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Kansas State Teachers College

THE EDUCATIONAL LEADER

ART, HEALTH AND PHYSICAL EDUCATION and
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Published by the Faculty of the
KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

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Prospect Point, Lake of the Ozarks.

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The Educational Leader

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CONTENTS

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The EDUCATIONAL LEADER

Vol. 6 MARCH, 1943 No. 2

The College and the War Effort

WILLIAM THOMAS BAWDEN

This report was prepared for publication in March. Because of unavoidable delay in publication, and because of the discontinuance of certain activities and other changes, a number of statements herein no longer apply. It is presented as a partial record of conditions as of January, 1943.—The Editors.

The war has come to Kansas State Teachers College, as it has to all other institutions of higher learning. The impact has been disturbing in many ways. Necessary adjustments have been and are being made.

In preparing a necessarily brief account of the reaction of the College to the war emergency, the first step is to record a fine spirit of patriotic devotion and a manifest desire on the part of everyone to find out what needs to be done and to do it. Members of the faculty and students alike are studying carefully all sources of information and are following up all instructions and suggestions to the best of their ability.

A degree of uncertainty and unrest is inevitable in this trying period, but when we consider the gravity of the problems which confront the nation, the general response of the College community displays the commendable characteristics of determination and seriousness of purpose rather than panic or fear.

Those who are old enough to recall the plight of the colleges and universities at the outbreak of the first World War realize how much better prepared these institutions are today to respond to the call to service. Certain agencies were called into being to meet the emergency of 25 years ago, such as the National Council on Education and important commissions created by national organizations of teachers and administrators. Some of these have remained in existence and have functioned continuously to the present time. These agencies were ready when the present crisis arose, and they have provided a measure of leadership and direction in the war effort.

BASIC ISSUES

From the experience of World War I, 1914-18, America learned to rely on the colleges and universities for significant contributions to the war effort. It is not surpris-

ing, therefore, that in the present emergency these institutions are again called upon to provide not only training programs in great variety, but leadership in the formulation of plans. It seems to be agreed that some of the mistakes of 1914-17 have not been repeated this time, and that a better understanding of the place of higher education in the war effort now prevails.

Among the evidences of this improvement in the situation are the series of conferences sponsored by the U. S. Office of Education, the National Council on Education, the National Education Association, and various joint committees set up by these and other agencies. Early in the fall of 1939, while many Americans still believed it possible for this country to remain out of the war, these conferences began. At one of these conferences, held on February 6, 1941, ten months before Pearl Harbor, more than 500 educators met in Washington, representing 361 colleges and universities in 42 states. The following were stated to be among the basic issues confronting these institutions:[1]

1. All the resources of specialized skills and abilities, if used to their maximum, will not more than adequately meet the needs of national defense. The known sources of these skills and abilities are the educational, technical, and professional schools of the country.

2. Because of limitations of time and personnel, our national network of training centers is not capable of indefinite expansion and speed-up. Some institutions may need to stay open more hours of the day and more months of the year than hitherto.

3. The primary objective before the country is, in brief, to meet the emergency in the shortest possible time with all the intelligence, speed, and force which we as a nation can command.

4. The emergency seems likely to call for drastic changes in our concepts of training requirements. A flexible attitude of mind is desirable.

5. Appropriate channels for expanding cooperation between educational institutions and the governmental agencies of national defense are urgently needed.

6. Cooperation between institutions of higher learning and the military authorities with reference to providing needed courses in academic subjects, physical training, and recreation, away from the campus.

7. Education of the people of the United States with regard to the trained personnel requirements of the country.

8. A study of needed legislation.

[1]Isaiah Bowman: Basic Issues in National Defense from the Standpoint of Higher Education. In *Organizing Higher Education for National Defense.* American Council on Education, Washington, D. C.

COLLEGE COMMITTEE ON NATIONAL DEFENSE TRAINING

Foreseeing the need of coordinating the various individuals and

activities that might be concerned with the war effort, President Brandenburg appointed a College committee on national defense training in October, 1940. Certain changes in personnel have been made necessary by reassignment of duties. The committee, as reconstituted by President Hughes, now includes the following:

Professor J. A. G. Shirk, head of the department of mathematics, who was also coordinator of the Civilian Pilot Training program under the Civil Aeronautics Administration and is now coodinator of the Glider and Flight Training School under the U. S. Army Air Corps, with which the College is cooperating.

Dr. O. W. Chapman, head of the department of physical sciences, who is coordinator of the special engineering defense training classes, which the College is conducting in cooperation with the College of Engineering, University of Kansas, and the U. S. Office of Education.

William H. Matthews, Associate Professor of Physics, who is director of adult education, supervisor of Smith-Hughes vocational training classes, and coordinator of special vocational training classes organized with the aid of national defense funds, in cooperation with the State Board for Vocational Education, Topeka.

George D. Small, dean of men, who is special advisor on U. S. Army and Navy Reserve programs for college students.

Miss Jennie C. Walker, dean of women, who is special adviser on U. S. Army and Navy Reserve programs for college students.

Dr. William T. Bawden, head of department of industrial and vocational education, is chairman of the committee.

On November 5, 1942, President Hughes changed the name of the committee, and it is now the committee on the war effort.

It should be pointed out that the College committee is an advisory committee rather than an executive committee. As set forth in this report, individual members of the committee are directly responsible for assigned functions of supervision and coordination of activities. The committee, as a committee, does not supervise or direct any activity.

ATTENDANCE AT CONFERENCES

Several important projects connected with the war effort are under way on the College campus. In each case the prosecution of these undertakings involves cooperation by the College with one or more outside agencies. In order to secure the needed information on policies, procedures, and programs, and to aid in making the contribution of the College as effective as possible, it has been necessary to send representatives of the College to attend important conferences, at which policies and procedures have been determined or announced, and at which directions and regulations have been promulgated.

Following is a review of the activities of members of the faculty

in attending official conferences for these purposes, arranged in chronological order.

Thursday, February 20, 1941.

Professor Ernest W. Baxter, Professor Walter L. Friley, and Dr. William T. Bawden visited National Defense Training classes at Parsons and Coffeyville, Kansas, to observe methods of organization and to study special problems requiring attention.

Monday, December 1, 1941.

Professor J. A. G. Shirk attended a Conference of Coordinators of the Fifth Region, at Kansas City, Missouri, called by the Civil Aeronautics Administration, for discussion of policies, plans, procedures, and regulations governing the program of Civilian Pilot Training at Kansas State Teachers College.

Friday, Saturday, Sunday, February 20, 21, 22, 1942.

Dr. William T. Bawden attended the Regional Conference on Pre-Induction Military Training, called by the Institute of Military Studies, University of Chicago, at the request of the U. S. Army and Navy, to consider the contribution of colleges and universities to the national defense, and to the "reserve" programs of the army and navy for college students.

Sunday, Monday, February 22, 23, 1942.

Dr. Irma Gene Nevins attended a meeting of the National Safety Education Association, in conjunction with the annual convention of the American Association of School Administrators, San Francisco. She also served as president of the National Safety Education Association, 1941-42.

Wednesday, March 11, 1942.

Professor William H. Matthews attended a Regional Conference of Coordinators of National Defense Training, in Kansas City, Missouri, called by the U. S. Office of Education in cooperation with state boards for vocational education, for discussion of plans and procedures in defense training classes.

Saturday, March 14, 1942.

Professor J. A. G. Shirk and Professor Harry V. Hartman attended a Conference of Coordinators of the Fifth Region, at Kansas City, Missouri, called by the Civil Aeronautics Administration, for the discussion of plans, procedures, and regulations governing the program of Civilian Pilot Training at this College.

Friday, April 17, 1942.

Professor J. A. G. Shirk and Dr. William T. Bawden attended a Conference at the University of Kansas City, Kansas City, Missouri, called by the U. S. Navy, for discussion of "reserve" programs of enlistment for college students.

Thursday, April 30, 1942.

Professor J. A. G. Shirk attended a Conference at the University of Arkansas, Fayetteville, called by the U. S. Army Air Corps, for discussion of policies, procedures, and regulations governing the Air

Corps "reserve" program of enlistment for college students.

Saturday, Sunday, June 13, 14, 1942.

Professor J. A. G. Shirk attended a Conference of Coordinators of the Fifth Region, in Kansas City, Missouri, called by the Civil Aeronautics Administration and the U. S. Army and Navy, for discussion of plans for correlating the Civilian Pilot Training program with military activities and requirements and regulations governing the new full-time program of Pilot Training, scheduled to start on July 1, 1942.

One week, June 15-20, 1942.

Dr. Irma Gene Nevins attended a work conference on School Transportation in War Time, at Yale University, New Haven, Connecticut, as Consultant on Driver Training.

Friday, Saturday, Sunday, July 24, 25, 26, 1942.

Dr. Irma Gene Nevins attended a Work Conference on School Transportation in War Time, called by the U. S. Office of Education, and held in Washington, D. C. Served as Chairman of Committee that contributed the section of "The School Bus Driver" to the book produced by the Conference.

NOTE—The conferences on School Transportation in War Time were sponsored by the National Council of State School Officers, National Education Association, National Safety Council, American Automobile Association, and the Automotive Safety Foundation. The program as set up by the Conference has been adopted by the U. S. Office of Education and the Office of Defense Transportation.

