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THE EDUCATIONAL LEADER

COMMERCE AND BUSINESS ADMINISTRATION,
EDUCATION, LANGUAGE AND LITERATURE,
AND PSYCHOLOGY AND PHILOSOPHY
NUMBER

Published by the Faculty of the
KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas



THE COLLEGE MUSEUM occupies the third floor of the Library Building, and houses a variety of valuable collections, and supplements textbook and laboratory instruction in many fields

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Vol. 10

NOVEMBER, 1946

No. 1

The Educational Leader

WILLIAM T. BAWDEN, Editor

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The EDUCATIONAL LEADER



Vol. 10

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The Great Books Program at Pittsburg

JAY GORDON EAKER

Many colleges have introduced the reading of great books as part of their general education program for all students. Most colleges recognize that a certain portion of a student's education should be general as opposed to special. General education is that which all should have in common. In seeking the core of our common heritage, colleges have naturally turned first to the great books which contain the central ideas of Western civilization.

In keeping with this trend, President Rees H. Hughes recently suggested that the Language and Literature department at the Pittsburg Teachers College sponsor an extracurricular program in the reading of four great books a year for honorary recognition. The Harvard Report recommended in its discussion of the Humanities the reading of the Bible, Homer, Plato, Greek tragedy, Virgil, Milton, Dante, Shakespeare, and Tolstoy. From this list we have chosen for the first year four authors who will give a varied reading program and who will represent different periods in European culture.

During the school year starting in September, 1946, all students at Pittsburg will be given an opportunity to read Homer, Dante, Shakespeare, and Tolstoy. Because the students will need encouragement and help in reading these masterpieces as well as an opportunity to exchange ideas about them, four public lectures have been scheduled to arouse interest in these books. On October 14, Mr. Andre Michalopoulos, former Minister of Information for Greece, who attracted much favorable notice when he gave the 1946 commencement address here, will lecture on Homer's *Iliad* and *Odyssey*. Being a Greek himself, Mr. Michalopoulos is well versed in the great Greek tradition. He has a gift for humanizing Greek mythology. For instance, he says that the River Styx is only two and a half miles from his home town and flows out of a murky cavern. And his home town raised the goat that furnished the milk for Zeus, the king of the gods! In the famous catalogue of the ships that went from Greece to fight at Troy, his town is mentioned as having furnished two ships. Mr. Micha-

lopoulos is an Oxford scholar and an experienced lecturer, who should give a splendid introduction to the great epics of his nation.

The Middle Ages will be represented in the program by Dante's *Divine Comedy*. Dr. Walter Pennington, professor of English, who teaches the course in Comparative Literature, will lecture on Dante on November 21. The Renaissance will be represented by five plays of Shakespeare. They are available in one volume edited by George Lyman Kittredge (Ginn and Company, Boston). The plays are *Much Ado About Nothing*, *Henry IV, Part I*, *Romeo and Juliet*, *Hamlet*, and *King Lear*. A third speaker will lecture on these plays February 13. Modern literature will be represented by Tolstoy's *War and Peace* (1868-1869). Rabbi Samuel S. Mayerberg of Kansas City, who delighted a large audience on a previous occasion at the college, will lecture on the great Russian novelist on March 20. All the lectures will be in Music Hall and will start at 7:30 p. m.

The local bookstores are stocking these books, which are available in cheap standard editions, and students will be urged to buy and read their own copies. Books will also be available in Porter Library for a loan period of four weeks. The general public is being invited to share the reading experience as a project in adult education, and we hope that the faculty and many of our alumni will also wish to share the experi-

ence by reading or reviewing these books.

All four of these books, it will be noticed, are works of the imagination. In a recent article in *The Saturday Review of Literature*, the distinguished scholar, Paul Schreker, describes how difficult it is for one nation really to understand another, until knowledge of both their resemblances and the differences have passed into the imagination. Ability to enter imaginatively into the thought and feeling of people of different times and ages is one of the results that students should derive from this reading.

Students in colleges all over the country are finding that the classics are not necessarily forbidding but have a bite and a challenge. It may be objected that some of these books are over the heads of the readers, but as the Harvard Report points out, they have always been over the heads of the majority of their readers. They are none the less inspiring and needed by a generation that is hungry for greatness amid the common cares of life. Obviously, it is better to read the first-rate books than the second-rate books, since one can read only so many in a lifetime. We shall not fear superficiality in approaching these masters, but shall read the books for pleasure and for their humanizing influence. Great books are important in dozens of ways. Each reflects a period; they have influenced generations of men; they are long-standing embodiments of

central human feelings, interests, and ideas. Anyone coming upon them will find his experience ripened, his delight intensified, his mind liberated.

