-year course and those who complete a four-year course leading to a Bachelor of Science degree. In the four-year curriculum are found those who plan to teach in elementary schools as well as many preparing for high school positions and as special teachers of various subjects. The graduates of the four-year curriculum secure definitely more desirable positions than those who finish the two-year curriculum. The four-year graduates on the average secured positions in 1944 paying \$325.00 more a year than the two-year graduates and they also went into schools which were larger and more conveniently located.

Before the present war crisis, the great majority of persons finishing the two-year curriculum took positions in ungraded elementary schools. In 1941 this was true in the case of 87% of all persons finishing the two-year curriculum, including practically all of those who were without teaching experience. In 1943 only 30% of the two-year graduates entered the rural field; in 1944 the percentage was under 20, and in 1945 the number approached the vanishing point. There are, however, always a few two-year graduates who go into large school systems. All, however, are persons of greater maturity, unusual experience, or exceptional talents in such fields as music or administration. Since the beginning of the war crisis and the development of a great shortage of teachers, the two-year graduates have found positions in the smaller village and city systems. In time, how-

ever, with the passing of the acute shortage and the continuing increase in standards, the time will come when two-year graduates will again predominately enter the rural field.

In 1944, the smallest school system in which a graduate of the four-year curriculum trained for elementary teaching secured a position had 14 teachers while the largest system employed 1850 teachers. In that year, the median number of teachers in the systems where four-year elementary graduates secured positions was 65. In general, four-year graduates trained for the secondary school group entered smaller systems than those trained for elementary positions, the range in 1944 being from 9 to 95 teachers and the median 20 teachers.

The Bureau of Placement at the St. Cloud State Teachers College is a member of the National Association of Institutional Placement Bureaus and also of the Minnesota Association of Institutional Placement Bureaus. It is now completing its seventeenth year as an organization. During these years the Bureau has aimed to furnish guidance to graduates so that each one will begin a teaching career under the most favorable conditions.

D. S. Brainard, Director
Placement Bureau

OUTLINE OF OBJECTIVES IN GUIDANCE SERVICES

The Student Personnel Service Staff has aimed to emphasize the following fundamental objectives in its desire to develop an effective guidance and counseling program on this campus:

1. Assisting the student in the formulation of clearly defined educational and vocational objectives.
2. Adapting the student's load to his individual aptitude and background, diagnosing his strengths and weaknesses, and providing the right corrective techniques to help the student attain his maximum level of achievement.
3. Providing counsel in personal considerations.
4. Challenging each student to work up to his level of ability.
5. Relating student aims and abilities to the curriculum.
6. Assisting in the acquisition of a guiding philosophy of life.
7. Interpreting teachers college objectives and opportunities to **prospective** students.
8. Selecting, admitting and classifying students.
9. Orienting the student to his educational environment and to his college community.
10. Helping the student to discover his abilities, aptitudes, and potentialities through diagnostic service.
11. Guiding the student in the selection of courses to meet his individual needs and objectives.
12. Studying the individual in an attempt to do what that study shows to be desirable and necessary.
13. Giving the student vocational guidance when needed.
14. Arranging and supervising an adequate housing program and food service.
15. Securing data concerning the physical and mental status of the student.
16. Providing opportunities for the development of the social and religious life of the student.
17. Evaluating, supervising and developing the extra-curriculum activities of the students.
18. Gaining information to be used in the improvement of instruction and making the curriculum not only more flexible, but also better suited to the needs of the teaching service in the field.
19. Providing counsel as needed for the welfare of the student body and individual improvement.

20. Fostering student participation and responsibilities in the institutional objectives.
21. Aiming to maintain a group morale through investigating, understanding, and development of student sentiment.
22. Keeping a permanent cumulative record about the student, and making it available to those proper persons asking for needed information.
23. Helping the student to find desirable employment when he needs to earn money to help defray his college expenses, and when he leaves the college to enter the teaching profession or to go into other work.
24. Continuing to inform the student of educational opportunities and services available to him.
25. Maintaining a research department for the purpose of evaluating and improving these procedures and services.

It is vital that a well-directed student participation in student government and activities be developed and coordinated in a personnel program which prepares for the teaching profession and good citizenship.

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Dudley S. Brainard



Beth Porter Garvey



Herbert A. Clugston



Mary Lilleskov



John J. Weismann



Helen Hill

Important positions in the St. Cloud State Teachers College's system of student guidance and counseling are occupied by these faculty members.

Dudley S. Brainard is Director of the Placement Bureau. Beth Porter Garvey is Dean of Women. Herbert A. Clugston is Dean of Academic Administration. Mary Lilleskov is Registrar. John J. Weismann is Dean of Men. Helen Hill is Director of Student Activities.



Plate 11
 1. Larva of the fly, *Calliphora vicina*, showing the head and thorax.
 2. Larva of the fly, *Calliphora vicina*, showing the head and thorax.
 3. Larva of the fly, *Calliphora vicina*, showing the head and thorax.
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