Friday, September 18, 1942.

Professor William H. Matthews attended a Regional Conference of Coordinators of National Defense Training, at Topeka, Kansas, called by the U. S. Office of Education in cooperation with the Kansas State Board for Vocational Education, to consider plans and procedures for defense training classes.

Monday to Sunday, September 28 *to October* 4, 1942.

Professor Hazel Cave attended the meeting of the War Recreation Congress, at Cincinnati, Ohio, held for the purposes of discussing the objectives and problems of recreation programs in war time, and formulating long-term programs for the period following the war.

Thursday, Friday, October 1, 2, 1942.

Professor W. E. Matter, principal of College High School, attended a conference in Winfield, Kansas, called by the State Department of Education, to consider plans for aiding communities through the high schools in meeting problems of labor shortage.

Friday, November 6, 1942.

Professor W. E. Matter, principal of College High School, attended a conference in Coffeyville, Kansas, called by the State Department of Education, to consider plans for organizing the Victory Corps program in Kansas high schools.

Thursday, Friday, Saturday, November 19, 20, 21, 1942.

Dr. Garfield W. Weede and Dr. S. Lucille Hatlestad, attended a conference at Lincoln, Nebraska, called by the U. S. Office of Education in cooperation with the Army and Navy, to consider the details of a physical fitness program for schools, colleges, and universities.

Saturday, December 19, 1942.

Dr. Paul Murphy attended a meeting in Topeka of the Clinical Committee of the Kansas Mental Hygiene Society, of which he is a member, to confer with representatives of the American Red Cross on plans for aiding discharged members of the Armed Forces in readjustment to civilian life.

NOTE—In addition to the formal conferences mentioned, Professor Shirk has attended working conference with the regional executives of the Civil Aeronautics Administration in Kansas City, Missouri, from three to five times each year since the inauguration of the C-P-T program at Kansas State Teachers College in the fall of 1940.

SPECIAL PROJECTS AND ACTIVITIES

Following is a brief statement concerning the special projects and activities connected with the war effort now under way on the College campus.

CIVILIAN PILOT TRAINING

From September, 1938, to December, 1942, Kansas State Teachers College conducted the groundwork part of a program of pilot training under the auspices of the Civil Aeronautics Administration of the U. S. Government. Prior to July 1, 1942, the primary training course carried four semester hours of college credit, and was open to any young man who could meet the physical requirements and who had completed at least one year of college. The secondary training course carried five semester hours of college credit and was open to young men who completed the primary course.

On July 1, 1942, a new full-time pilot training program was inaugurated, which practically superseded the part-time program as previously given. Under the new plan the student devoted his entire time to pilot training. Young men enrolled in pilot training were furnished subsistence by the government.

Under the terms of the contract with Civil Aeronautics Administration, the College provided the groundwork instruction, consisting of 30 hours work each week. Each course, elementary and secondary, was eight weeks in length, for a total of 240 hours for each course.

The young men who were taking full-time pilot training were not enrolled in the College. However, a number of students who enrolled in the College elected certain constituent parts of the groundwork, such as radio code, navigation, meteorology, aircraft engines. Such students received college credit for the completion of these courses.

On Dec. 1 the program of pilot training on the College campus, under CAA, was suspended. Negotiations are under way for renewal of the contract.

At the opening of the school in September, 1942, 160 young men had satisfactorily completed the elementary training course, and 75 had completed the secondary course at this institution. In addition to graduates from the elementary course at Kansas State Teachers College, candidates for the secondary course have been sent here from a number of other institutions.

The groundwork instruction was conducted in close cooperation with the Pittsburg Municipal Airport, where the flight instruction was given. At the time this program was suspended the Airport provided a staff of five flight instructors and a large assortment of two-seater training planes and other aircraft, besides extensive hangars, shops, lecture-rooms, and flight-control facilities. Government inspectors stated that we had one of the best equipped and most efficient units for training airplane pilots in this section of the country.

U. S. ARMY GLIDER SCHOOL

Beginning in April 1942, the College is furnishing a large part of the instructional staff, as well as classrooms and equipment, and is cooperating in other ways in conducting a school for training glider pilots for the U. S. Army. The groundwork instruction is all provided on the College campus and includes courses in meteorology, navigation, maintenance of aircraft, identification of aircraft, and chemical warfare.

When the Glider School was started, the first unit of cadets arrived without previous flight training. The period of instruction was fixed at seven weeks, to consist of four weeks of flight training, followed by three weeks of glider training. At the present time, the cadets sent here have completed pilot-training courses elsewhere, and receive four weeks of glider-pilot training at Pittsburg.

At the time this is written more than 200 cadets are in training in the Glider School. Approximately 100 men arrive and depart every two weeks.

In October, the Army took over the College gymnasium building under a contract running to the end of the fiscal year, June 30, 1943. The main gymnasium has been converted into a dormitory with over 200 beds. Other parts of the building are used for offices, lecture-rooms, recreation-room, and other needed facilities. The Cafeteria Annex is reserved for the Glider School cadets, and three meals are served there daily.

In addition to the facilities of the Municipal Airport, the Glider School is using three landing fields outside the city limits which have been leased for this purpose. One field is located on Highway 57, about ten miles southeast of Pittsburg; a second is located east of Mindenmines; and the third is located northeast of Opolis.

ENGINEERING DEFENSE TRAINING COURSES

Since early in June, 1941, the College has been cooperating in the national program of engineering defense training courses.

The Congress provided a special

federal appropriation to be administered by the U. S. Office of Education, in cooperation with educational institutions in the 48 States. The College of Engineering of the University of Kansas, was designated as the institution to conduct and supervise such courses in this state.

In cooperation with the College of Engineering, Kansas State Teachers College has offered two types of defense training course:

1. *All-day summer vacation courses.*

During the summer vacation months, ten-weeks courses were offered in introductory engineering subjects for qualified high-school graduates who do not plan to enter college. The objective of this program is to provide high-school graduates with elementary engineering training, so that they may be better prepared to aid in defense production.

Students are enrolled in a full-time day program of instruction, five days a week, for ten weeks. Except for text materials, all costs are borne by the federal government. To be eligible for admission, the applicant must be a graduate of a four-year high school and must have completed a minimum of two years of mathematices, including algebra and geometry and one year of physical science.

The instruction includes fundamental training in chemistry, physics, engineering drafting, mathematics, and mechanics, all of which are basic courses in engineering. Completion of ten weeks of instruction is expected to aid in equipping young men for:

(a) Positions in industry.

(b) Further advanced training in other engineering defense training courses.

(c) More rapid advancement after employment.

2. *Evening courses.*

The second plan is a series of evening classes for those who are unable to enroll in daytime school. These classes meet two nights a week for a term of 16 weeks. The purpose is to fit students for positions of a technical nature or for promotion to more responsible positions if already employed.

WAR-EFFORT COURSES OFFERED

Units for the training of civilian pilots and glider pilots have been established on the campus of Kansas State Teachers College because of the existence here of facilities needed for carrying on these activities. In addition to buildings, classrooms, shops, laboratories, and other physical equipment, the availability of members of the faculty trained and experienced in many technical lines was an important factor in the location of training programs here.

Following is a list of members of the College faculty who have contributed their services to the war effort in this manner and the titles of the courses offered:

Broome, Mrs. Elsie
Meteorology

Chapman, O. W.
Engineering Chemistry of Explosives

Chemical Laboratory Technician Training
Curfman, Lawrence E.
Aviation Mathematics
Military Drill
Military Science
Navigation
German, Frank C.
Navigation
Meteorology
Hankammer, Otto A.
Engineering Drafting
Identification of Aircraft
Radio Code
Hartman, Harry V.
Airplane Engines
General Servicing of Aircraft
Instruments
Maintenance of Aircraft
Heckert, L. C.
Engineering Chemistry of Explosives
Massey, James U.
Cost Accounting
Industrial Accounting
Matthews, William H.
Physics, C-P-T
Price, Edwin O.
Engineering Chemistry of Explosives
Chemical Warfare
Ordnance Inspection
Roseberry, Eulalia E.
Meteorology
Smith, Ralph H.
Civil Air Regulations
Smith, Ronald G.
Civil Air Regulations
Identification of Aircraft
Navigation
Parachutes
Theory of Flight
Uhrich, Jacob
Meteorology

CONCLUSION

Other activities of members of the faculty, as well as of students, remain to be chronicled.

An Art Ramble Through Mexico

BERTHA A. SPENCER

Mexico is rich in history, romance, and picturesque beauty. Any traveler to the Mexico of today who is at all interested in art cannot fail to be impressed by the vast stores within her borders. There are the pyramids, ruins of buried cities and ancient temples, fully as mysterious as those of the Eastern hemisphere. There is the medieval charm of her crumbling monasteries and churches, the grandeur of her palaces and public buildings. The rural sections, in spite of their abandoned appearance, are teeming with life. Each lofty range of mountains hides the vastness of a broad valley or plateau just beyond. Every canyon holds something impressive.