Interesting ideas to look for in each book will be pointed out to the students through a series of questions to be run in *The Collegio* while the students are reading the four books. Dr. Samuel J. Pease, Dr. Pennington, and Dr. Strawn will prepare the questions. Honorary recognition will be given to all who read the four books and pass a simple examination over their contents.

Since the first two works are epics, perhaps a word is needed about the epic tradition, which began with Homer. This old poet, whoever he was, about 1000 B. C. in Asia Minor, put together the half historic and half legendary story of the Trojan war and the return of Ulysses to Ithaca in the *Iliad* and the *Odyssey*. The deeds of the heroes were sung on the mainland in Greece first, then in the Ionian colonies of Asia Minor, and were given their final form in Athens about the time of Pisis-tratus (605-527 B. C.). In both poems Homer dealt with a national theme, a subject that came home to the people of Greece.

We might ask why we have no epics today. Horace Walpole believed that the epic poem had been quite decently buried. He defined the epic as "the art of being as long as possible in telling an uninteresting story." Perhaps we have lost the epic spirit. We speak of the

epic too loosely. *The Divine Comedy*, *The Faerie Queen*, *The Song of Roland*, *Sohrab and Rustum*—all are called epics; in fact, the word epic means so much that it may mean nothing. An epic is a story of a great and complete action which attaches itself to the fortunes of a people, sums up the life of a period, and portrays the destiny of mankind. But we can err in having too rigid a definition. Future epics need not be what they always have been. In the future epic, some features must be discarded, but the essential things should be retained: A great story that means much to the people as a whole, great characters dominating that consistently moving story, and dignity and sincerity in treatment—these should be kept. We might give up as not essential the old time marvels, the funeral games that were a part of Homer's life but not of ours, and the old epic manner—"furrowed brows," "rolling eyes," and the long, rotund speeches. But great story, great characters, power and dignity in treatment we cannot do away with.

Why are there no epics today? People often say that the epic is doomed because our national life is different from what it once was. War is said to have been more prominent than it is today. The epic writer apparently had only to choose his war and his leader. History now deals more with social forces and the run of daily life. Again, we are told that life is more democratic and that princely character counts for less than it did.

But do we worry about whether a speaker is a prince or not? Consider Hector's farewell to Andromache. Critics tell you that children do not appear in Greek literature, but I believe they do. Hector takes his child in his arms and the child cries. It is afraid of its father because he has his helmet on. Hector says that he does not know that he will ever come back, and says that he must not fail in his duty. Then he leaves. For a modern parallel, consider Allan Seger's *I Have a Rendezvous with Death*. No one would object that Seger is probably a poor soldier. The thought is the same and we recognize the nobility of the thought. The change in social position does not bother us.

Then, we are told, national feeling is not so strong as it was. In Homer's time there must have been a good deal of feeling between the Trojans and the Greeks, but Homer gives the Trojans a square deal. Many people have closed the book in sympathy with the Trojans. You hear of many boy babies named Hector but never of an Achilles. To be sure, the instinct of self-preservation is strong in Homer, but he treats the positive side, not the negative side of hatred of the enemy. Homer's patriotism is seen in the return of Odysseus to his native land. He kisses the soil. He does not say that Ithaca is the biggest country in the world. He admits that it is mighty small, and not overly fruitful, and yet to him it is the dearest place in the world. Homer bases

his patriotism on something that cannot be lost by the vicissitudes of war. Too often, we pin our faith on things that can pass—wealth, population, and the things that will not mean anything if they are gone. What would one do in a country like Switzerland, where there is very little population, no extent at all, and no navy? Homer's ideal is the truer ideal. So national feeling is perhaps more strong today than ever, but still we have no epics.

I believe that it is not our changes in social conditions, but rather our changes in artistic ideals that are responsible for the absence of epics. For one thing, the complexity of national life baffles the artist. The epic "sums up the life of a period." The modern artist is so baffled that he cannot do it. Homer, Virgil, Dante do it. But how can one sum up the life and thought of the modern? The great artist has to think it through and get his synthesis.

Closely related with the inability to see life as a whole is the thirst for realism. Modern writers seem to have as their aim just giving the meaning of common things in life. The Greek notion was to get a synthesis of life. But today we want life to look just as it does. We want people to act and do just as they do. This even affects the speech in our modern poems. The epic poem ought to give us dignified talk, like Homer's. Then, too, there is the strong turn toward lyric poetry today. If the great poets turn to this, as Swinburne

brought out lyric after lyric in his devotion to Italian liberty, the epic will be neglected. He might have woven an epic poem about Garibaldi's march on Rome. The big subject will have to supplant the little subject if we are to have an epic poem today.