The culture of the Mexican is very old, deeply rooted in his homeland. For many years his people have taken up bits of clay and plants growing from the earth which they have fashioned into objects of everyday use. They have modeled and woven, carved and painted, until art and their daily living have become one. The Mexican child inherits a clear, definite art tradition very different from that of the average child in the States.

Mexican teachers have deliberately kept out all foreign art influences, insisting on their pupils being faithful to Mexican ideals of the past and present. As a result, Mexican children depict with unerring faithfulness the spirit of their land. There is a simplicity and a sincerity about the direct expression of all their work, which shows the close relationship of their art to their everyday life.

Modern Mexico has its great artists, men trained in Europe who have returned to Mexico to help along the art movement of their native land. Among the nationally known artists of today are Diego Rivera, Jean Charlot, and Jose Clemente Orozco. There are many other artists whose work is not so well known, but who nevertheless have played an important part in the modern movement. Among this group are Romas Martinez and Adolfo Best-Maugard. The most widely known painter in Mexico today is Diego Rivera, whose fame has spread wherever modern trends in art are known. He is accepted as a master of the modern school, and, like all other Mexican artists, feels keenly that his country needs his interpretation of it before the world. In the National Palace building in Mexico City are to be seen murals by this internationally known artist. They are painted on the walls bordering the main stairway. They picture the history and development of Mexico, her many uprisings and revolutions, her great leaders, and the part which they have played in the general progress

of the country. These murals are interesting for their bold, vivid, and unconventional treatment of these Mexican subjects. Rivera is an artist of the revolution. His style is his own. It is highly esteemed by many and as bitterly criticized by others. Nevertheless, Rivera is an honest believer in Mexican art for the Mexican people, and he has wielded a great influence in shaping the modern trend of art procedure in Mexico.

In the Ministry of Education building and the National Preparatory school are murals by Rivera and Orozco. These artists drew their inspiration and their subjects for this series from the humble people of the soil, the peon, the miner, and the artisan. The work reveals sympathy with the burdens and struggles of the oppressed native race.

The tourist journeys to Cuernavaca to visit the Palace of Cortez which houses the best of Rivera's murals. Like his Mexico City murals, they are startling examples of light and dark. They picture the history of Cuernavaca, the building of the great aquaduct—the ruins of which are to be seen on the way to Tasco—laborers at work in the fields, revolutions, and great leaders.

Jose Clemente Orozco, the great fresco painter, has devoted himself extensively to mural painting since his return to Mexico in 1934. His most important works to date are his murals at the State Capital of Guadalahara. He also has murals at the University and Orphanage buildings in that city.

Open-air schools were started in Mexico in 1913. These schools were organized as out-door centers for professional artists. They were patterned after the plan of the Barbizon and Fontainebleau schools in France. After a lapse of several years these schools were revived by a group of young artists under the leadership of Romas Martinez as a means of discovering artistic talent. The pupils in these later schools were boys and girls from the poorer suburbs and small villages. These out-door schools have proved very popular and have rapidly developed into a movement for training which has resulted in numerous art centers throughout Mexico.

Adolfo Best-Maugard is known as a painter and art educator. In 1922 under the Secretary of Public Instruction, Mr. Jose Vasconcelos, Mr. Best became director of government art education. He introduced his ideas and methods which became known in art circles as "The Best-Maugard Method," an invention which aimed to reestablish national values in Mexican art. Mr. Rivera, in commenting on this method, said that it was particularly adaptable to work in the industrial schools, the schools of fine arts, and in general in all high schools, but was inadequate for developing the instinct and imagination of the little child.

Mexico presents an interwoven pattern of the three civilizations which have flourished within her borders: Pre-Conquest Indian, Spanish Colonial, and modern industrial. Each of these three cultures has made rich contributions

in the field of art. The Spanish Colonial influence still lingers in the quaint towns and villages. The architecture of the homes and churches shows Spanish influence. The buildings of Puebla are the best preserved and most typical examples of the early Spanish Colonial architecture in Mexico. In the larger cities such as Monterrey, Mexico City, and Guadalahara, along with the old is included the modern industrial, possessing all the comforts of the times. The influence of modern progress, however, has not spoiled the old romance and traditions, so that the picturesque native life and customs continue just as of old.

The Mexican native arts, without exception, possess a common quality, a sense of balance in their embellishments and a perfect proportion in their lights and shades. The ornamentation is never too crowded nor yet too scanty, though the design is more often than not, incorrect, childish, illogical, and simple.

The love of bright colors and the preference for reds are common among peons throughout the Republic. Yet the whole effect is harmonious and peaceful to the eye. Nor do the bright and startling colors they generally affect clash with one another, for the Mexican seems to be governed in his work by an innate sense of good taste.

Mexicans, whether they are carving, weaving, or modeling, do not generally work for money's sake; they work for their families. They toil in the fields, from sunrise to sunset, never sparing themselves the heaviest labor. The long winter evenings passed in the adobe huts and the spare moments snatched at other times are devoted to spinning and their own particular handiwork, making and decorating articles for their homes. Thus, their work is entirely characteristic of themselves. Not only does it faithfully represent their point of view, both technical and artistic, but also their taste, their dress, their customs, and their traditions. It is not work done to serve and please a master, but done for its own sake, for their kith and kin.

Although the Spanish missionaries taught the Mexicans new crafts and methods, the authentic stamp of the native Indian craftsman remains uppermost in whatever he makes and decorates. Native folk art includes the whole range of the crafts which for many generations have been handed down from parent to child. Craftsmen of different villages turn out work which is characteristic of that locality. For example, the lacquer makers of Michoacan still use the technique of their pre-Conquest ancestors. The pottery of Guerrero retains the forms and ancient motifs inherited from centuries back. Tourists are familiar with the baskets of Toluca made of white or colored fibres and decorated with people and animal forms. These and many other examples show that the modern craftsman guards a tradition antedating the Conquest which time and foreign domination have been unable to disturb.

Everyone who goes to Mexico is impressed by the lavish use of tiles which are to be found everywhere, both in the interior and exterior of private homes, garden patios, open plazas, and public buildings. The best tiles come from the Talavera potteries at Puebla. This interesting factory is run today by descendants of the founders of the industry which was established in the sixteenth century by potters from Spain. Puebla has achieved more than national fame for her blue, white, and yellow pottery. At first the ware was an imitation of the Spanish Talavera. Although it still retains a strong Spanish feeling, it has gradually become Mexican in conception and execution. It is a heavy ware, not easily broken, and is made into a great variety of forms: jars, vases, flower pots of all sizes, plates, cups and saucers, and tiles for building purposes. The colors are white with blue with touches of yellow.

The domes and towers of the churches of Puebla, also those of Cholula—said to number as many as the days of the year—are laid with lovely majolica tiles which shine like gold in the sun. The entire facade and towers of the church of San Francisco Ecatepec, a village near Cholula, is enhanced by tiles from Talavera.

Everyone who visits Mexico eats at least one meal at Sanborns, known to Mexicans as "The House of Tiles." Built nearly four hundred years ago, this place remains today one of the outstanding attractions in the City of Mexico. The story is told that a father hurled the Spanish saying at his spendthrift boy, "My son, you will never 'Build a house of tiles.' " The father seems to have chosen the right proverb, for straightway the son came to Mexico City where he created one of the country's most beautiful and interesting architectural reminders of the Colonial period. The building is covered inside and out with blue, white and yellow tiles of Puebla manufacture. There are about fifty thousand in all. Their value as ceramic antiques is placed at five dollars each. They will never be placed on the market however, for the government has decreed that the building shall be preserved as an architectural monument. The patio tea room is a haven to the foot-weary tourist. The little shops are in keeping with the environment of this old building. Downstairs are the Mexican native arts, pottery and clay animal figures, gay painted gourds, grotesque masks, carved chocolate beaters, sombreros of many types, and gay feathered birds. Upstairs are displayed the antiques, old lacquered chests, hand carved furniture, hand woven fabrics, bubble glassware, brass candlesticks and many other antique items of early Mexican days.

In Mexico the past is very near the present, for almost every family lives under the shadow of the prehistoric ruins of some old temple or convent. There are thousands of known archeological sites, some excavated, some not. Any day workmen may begin the uncover-

ing of an innocent looking mound that may prove to be a most important Aztec temple. This rich heritage cannot fail to make a deep impression upon those living in such surroundings. Since these people are the direct descendents of the artisans who fashioned these wonders, it would not be at all surprising that they might have a renewal of the creative urge which inspired their ancestors.

The most important archeological center in Mexico is the region that includes the two pyramids located about thirty miles northeast of Mexico City. This zone comprises several square miles, but only a few hundred acres have been excavated to date. No one knows when the pyramids or the city surrounding them were built or who were the architects. Although their exact age is undetermined, there is evidence to support a belief that they antedate the Christian era even precede the Aztecs by centuries. Until recently both pyramids were so completely covered with earth that they were supposed to be mounds. There are two pyramids, the Pyramid of the Sun and the Pyramid of the Moon. The Pyramid of the Sun is entirely uncovered. The name is of modern appplication and for no particular reason except for the theory that its summit was crowned by a temple containing a statute to the Sun God. Unlike the Egyptian pyramids, the sides are terraced. Just back of the pyramid of the Sun is the temple. The face is covered with snake heads carved from huge blocks of stone.

The museum nearby houses a multitude of small stone figures, carved blocks and other objects taken from the mounds during the excavations. Handwrought jewelry, folders, and hand carved obsidian in the irridescent greens and black are for sale. The obsidian is carved by native artists. The designs are of simple Aztec pattern. Children from the outlying districts play among the ruins or collect odd fragments and little figures which they sell to the tourists.

Cuernavaca is the artist's delight. Her picturesque setting, her narrow cobble-stone streets that wind in and out at will, the white or light tinted stucco homes with their red tile roofs, and everywhere a gay profusion of blooming plants and shrubs give a riot of color at every turn. Open doors give inviting glimpses of garden patios. This is all rich material for the artist's canvas. Tasco is another picturesque gem that has become a mecca for artists. Rural sections with their cactus-dotted planes and snow-capped volcanoes for background furnish endless subject matter for the artist who is in search of sketching material.

In the small towns, the peons meet the trains to see the tourists and to sell their wares. Women bring Indian baskets made of palm or maguey fibres, sarapes, and elaborate drawnwork. Men and children bring Mexican foods, sometimes on plates but more often in flat baskets balanced precariously on their heads. The women and girls are dressed in full skirts and

have long rebosos or shawls about their shoulders. Girls of ten or twelve usually have a younger member of the family tucked in the folds of their rebosos. The men wear white cotton suits with gay colored sarapes about their shoulders. The whole scene presents a profusion of gay colored costumes and handiwork. Beyond the station are the tiny cottages and adobe huts with flowers growing about the doors or at the windows. Quite often a bamboo cage with bird hangs on a hook near the entrance. Long strings of red peppers and painted gourds add their bit to the picturesque landscape.

Everything in Mexico is unconsciously beautiful. Nothing is prim or symmetrical. Everything blends into its surroundings and seems somehow to belong there. The artist can set his easel anywhere in Mexico and have rich material that will test his skill.

Competetive Sports and War

CHARLES H. MORGAN

In the last two decades, almost a billion people have lost those rights and privileges, which had taken them centuries of hardships and conflict to win—freedom of speech and press, freedom of private enterprise, freedom to oppose those in power, and security of person and property. Millions of them have been robbed, starved, and forced into slavery. These reverses have come about because of indifference and complacency on the part of the mass of those peoples. Because of the lack of good leadership, those peoples have been content to follow unscrupulous leaders into unexplored paths from which it will take years of strife and sacrifice before they can hope to regain the rights and privileges which they have lost. All this has come about since 1918, when we had just finished a war which was fought to save democracy.

Yet today in the United States many are saying that this great mistake was made far away from here and, as in the title of Sinclair Lewis' book, *It Can't Happen Here*. It is very probable that this was the same complacent attitude of those millions who now have lost their inalienable rights.

A study of recent trends will show that two of our great social organizations — the economic and governmental — are growing in power at a rapid rate and that two older and even more important ones—the home and the church—are declining in significance, though not in human values. Further, the consensus seems to indicate that we are in the midst of the most important social changes that have come about in any period of our country's history. Would not a well-directed program of competitive sports make an important and significant contribution to these social educational changes?

In most of the conquered countries, all these social organizations are now under direct control of governments established by unscrupulous leaders. The children have been taken from the homes; churches have been made agents of propaganda; schools have become instruments of indoctrination; the people have been regimented; and the economic systems have been put under government control. These are things that could happen here, unless we are victorious in the present war.

Our competitive sports program may have an important part in the final outcome. A review of history will show that in times past those nations which gave most attention to the sports and to the physical fitness of its people were also most successful in waging wars. The word *Spartan* is a symbol of physical courage and prowess and of physical fitness. It was through

courage and fitness that the Spartans gained world supremacy. Later athletic prowess was at its height in Greece when that country dominated the world. Then the Romans through their competitive sports and physical fitness gained world domination. Rome fell because its people became soft through luxurious living and a willingness to depend on mercenaries for national defense. In 1914 Germany was, and again today is, an example of the most athletic nation in the world. Her youth first were developed through a ground work of sports and a fixation of attitudes. As young men they were given their guns after strong bodies had been developed and strong loyalties had been formed. They then were built into the greatest military machine in history. Her youth were taught a false philosophy of the "Nobility of War," while our American youth were being taught the virtues of peace.

Next to Germany, England has the most extensive mass sports program of all countries in the world today. The usefulness of this program to England is best shown by a comparison of her position today with that of France and Italy. These last two countries had national military training and a physical training program of sorts, but no organized sports programs. A Greek communique, issued during the Italian invasion of Greece, announced, "One thousand mules and two thousand Italians were captured. The mules offered some resistance."

The Japs, too, have promoted extensive sports programs in the last two decades and had well prepared themselves before their attack on Pearl Harbor. Time will tell to what extent they were ready. Their efforts must not be underestimated.

The United States probably ranks a poor fourth in mass athletic fitness. Without a doubt, sports flourish as much here as in any other nation and our facilities are good, but our participation is by specialists rather than by the mass of the people. Too many of us are content to be spectators rather than participants, and therein we have fallen short. In order for us to attain the highest possible type of sports program and reach a par with other nations, there are two things that are necessary. First, it must be made possible for every boy in the United States, whether in school or out, to participate in properly supervised competitive sports. Second, this opportunity must start early in the boy's life. This procedure will help attain a national physical fitness and a national morale, both of which are necessary in a crisis. In our present complacency we have acquired not only physical softness but also a softness of attitude. If we are to meet the challenge of the present situation, if we are to survive as a free people worthy of world leadership, we must give serious attention to both the physical fitness and the mental readiness of the mass of our people.

As a people, we of the United States soon forgot the lessons

learned in World War I. The records of that war showed that approximately one-third of all those examined for military service were physically unfit. The records for the present war, though incomplete, show that about one-half of those examined were physically unfit for military service. Therefore in order to secure enough men, the standards have had to be lowered. There were, however, some worthwhile results from World War I. Following the Armistice in 1918 we entered into an extensive building program and today finds most of our secondary schools, colleges, and universities with fine athletic fields, buildings, and equipment. Second, about eighty per cent of the states have adopted compulsory physical training laws and have given assistance to the promotion of all-round sports programs. Third, we started training and developing men and women who can conduct these activities; hence, today we have seventy-five thousand or more specialists in this field. The problems confronting us tody are how the training of these specialists and the sports facilities of the nation can be made available to the mass of our people. We must remember that a large percentage of our youth do not enter the secondary schools and colleges where most of these facilities are located. The schools have done a much better job than the public realizes, but the physical training people have been handicapped by some academic men who are not convinced of the necessity for this important part of the educational scheme. The physical training people have been denied the necessary time in which to train and develop the youth under their supervision. Not a great deal can be accomplished in two or three thirty-minute sessions per week.

Those in command of our armed forces have been among the first to discover that our educational institutions have tended to neglect the physical welfare of American youth for their academic development. The two are really interdependent, and it should be emphasized that the time to build up physical fitness and morale in our youth is while they are still in school and that this training should start at an early age. With this understanding, we will be able to build a national stamina and a national morale that are necessary for an effective national defense.

Physical welfare and morale, then, should be considered a necessary part of the educational program, not only in time of war but also in time of peace. Especially important in time of war is a competitive sports plan that reaches all the youth of the nation. School sports with their large crowds are looked upon as a form of public entertainment. In times such as these some such form of public entertainment is desirable as an aid in the maintaince of public morale. Originally school sports were not designed for the entertainment of the public, but we all realize that when properly directed they do contribute to entertainment and to

INDEX TO VOLUME 6

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INDEX

Contributed Articles
Authors

Contributed Articles
Titles

Departments

the building of a high morale. Far too often, however, we have lost sight of the real values of competitive sports and have used them to stage spectacles for the pleasure of large crowds, which, in turn, contribute funds which are used to enlarge the spectacle to attract even larger crowds until in some cases college sports have reached the stage of professionalism. The show business should not be the function of any college sport. It should have a more important and different function than that of entertainment or even that of physical fitness. This function of competitive sports has been clearly expressed in a paper written by Professor G. E. Johnson of Harvard and read before the National Intercollegiate Athletic Association. Professor Johnson says:

> Intercollegiate athletics did not originate in, never existed for, and never could have survived as a system of physical training. The undergraduate has never been interested in intercollegiate athletics as physical training, nor have the alumni, nor the general public. Intercollegiate athletics originated as, and have continued as, an expression of loyalty, an endeavor to maintain and to exalt the dignity of college in those things in which youth is most deeply interested. Intercollegiate athletics as they exist in the interest and purpose of undergraduates are a social, a spiritual expression. To be sure, the whole vehicle of that expression is conspicuous physical activity and physical prowess, because they are and always have been, the most intense and most interesting means for the expression of loyalty in youth. In that for which intercollegiate athletics really exist, namely, the expression of loyalty, they have far more to do with soul than with body, and they do serve "all students," those who need them most and those who need them least as well.

Herein lies the very source from which develop those qualities in the contestants in athletic competition which are of value in a crisis such as we face today.