Dante's epic, *The Divine Comedy*, epitomizes the whole attitude of the Middle Ages toward life and death. But he was not entirely unlike Plato, Homer, and Virgil in regarding this life as a preparation for the next life. The life which Dante's characters lived in this world determined the place and the environment assigned to them in Hell, Purgatory, or Heaven. Little is said about Hell in the Bible, but Dante gave Hell definiteness and dimensions. The student will take away from his reading of this epic many vivid pictures of Dante's Florentine friends and the eternal destiny that he imagined for their souls. Thus two of the great books on this year's list are epics.

Drama will be represented by Shakespeare's plays, which bring us the freshness and spontaneity of the Renaissance, when men had made a rediscovery of their human possibilities. In the five plays recommended, one will get a specimen of his three dramatic types—comedy, history, and tragedy. *Much Ado About Nothing* is noted for its witty dialogue, two interesting lovers—Benedick and Beatrice—and its rather mild villains, who are taken by stupid constables with mistaking words. *Henry IV, Part I*

contains Shakespeare's favorite king, and Falstaff, perhaps the best comic character in English. *Romeo and Juliet* is the supreme love tragedy in our language. *Hamlet* has been called the spokesman for all the Northern races as he faces a great responsibility which eventually brings him to his death. *King Lear* comes the nearest of all Shakespeare's plays to the epic dimensions and awe-inspiring fatalism of the great Greek tragedies. One cannot read these five plays thoughtfully without becoming a better and a wiser and a happier person.

The novel is represented by Tolstoy's *War and Peace*, which many regard as the world's greatest novel. Tolstoy was a noble Russian Christian. His characters grow on you and become more real than your closest friends. He shows clearly Russia's part in the Napoleonic campaigns as he follows the affairs of four noble families in war and peace. Hugh Walpole said that it is in Tolstoy's "union of all the worlds, material and spiritual—a union won without preaching or any falsification of human nature—that *War and Peace* achieves its final greatness."

This is the rich reading program mapped out for the coming year, two epics, Shakespeare's plays, and one novel. We invite all our graduates and friends to join with us in reading these masterpieces. After all, adults can best read the great books, for they alone have the maturity needed to derive the most from them.

The Teacher Crisis

CLAUDE WINSHIP STREET

The first anniversary of V-J day found the nation still suffering from a serious shortage of qualified teachers. Some schools were unable to open on schedule, or not at all, this fall, despite the issuance of thousands of emergency certificates. The situation is particularly acute in rural areas where salaries and teaching conditions are poorest.

During the war period, 300,000 teachers, more than a third of those employed in the public schools, left their positions for war work or military service. Only a small proportion of them has returned to the classroom. Some veterans, it is true, are going into teaching, but it is evident that teaching as a profession is not making a strong appeal to many returning GI's.

Many persons thought that the teacher shortage would quickly disappear with the return of peace. They overlooked the fact that it takes at least four years beyond high school to turn out a well-qualified teacher. Unfortunately during the war the teacher education institutions, with greatly reduced enrollments, had only a small proportion of their students preparing to teach. The enrollment in teacher education curricula has increased somewhat since V-J day but not in proportion

to the big increases in other curricula.

The general public is not yet aroused to the seriousness of the situation, but it is becoming increasingly evident that the shortage of teachers for the public schools has reached crisis proportions. The picture would not be so dark were it not for the fact that the children of America, the citizens of tomorrow, are the chief sufferers from the lowered educational standards.

It is natural to blame this situation on the war, but the war merely aggravated unfavorable conditions previously existing. The fact is that the teaching profession has never made a strong appeal to our ablest young men and women.

It is the purpose of this article to examine the various factors involved and to suggest ways by which more and better young men and women may be attracted to the profession.

One reason for the growing unpopularity of teaching as a life work has been commonly overlooked. The dark picture of the lowly paid teacher working under adverse conditions for less money than she could earn as a scrub-woman may be good publicity in the promotion of better salaries but does not help in the recruit-

ment of teachers. True enough, as was pointed out in a Town Meeting discussion last spring, 25,000 American teachers were paid less than \$600 in 1944-45, and 200,000 received less than \$1,200. Many of these, however, were teaching on emergency certificates and could hardly be classified as members of the teaching profession. What is commonly overlooked is that at least half of the 850,000 public school teachers were receiving more than \$1,800 in 1944-45, while many thousands of the better prepared teachers were earning salaries in excess of \$2,500.

Unfortunately in time of war, salaries of teachers, as well as salaries of most white collared workers, tend to lag behind advances in wages of industrial workers and the corresponding increases in the cost of living. With the close of war the tendency is for public-school salaries to rise rapidly in adjustment to increased costs. Salaries of teachers in many cities this year average from \$200 to more than \$500 higher than last year. The prospects are that salaries will continue to rise for a considerable period as they did following World War I.