High authorities in our armed forces were quick to appreciate the values of competitive sports and have claimed the services of large numbers of our athletic men who are now used to plan and conduct extensive sports programs in all branches of the service. Competitive sports are being used in our training camps not merely for relaxation, recreation, and entertainment but as an important training of men in service and as a great builder of morale. It has been proved that our sports develop qualities of leadership, loyalty, self-sacrifice, initiative, alertness, acceptance of responsibility, and the will to win. The trained athlete knows that he must be ready to make split-second decisions while under great pressure. He knows, too, that a wrong decision or failure to concentrate on the business at hand may mean his ultimate defeat. He knows that hard competition means that he must be at his best, must be cool headed and alert when under fire, that he must be willing to "put out" long after it hurts. These qualities are infinitely more important in battle when a wrong decision may prove fatal. The athlete learns to love keen competition and derives little pleas-

ure from easy victories. Numerous athletes who are now in the service still show a spirit of strong competition within them. Without exception they say, "I want to get over there where the fighting is going on," or "I will not feel that I have been in it unless I get across." They want competition even with the danger of making the supreme sacrifice. Such spirit and leadership will serve our country well. It is also our hope that these men will be able to impart some of their spirit to those who have not experienced the values of keen competition.

Statistics compiled by Major Griffith, Commissioner of the Western Athletic Conference, show that in World War I about fifty per cent of the athletes of that conference who won letters in athletics and later entered the service were commissioned, whereas only about thirty per cent of non-athletes were commissioned. These figures seem to make it clear that our competitive sports develop a class of men particularly needed for leadership in time of war.

Today we are faced with the problem of what to do about our competitive sports during the war. Most secondary schools should be able to continue a worth-while schedule of inter-school contests. It would be a serious mistake to abandon the sports entirely. The colleges and universities will find the continuance of sports much more difficult and perhaps impossible. Longer distances to travel present difficulties of transportation and finance. Lack of man power most certainly will have its effect. If intercollegiate sports must be abandoned, we should concentrate on an intramural program that will reach every boy that is left in college and give him an opportunity to compete to the fullest extent of his ability. The spirit of competition and the will to win are in evidence even in intramural sports. No red-blooded American boy likes to accept defeat, whether it be at the hands of his dearest friend or his most bitter rival. Marshal Foch, after watching an American football game in France, remarked, "No nation which has as its favorite sport a game such as football need ever fear for its future or for its security." General Pershing, addressing the players of the final championship game of football of the American Expeditionary Forces, said, "You have gone at this athletic program and this game today with the same dash and spirit you showed on the fronts, and that is the spirit that makes America and Americans great."

What is true of football is true of our other competitive sports. They, too, must have had the same intense interest for players and spectators alike, or they would not have survived. Their values must not be overlooked in war or in peace.

An illustrated booklet sent out by the British Ministry of Information in London shows a picture of one of the fine old buildings of Eton School. This building had been badly damaged by Nazi

bombs. At the top of the picture was this statement, "LEGITIMATE OBJECTIVE"? Underneath the picture was added, "MOST ASSUREDLY, because Hitler knows that the Battle of Waterloo was won on the playing fields of Eton."

Let us pray that the devastation which has come to Europe and other parts of the world will not come to us; that when the final victory, which we are confident will be ours, does come, it may be said that competitive sports in our American schools have contributed immeasurably to that victory; that the Axis powers will know that our victory was won on the playing fields of a free people!

* * * * *

Some of the ideas in this article were obtained from talks made before the American Football Coaches Association by A. M. McMillan, H. O. Crisler, and Prof. P. O. Badger.

Industrial Arts in the Age of Aviation

Otto Alfred Hankammer

Almost two decades ago Bonser defined industrial arts as "a study of the changes made by man in the forms of materials to increase their values, and of the problems of life related to these changes." Particularly on elementary levels, he drew his subject-matter for industrial arts from form utilities such as foods, clothing, shelter, tools and machines, records, and utensils. To these have been added the service utilities of communication and transportation. This social-economic approach in classifying industrial arts subject-matter is just beginning to reveal its implications for those concerned with education in its practical and technical phases.

With a global war clutching at every phase of life and living, the American educational system is due for a profound change. For some generations the tendency in education has been in the direction of "the practical." Now, under the impetus of war, the process is being speeded at a rate which probably is not producing maximum returns on the efforts invested. It will, however, make the nation conscious of the fact that ours is an industrial civilization in which the "goodness" of machines may determine our future mode of living.

Because our machines have been "good" in the sense of providing easy and abundant production, large masses of people have had goods which have made pleasant living. Machines have also decreased the earth's circumference. Problems of time and space have taken on completely new aspects. Our means of communication and transportation have forever banished isolationism. In solving certain physical problems, machines have posed difficult social ones, which necessitate a reorganization of the educational program.

The obvious effort under war conditions, of course, is the building and repairing of machines of war. This requires vast training programs. Educationally, it further implies a new approach to the study of geography and history. It requires new applications in drafting and mathematics. Physical science, biology and health training, industrial arts, and all laboratory types of school work will find new subject matter, new applications, and new research problems. To meet adequately the post-war era and provide stable international relationships will require the maintenance or even the extension of our communication and transportation facilities. This will be true particularly in the fields of radio and aviation. In these fields industrial arts should contribute materially to a reorganized program of education by providing more courses related to war and industrial needs and with special appli-

cation to the operation of tools. Machine-shop, sheet-metalwork, drafting, welding, woodworking, selected phases of electrical work, automechanics, printing, and other types of "practical" work have long been a part of industrial-arts programs; but to a large extent, industrial-arts courses are elective. They did not begin to meet the total prewar demand in the trades and industry. Therefore, it should not be surprising to find a critical shortage of skilled persons in a war period.

An activity such as the repair or building and operating of radio sets in an industrial-arts shop was once labeled as a hobby or "leisure time activity." Today it is one of the "musts." In an address by General Somervell, before the American Institute on Education and the War, he said:

> On January 1, 1942, out of every 1,000 men inducted, your army needed fifteen who had some kind of training as radio operators. From February 1, 1942, through March 31, 1942, we were getting less than one man per 1,000. We were short then almost fifteen men per 1,000 inducted. Think of that! Actually out of every 300,000 men inducted, we needed 4,689 with training as radio operators. We were getting 135. We were short 4,554.

Automotives has been a prominent unit under the heading of transportation in many industrial-arts programs throughout the United States. Apparently, nothing like an adequate number of students took "automechanics" judging from Somervell's further remarks on manpower shortages. He stated that:

> In the entire field of automotive mechanics, which includes many allied subjects, out of every 300,000 men inducted, we were short 10,437. That means a shortage of 34,790 out of every 1,000,000 men. In an Army of 4,000,000 men, that's a shortage of 139,160 automotive mechanics.

Such situations cause a demand for the reexamination of purposes, needs, and values of our educational system. To the unspeakable illiteracy concerning things mechanical, and this in an industrial nation, should be added the shocking fact that we have deferred from induction 200,000 men who cannot read or write. Fifteen combat divisions of illiterates!

In the category of communication, industrial-arts courses should not be construed as meaning a few elementary experiments in magnetism but should provide a "balanced ration" covering the various means of communication through the use of electricity. A war emphasis may be given by demonstrating or making various types of signalling equipment; learning, using, and recording messages in the International Morse Code, both auditory and visual systems; radio theory and practice; and the more common means of communication such as the telegraph and telephone. The electrical unit of the general shop should be enriched through additional materials dealing with communications and electrical controls.

In the category of transportation, some schools have developed outstanding work. They have not limited themselves to the automobile but have noted every phase of

transportation whether ship, train, truck, or plane. In the field of aviation, industrial arts has greater opportunities than have the more academic fields because so much can be accomplished in shopwork. On elementary levels, the program may include the study of the community's transportation system, including its airports, aeronautical industries, training areas, and the like. Projects naturally would include gliders and flying models, miniature wind tunnels, visual devices valuable in giving an understanding of many aviation instruments and machines.

On high school levels aviation as a phase of transportation can be translated into still more concrete terms. The actual construction of gliders and even of light-power planes is not beyond the school having a well-trained industrial-arts teacher and adequately equipped shop. Plans and proposals for such a program were developed as far back as 1930 in one of our larger school systems only to have the Board of Education dismiss them as too visionary. A similar skeptical attitude with reference to the training of girls in the field of industrial arts still seems to obtain in so-called leadership quarters.

High-school industrial arts departments did an excellent job in constructing thousands of plane models for military use when asked by the government to undertake this task. The project not only gave a fine experience in a tedious type of production work but taught many boys a comprehensive lesson about the world's fighting aircraft. For the first time, many of these boys began to glean the significance of the principles of aerodynamics, related science, and precision of a mathematical nature. Model building should be extended to include instruments and testing equipment. The study of aircraft engines, aviation drafting, elements of navigation and meteorology, and other topics growing out of this phase of transportation should be considered a part of a good high-school education.

The part industrial arts should play on college levels will be determined largely by military needs. To the extent that colleges may still be concerned with teacher education, it would seem that more and more emphasis should be given to the technical training of industrial-arts teachers. Their selection will become a matter of first importance. Their curriculum will require a fine balance between social requirements and technical needs. A vague knowledge of socio-economic implications and a one-area skill will not suffice for the new industrial-arts teacher worthy of his hire. Assuming that governmental regulations will still permit, it will be possible to build a comprehensive program of industrial arts education which will produce teachers and a trained youth adequately prepared to meet the demands of the age of aviation.

Precautions Against Parasitic Diseases Our Armed Forces May Bring Back

JACOB UHRICH

Our military forces are facing not only the Axis powers but also another formidable enemy—one that will continue to cause us difficulty long after the unconditional surrender of Italy, Germany, and Japan. This enemy is the horde of parasites which our soldiers may encounter.

In some earlier wars parasitic disease killed and incapacitated more men than did the ammunition of the military foe. Thanks to modern medical science, the proportion of deaths and illness caused by parasites has been greatly reduced, but even today battles may be lost from debilitation caused by disease as well as by the superior military power of an enemy. Disease was a major factor in our defeat at Bataan. Malaria and dysentery are said to have weakened our forces so much that they could hold out no longer. Some of the important diseases our forces encounter abroad occur in this country but are much more common in other parts of the world. Many diseases prevalent in foreign lands are almost totally absent here.

Our officers in charge of the medical services at each of the numerous localities where our armed forces are stationed, no doubt, know something of the particular types of parasitic diseases that are prevalent in their respective areas. They have developed and adopted preventive measures as far as possible to protect our military forces and they have also made preparations for treating those who become afflicted with these parasitic diseases.

With our armed forces scattered over so many different parts of the world, our medical men are confronted with the greatest array of medical problems in the history of our country. Despite all our physicians can do, probably hundreds of thousands of men and women abroad will become infected with disease germs that are not ordinarily encountered in the United States. Some will die abroad from such diseases. Others will be ill, but will recover. Many will be infected while abroad and will return to this country still harboring the foreign parasites. This last group will present an important problem to our physicians for years after the war.

Persons harboring foreign parasites may serve as sources of infection. It is possible that epidemics could be started in this country in this way. Fortunately for us, many parasitic diseases that are very common in other lands, will not be able to spread here. Different habits of eating, better sanitary facilities,

differences in climate, the absence of some kinds of disease spreading animals such as certain species of insects, and better medical service will protect us against the spread of most of the strange diseases our soldiers may acquire while abroad.

But what about the treatment and control of those strange diseases among the men and women who become infected while in military service and become ill after returning to their homes? How will the family physician recognize diseases people have contracted while abroad, diseases he has not encountered before? It is as true among physicians as among others that people usually see only what they are trained to see. Unless special precautions are taken, many of these foreign diseases will be diagnosed erroneously as diseases more familiar to the physician. An incorrect diagnosis may lead to a wrong method of treatment that may either fail to cure the disease or may even prove to be fatal. That physicians have made serious mistakes in diagnosis when confronted with a disease not familiar to them and that, consequently, they have used methods of treatment which proved worthless, or even fatal, is well illustrated by the famous epidemic of amebic dysentery at Chicago in 1933.

Several hundred people from many parts of the United States, who attended the Century of Progress Exposition, contracted the disease at either of two hotels at Chicago and later became ill at their homes. In many of these cases the local physicians incorrectly diagnosed the disease as appendicitis and performed a surgical operation, a method of treatment which in many cases proved fatal! A nation-wide campaign was carried on to familiarize all physicians with the symptoms and the best treatment of this disease.

If many physicians failed to recognize a disease which is by no means a complete stranger in this country, how much more likely will some fail to diagnose correctly the imported diseases that may afflict our returned warriors?

Two precautions will help prevent needless suffering and death from foreign diseases in this country after the war: (1) A knowledge of where the patient has been will enable his physician to be on the alert for diseases to which the war veteran may have been exposed. (2) The better informed the physician is about the symptoms and treatment of parasitic diseases of all parts of the world, the better he will be able to deal effectively with imported diseases.

Physical Education For College Women Since 'Pearl Harbor'

HAZEL A. CAVE, S. LUCILLE HATLESTAD, AND MINERVA J. WOOTTON

During the past year transition in physical education for women in colleges has been progressively steady. The purpose of this report is to give the reader a summary of these changes under the headings of theory and practice, service courses, and recreation.

THEORY AND PRACTICE

Up to the present time most of the changes in the physical education programs have been a reorganization or revision of the old programs in order to meet the demands of the war emergency. Great emphasis has been placed on conditioning and physical fitness. Since there has been no general pattern of change or addition, each institution has changed or revised or added to its own program in order to suit best the individual situation, facilities, and personnel.

The most common addition to the general programs has been the great increase and emphasis given to the American Red Cross courses and services. All over the United States, First Aid courses have either been included for the first time or have been "stepped up" to include a greater number of college women. In many places the programs have been revised, eliminating or condensing less needed phases in order to make time for the instruction of First Aid. At one of the midwestern universities a change has been made in freshman requirement, which is three periods a week, two in activity and the third in a conference or lecture section. Previously the lecture period had been spent in giving a background of information regarding physical education, health, and nutrition. This year the nutrition and physical education material has been condensed so that there will be time to include the twenty hour Red Cross standard First Aid course. For several years a three hour credit course in First Aid, culminating in the instructor's course, has been taught at our own college. This year we have, in addition, included the standard course in First Aid in the required courses in physical education for freshmen women.

A southern college for women is requiring First Aid in its major curriculum for the first time It has also introduced in the general curriculum an instructor's course in First Aid and is continuing the standard and advanced courses. Other American Red Cross courses being offered in various colleges include home nursing and nutrition. A midwestern college for

women has also introduced credit courses in American Red Cross canteen and nurses' aid.

Increased emphasis has been placed on health, personal hygiene, and posture. The above mentioned southern college for women is offering for the first time a three hour elective course in personal hygiene. This is done so that students who are not majors in physical education may realize the importance of the maintenance of good health to a nation at war.

Proper diet and its relation to good health and stamina are being encouraged in many institutions. A slogan which is being used by a sub-committee of a student war defense council at a midwestern college is a good breakfast for each girl every day.

In addition to the inclusion of First Aid and the revamping of present programs, certain courses have also been initiated which relate directly to the war effort, emergencies, and services. Two courses of this nature are being given this year at the previously mentioned midwestern university. Both courses are on the graduate level but may be elected by upper classmen. The catalogue descriptions of these courses[1] are as follows:

War Service Programs in Physical Education

For teachers and administrators interested in the integration of the school's physical education program into an effective service agency for the national and local defense organizations, as well as the army and navy. Survey of previous and contemporary programs in the United States and other countries.

War Service Programs in Recreation

For teachers and community leaders interested in public and private recreation programs as service agencies in defense areas and other communities. Survey of previous and contemporary programs in the United States and other countries.

A very interesting and timely group of courses, dealing with specialized training for specific wartime activities, has been inaugurated at a midwestern college for women. One of these courses is Aircraft Identification, which is a study of both combat and commercial aircraft of the various nations. The course is designed to meet a definite war need by preparing workers for filter centers and for civilian service in spotting enemy aircraft. Preflight Aeronautics is a course at this college open to senior women who wish a private pilot's certificate.

A course primarily intended for students who wish to be trained for volunteer work in their own communities is called National Defense Childcare. It helps train students to care for children of working mothers and to plan recreation for children during out of school hours. The course includes materials on the mental, physical, emotional, and social development of the child.

A one hour credit course called Volunteers in the Office of Civilian Defense is designed to train girls to staff consumer information centers in any community and to prepare girls for work with commu-

[1]Catalog, 1942-43, State University of Iowa.

nity ration boards. The course is to stress the problems and services of consumers in wartime and will consider rationing, conservation, and inflation.

This same college is also offering several non-credit courses in a special wartime group. One is The Basic Course for Citizen Protection Corps which includes a survey of civilian defense including an introduction to fire and gas defense.

A war psychology course was offered during the last semester, during evening hours at our college. This course, without credit, was open to any interested college student or adult in the community. Our curriculum also has for several years provided for "Community Recreation"; we have long had the reputation of being one of the most active of colleges providing opportunity of recreation through music. Singularly, our college was the first to establish an academic minor in safety education. Emphasis has been placed upon driver education, first aid, water safety, problems in safety, and materials and methods for teaching safety education.

SERVICE COURSES

Among the most universal changes in service courses has been the increase in time allotment for required courses. The periods were generally increased to three or five days weekly, depending upon existing requirements in particular schools.

Another type of increase in time allotment has been that of requiring all women to enroll in some course in activity, whereas, heretofore, colleges had normally required only freshmen, or freshmen and sophomore women, to participate.

Likewise, with increases in time allotment has come the inclusion of academic credit for required courses in physical education.

Characteristic of most of the changes has been the elimination of the less strenuous types of activities and an honest attempt at appraisal of *status quo* plus hard work toward improvement of the woman's strength and powers of endurance through strenuous activity.

Acceleration of *curricula* to prepare more rapidly those students majoring in physical education in order to meet the growing demands for teachers is evident. A plan has been suggested to prepare partially teachers with majors in fields other than physical education so they may serve as "technicians" or helpers in public school and community physical education and recreation programs.

For the first time in the history of our profession, there has been a unified effort to meet the war emergency demands for more thoroughly "conditioned" men and women and boys and girls through the physical education programs. The United States Office of Education in cooperation with the army and the navy, and the coordinated work of men and women leaders in our profession, has ready for distribution manuals of programs in physical education for the public schools and the colleges in the

United States. The impetus thus given to the changes in our curricula are undeniable and it has been suggested that many of these changes are to be with us for some time to come.

RECREATION

There is a general acceptance of the necessity for emphasis on good health and physical fitness in the present emergency, but there is a tendency on the part of some to consider recreation and wholesome use of leisure time as non-essentials. It might be said that well chosen recreation is just as important a conditioner of mental health as is vigorous exercise of physical health. Using present day terminology, instead of "mental health" we may say "morale." An apt comparison used in an editorial in a journal of health and physical education is that our present state of tension is like the strings of a musician's instrument were they to be kept taut all the time. We can no more function effectively in a continuous state of tension than could the instrument. This same editorial goes on to say that, although it may appear to be a paradoxical statement, any recreation that helps us to forget the war will help us to win the war.

Conditions attending the emergency in many cases make it difficult to carry on an adequate recreation program. In some colleges spaces and facilities which are normally available have been commandeered for other purposes. Reduction in staff and many extra demands for the services rendered by the staff likewise have interfered with the usual program of recreation. Not only are there drains upon the time and energies of staff members but also upon those of students as well so that they are less ready to participate in the programs which are offered.

One interesting development which has occurred in the programs of two colleges which have come to our attention borders on both physical fitness and recreation. Student leaders from various housing units for women students come to the gymnasium for training in exercises suitable for physical conditioning. These leaders in turn direct their housemates in the exercises before retiring at night. One physical director commented that they were thus able to reach girls who would not come to the gymnasium to participate in such exercises. A similar combination of physical fitness and recreation is indicated in the formation of a Century Club and a Fifty-mile Club at another college. The members hike, "bike," and swim until each accumulates a total of either one hundred or fifty miles as the case may be.

Many physical education programs reflect the increasing emphasis on the importance of having trained leaders in recreation. One college notes the inclusion of a course in community recreation patterned particularly for the non-major in physical education, which proposes training in leadership in wholesome recreation projects in

their own communities in order to make sounder recreation programs available to every civilian. Another institution is offering two new courses entitled Song Leadership at the Piano, and Directing Mass Singing. Still another school runs an information column in the local paper on home games and crafts and has organized "recreation teams" which go out as leaders for small home recreation groups in the community. With the present limitation on transportation, and a probable limitation of budgets due to taxes and war bond expenditures, it appears likely that people may be thrown more upon the recreation resources of the home and immediate community. The required course in physical education for freshman women at our own college includes a unit on recreational activities suitable for use in the home, particularly where space is limited.

The Women's Recreation Association, in most schools, is carrying on its program of activities which allows a girl to participate in dancing, swimming, and sports according to her choice. One WRA contacted has appointed a special defense chairman. Another is promoting a "Hale America" program and cautions its members that "there are no bleacher seats in this war."

Recreation might use as its slogan, "Keep 'em playing."

COMMENTS ON BOOKS

Teaching the Individual
Ruth L. Munroe
Columbia University Press, New York
1942

As one of the consequences of our growing realization of the inadequacies and shortcomings of mass education, there has been discernible in many quarters a growing interest in the principles and methods of individual teaching. For all who are concerned with this problem at the college level, this book is an absolute "must read." Sarah Lawrence College, a girls' school located in Bronxville, New York, is one of the more outstanding proponents of the idea of individual education. Since 1935, under a grant from the General Education Board, the faculty of this college has been engaged in a close examination of the individual teaching process and of individual teaching methods, especially methods used in courses for freshmen. This volume is one of three recording the results of this study.

Through the pages of this book the reader enters a veritable wonderland of higher education. At Sarah Lawrence College he sees instructors doing the sort of teaching that he has always hoped to do. As a matter of fact, from this point of view the book may be somewhat discouraging, but of course it must be remembered that Sarah Lawrence has a large endowment, caters primarily to a wealthy clientele, and charges high fees—all of which makes it possible to carry out the process of individual education to a point that would be out of the question for most colleges. On the other hand, it is encouraging to know that there are places where conditions make it possible actually to carry into practice the ideal type of education as it has probably been visualized at one time or another by every conscientious college teacher. And too, one gets glimpses frequently in reading the book of principles and techniques that can be used in his own work, even though on not as grand a scale.

It should probably be pointed out, however, that it is not the purpose of this volume to describe the plan of organization at Sarah Lawrence, but rather to set forth some of the psychological principles that govern the instructional techniques used there. For it is obvious that the fundamental basis of individual education, and all other education, too, as we are gradually coming to realize, is an understanding of the psychological makeup of the individual. It is psychology of the most practical and dynamic sort that Dr. Munroe sets forth in these pages.

Tests, for example, play a most significant role in the program at Sarah Lawrence College, but of more interest to administrators and faculty members than test scores is what these scores mean in terms of the individual's capacities, attitudes, emotional adjustment, personality characteristics, ambitions, and other phases of his mental makeup. Let it be emphasized that these are not matters of interest to the personnel department only, but are factors that determine the actual teaching of literature, biology, mathematics, art, psychology, and every other subject of the curriculum. No instructor at Sarah Lawrence is allowed to forget for an instant that he is dealing with real, live individuals rather than with groups of depersonalized nonentities.

Of considerable interest to college teachers will be the chapters analyzing the psychological makeup and characteristics of two generalized types of students that appear rather frequently at Sarah Lawrence, together with suggestions for their educational treatment. To attempt to identify generalized types may seem to be contradictory to the fundamental principle of individual education, but as Dr. Munroe points out, even in dealing with individuals we have to have molds of some sort in which we can cast our thinking. In the "conscientious" or "rigid" student, with his demand for specific facts and rules, his mechanical memorization of formulae, his anxiety to accomplish everything that the teacher expects from him down to the last jot and tittle, and his utter lack and even downright fear of new or unconventional ideas, every college instructor will recognize students of his own. On the other hand, equally familiar will be the "temperamental" or "scattered" student, who is just as unpredictable as the rigid student is predictable, and who flits from one interest to another and from one major to another without ever coming to grips with any of them. As one reads, he can hardly resist the temptation also of cataloging certain instructors in these two groups, for after all Dr. Munroe is only describing human beings; college instructors, as well as students, fall in this broad general category.

The author's comments on educational techniques that have been found successful in meeting the needs of these two types of students are to the point, and provide an excellent demonstration of how the more dynamic psychology that has developed in recent years can contribute to an increasingly effective type of college teaching. While, as has been pointed out, such a program cannot be carried out in all its implications and complexities at most colleges, it represents an ideal that we can use to guide our thinking, as well as one that we could afford to emulate in practice whenever opportunities present themselves.

Paul Murphy

Materials and Methods for Vocational Training

Warren E. Hill and Claude H. Ewing

McGraw-Hill Book Co., New York, 1942

This book is a challenge to vocational teachers to find out if they have the last word relative to trade training in materials and methods for vocational education. However, the authors are rather confusing to a student of vocational education as to methods advised in teaching skills, information, and attitudes.

In their trade analysis the authors use the graphical method to break up an occupation, as carpentry, into its activities; but they do not break these activities up into the skills, information, and attitudes that make up these subdivisions. To teach a trade successfully one must know the skills and information that he wants the student to acquire and the degree to which these skills must be attained.

The chapter entitled, "To Make an Outline of Instruction," is an excellent treatise on this subject. However, the authors seem to confuse information topics with related information. If these information topics are a part of the trade, they are not properly described as "related," but are a part of the whole which must be learned if the student is to make a success in his chosen trade.

The authors omit a discussion of what technique should be used to teach trade or job planning. Planning is the most complex thing in education, but it is so fundamental socially that teachers must face the task. Our job of teaching is not done until we get the student to move by his own power or initiative.

Charles R. Wasser

Principals and Techniques of Vocational Guidance

By George Edmund Myers

McGraw-Hill Book Company, New York 1941

The attention of educators and the general public has been focused in recent years on vocational guidance and vocational education. The need for this type of education becomes greater each year because of rapidly changing economic and social conditions. It is imperative, therefore, that vocational guidance and its relationships be brought in sharper focus, especially to the minds of those who have the responsibility for it in the schools. It has been a great force in the improvement of education in this country for many years.

The standard definition of the term reads: "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." Vocational guidance is an integral part of a program of public education, and a complete program is impossible without vocational guidance.

In a real sense one chooses a way of life when he chooses a vocation, and guidance is concerned primarily with helping individuals in planning a future and building a career. Two sets of differences are involved in vocational guidance: dif-

ferences among individuals and differences among occupations. If either of these sets of differences did not exist, there would be no vocational guidance situation.

Since both are present the opportunity and the necessity arise for choice on the part of the individual according to his peculiar characteristics. Opportunity for choice is present also in connection with preparation for, entrance upon, and progress in the chosen occupation. Vocational guidance is, therefore, a long continued process. Organized assistance of this kind, begun in the school, should function as needed through the working life of the individual.

Many kinds of guidance are mentioned by writers in the field, and while there is general acceptance of the significance of some of these, there is disagreement regarding others.

Student personnel work in colleges and universities is described as a relationship which exists between the personal problems and experiences of individuals and the formal educational service provided. These students are older, and some have already begun preparation for certain vocations. For this reason somewhat different guidance activities make up the personnel work.

Personnel work constitutes all activities undertaken or sponsored by an educational institution, aside from curricular instruction, in which personal development is the primary consideration.

Education is a process of individual development under the influence of environment. An educational institution is a social agency set up for the purpose of directing and speeding up this process by means of a controlled environment along lines that society considers wholesome for itself and for the individual.

Major responsibility for providing youth with needed vocational guidance rests upon the school system. It is in a position to assemble information concerning qualities and characteristics of youth. However, the school system cannot do this job unaided. Acting as responsible leader it must seek and obtain the cooperation of many other social agencies.

Occupational information is worthy of a place as a separate subject in the school curriculum. Teachers require special preparation in order to instruct youth in this line of education.

A vocational guidance program is incomplete if it does not include a placement service which helps get the pupil off to a good start which is quite as important as choosing and preparing for a suitable occupation. Placement is not mere job finding. It is a complicated and discriminating undertaking. It involves conferences between the youth and his school counselor, a report by the counselor to the placement office, interviews by the placement worker with the youth. These and other activities call for careful planning, and the interests of the employers as well as the youth should be considered.

George E. Braley

Fundamentals of Applied Electricity
E. W. Jones
The Bruce Publishing Company, 1943

To present in a simple, readable manner the many science facts upon which the understanding and use of electricity are based is a difficult task at best, but E. W. Jones, Associate Professor of Physical Science of the College, has taken this as his aim in a recent publication just placed on the market.

Mr. Jones' work is primarily a basic text for the study of elementary electricity, and in it the author has endeavored to show the application of the principles involved through well-chosen experiments and shop problems. The book will largely replace a similar text published by the author in 1928, a work which has been used extensively in schools throughout the country, and which established Mr. Jones as a pioneer in this field.

Designed as a classroom text and a shop manual, the book is especially adapted to instruction in senior high schools, vocational schools, and training classes for the armed services. With the nation at war, the book fills a teaching need which makes it especially timely.

The subject matter in the text is treated from the viewpoint of practical, everyday electricity, and is presented by explanation, picture, example, and demonstration. Pupil activity is stressed at every step. The material is set forth in a clear and understandable manner, and the accompanying illustrations are unusually clear and descriptive. Instructions for building laboratory apparatus, shop equipment, and practical electrical projects are plentiful.

Of particular interest are the chapters in radio and small motors, which have been carefully worked out for instruction. These chapters are unique in a book of this kind.

Endeavoring to help overcome the appalling lack of information in the average home relative to care and upkeep of household circuits and appliances, the author has devoted an entire chapter to electricity in the home. A chapter on design and construction of transformers is believed to be the most complete on this subject to be found in any textbook in print.

Clay DeFord.

Corporate Concentration and Public Policy
By Harry L. Purdry, Martin L. Lindahl, and William A. Carter
Prentice-Hall, New York, 1942

This book, by three Dartmouth men, describes monopoly and monopolistic competition in the general field of American industry. It shows the effect of monopoly on the development of industry and indicates the effect that concentration of corporate control, if unregulated, will have on production, the investor, and the general public. It contains an excellent discussion of the various Federal laws designed to bring about this control and regulation.

It also contains an excellent discussion of the nature and extent of concentrated control in several

lines of production, especially tobacco, milk, iron, steel, glass, sugar, aluminum, and coal.

The authors advance no revolutionary theories for the control of corporate activities. They do, however, state that unless competitive individualism is reconstructed in certain fields, it will give way to extensive regulation by commissions or government operation.

For the reader who wants a short, clear presentation of the monopoly question in American economic life, this book is indispensible.

O. F. Grubbs.

Trade and Job Analysis

Verne C. Fryklund

The Bruce Publishing Co., Milwaukee, Wis., 1942

Trade and job analysis is a much discussed and quoted topic in practical arts. Dr. Fryklund in his book clears up many conflicts among various schools of thought on this subject. The book is very well organized and can be used effectively by school administrators as well as by students and teachers.

He defines the terms of trade and job analysis in a clear and understandable way and also gives a clear, sociological basis for industrial work.

His discussion of the identifying trade elements is a scholarly treatment of the topic and will prove helpful to any one who teaches laboratory work in either the academic or the practical-arts field.

The chapters on making the analysis are very well done. The trades selected for study are classified under two heads: the custom trades, and the service trades. Listing the instruction units is given as the third step.

The book in itself is an example of analysis, as each topic is logically developed and the terms are well defined and illustrated.

One cannot read the book without the realization that the author has a comprehensive view of psychology, educational procedure, curriculum building, progress evaluation, and the place of tests and measurement.

Trade and Job Analysis does not attempt to impose a set course of study on the reader, but gives clear-cut techniques of analysis as it should be used in industrial and vocational education.

Charles R. Wasser

CAMPUS ACTIVITIES

Dr. W. S. Lyerla, head of the department of commerce and business administration, has been elected to the presidency of the Kansas Business Teachers Association for the school year 1943-1944. The state meeting is to be held in Wichita this fall.

Dr. Paul Murphy, acting head of the Psychology Department, represented the American Association for Applied Psychology at the regional meeting of the National Conference for Social Work in St. Louis, Missouri, on April 13. While there, he participated in a panel discussion on the topic, "Areas in Which Psychological Techniques May Be Applied to Problems Arising in the Field of Practice of the Social Worker."

Dr. Paul Murphy delivered the commencement address at Weir High School on May 12 and at Longton High School on May 13.

On Friday, March 25, Miss Virginia McAllister, of the Foreign Language Department, and Dr. Jacob Uhrich, of the Biology Department were married in Joplin, Missouri.

Contributors to This Number

William T. Bawden (Ph.D., Columbia University) came to the College in the 1933 summer session and became head of the department of industrial and vocational education in September, 1935. He was a member of the editorial staff of Industrial Education Magazine, published in Peoria, Illinois, from 1909 until it was discontinued in 1939. He helped organize and was chairman of the Four-State Regional Conference on industrial arts. He is chairman of the College committee on the war effort. On February 4, 1943 he was appointed by Governor Andrew Schoeppel a member of the Governor's Commission on Education and the War Effort.

Hazel Cave (M.S., University of Wisconsin), after serving one year as instructor of physical education at Iowa State College, came to Kansas State Teachers College in the same capacity, and was promoted to the rank of assistant professor in 1930. She completed one summer session of graduate study at the University of Colorado. The school year, 1939-40, was spent in graduate study at New York University. On February 1, 1943, she resigned to enter a training course with the American Red Cross in Washington, D. C., preparatory to an overseas assignment.

Otto A. Hankammer (Ph.D., Ohio State University) is professor of industrial and vocational education, in general charge of instruction in drafting. From 1917 to 1919 he served overseas in the Signal Corps, AEF, as instructor, and as master signal electrician. He has had art training under private instructors, was a free-lance artist for several years, and has had experience as an industrial draftsman and designer. He served two terms as president of the Kansas Industrial Arts Association and one term as president of the Kansas Vocational Association. He took the qualifying examinations and was approved as instructor of courses in international radio code and identification of airplanes under the Civil Aeronautics Administration, also engineering drafting in the national defense program, and taught these courses at the College.

S. Lucille Hatlestad (Ph.D., University of Iowa) came to the College as assistant professor of health and physical education in 1930, and was promoted to the rank of associate professor in 1939. She was a graduate student at Columbia University and at Ohio State University, and completed the requirements for the Ph.D. degree at the University of Iowa in 1940. She

had four years' experience as instuctor and director of physical education in high school and junior college before coming to Pittsburg.

Charles H. Morgan (B.S.,K.S.T. C.) completed one summer session of graduate study at the University of Michigan, and attended the Coaching School of Northwestern University in 1931. He was director of athletics in the high school in Hiawatha, Kansas, for six years, and in Pittsburg, nine years. He came to the College in 1931 as athletic coach, and has been head coach of football since 1934.

Bertha A. Spencer (M.A., Columbia University, New York City) was appointed assistant professor of art education at the College in 1921, and promoted to her present position as associate professor in 1923. She spent one year of travel and study in a number of art centers in Europe as a member of the New York University Tour under the leadership of Lorado Taft and John Shapely. She is a member of the National Society of Designer-Craftsmen and of Kappa Delta Pi Honorary Society.

Jacob Uhrich (Ph. D., University of Chicago), assistant professor of biological sciences, came to the College in 1937. He completed the requirements for the M. A. degree at the University of Nebraska, where he served as assistant in the department of biology for two years. He also held a graduate fellowship in biology at the University of Chicago for two years.

Minerva Wootton (M.A., Columbia University, New York City) is a graduate of the University of Utah and completed one summer session of graduate study at the University of California. She was a student in the Bennington School of the Dance at Mills College in the summer session of 1939. She was instructor of physical education at the University of Utah seven years and held a graduate fellowship one year. She came to the College as assistant professor of health and physical education in 1936.