But suppose a depression comes on; what will happen? The answer is that teachers in well-established positions are more secure than most persons during depressions. At such times salaries usually go down more slowly than the cost of living. Most teachers who had positions, and relatively few well prepared teachers were unem-

ployed, were actually better off in 1933 than in 1930. While teachers' salaries fell off approximately 20 percent between 1930 and 1935, other workers—engineers, doctors, lawyers, technicians, and common laborers—suffered much greater cuts in income and were more likely to be unemployed. A fact commonly overlooked, especially in times of prosperity, is that teachers as a class enjoy a greater degree of economic and social security than most other vocational or professional groups. Factories may close but schools continue to run.

ENCOURAGING FACTORS

While many teachers are receiving annual salaries far below the average yearly wages of factory workers, there are several factors relating to the incomes of teachers which are encouraging.

1. Most of the teachers on low salaries are poorly qualified for teaching. Many are young girls with no work beyond high school and with little or no professional preparation, teaching on emergency certificates. They are found largely in the rural and small village schools.

2. The salaries of teachers tend to vary directly with the amount of preparation. The records of any teacher-education institution will show that for each year of additional preparation, outgoing teachers receive on the average a definite increment in salary. At our own college, girls with one year or less of college work got rural

jobs with incomes ranging for the most part between \$800 and \$1,000 for the school year 1945-46. Those with two years of college education went into graded school positions at much better salaries, while those with degrees and no experience could take their choice of numerous offers ranging from \$1,600 to \$2,000 or more, depending upon the size of the school and the subjects to be taught. The salary schedules of city school systems are largely of the preparation type with increments of \$100 to \$200 for each year of preparation beyond the minimum.

3. The beginning salary for the young woman teacher with four years of college education compares very favorably with what she could earn in other fields with comparable working conditions. The story is told of a young elementary teacher in one of the first-class cities of Kansas who last year decided to take a refresher course in a business college in order to qualify for a better paying position as a stenographer. The best stenographic job offered her, on completing the course, paid only \$1,500 for twelve months work. Sadly disillusioned, she was happy to get back into the city school at \$1,900 for nine months on a schedule calling for liberal annual increments to a maximum of \$2,500 or more.

4. There is a high, positive relationship in the majority of the states between the minimum salaries paid in various teaching positions and the amount of preparation required for those positions.

States which prescribe relatively high qualifications usually pay relatively high salaries. Fortunately many states are making plans gradually to raise their standards for teachers. In Kansas, for instance, plans are being formulated which would require the completion of a four-year college program of teacher education for all beginning teachers by 1956. It is interesting to note that by 1940 a number of progressive states had established such a standard for all beginning teachers. Salaries for teachers as well as for other workers depend largely upon supply and demand. In other professions such as law and medicine a high degree of selection at entrance to the professional school and a long period of professional preparation limit materially the number entering those professions, thus insuring a high standard of living.

UNFAVORABLE FACTORS

The movement toward equal salaries for men and women teachers of equivalent qualifications along with other economic factors has resulted in a diminishing proportion of men teachers in the public schools. There has been some increase in the number of men teachers in the last two years, but the proportion of men in public high schools at present according to estimates is less than one-fourth. Authorities in secondary education usually maintain that at least half of the teachers in any high school should be men.

Why, you may ask, should men

teachers be paid more than women for the same type of work? The usual explanation is that higher salaries are necessary to attract well qualified men to the profession because of the wider range of professional opportunities available to men. It is largely a question of supply and demand, which operates differently for the two sexes.

The fact that men teachers on the average have more dependents than women teachers is another factor. It has been suggested that, if the single salary plan is used, provision should be made for paying a bonus to teachers with dependents. One city school in Kansas, which pays men teachers a maximum salary \$500 higher than the maximum for women, justifies it on the basis that a married man with his closer community-family relationships is usually worth more to the community.

Another factor which limits the supply of well qualified teachers is the discrimination against married women teachers. Before the war more than half of the city schools in the United States had regulations restricting or prohibiting the employment of married women. In many schools women teachers are dismissed at once upon marriage while in others they are permitted to teach only until the end of the school year. Half of the annual turnover of teachers is said to be due to marriage. Every year thousands of women teachers are thus lost to the schools.

The discrimination against the

married woman teacher not only makes for short tenure and rapid turnover but tends to discourage adequate professional preparation. If a young woman expects to marry in a few years, there is little incentive to thorough preparation for a profession that must be abandoned upon marriage. According to many prominent educators this discrimination must be removed if teaching is to afford life membership and to become a real profession. In no other profession does marriage bar a woman from employment.

HOW TO SECURE MORE AND BETTER TEACHERS

Minimum salary laws and regulations have helped to improve the status of teachers in many states. More than half of the states now operate on the basis of a flat minimum salary requirement or of a state-wide salary schedule providing minimum salaries for teachers with varying amounts of preparation and experience. Dean Ernest O. Melby, of New York University, in a recent article advocated making the minimum annual salary for teachers with a degree \$2,500, with liberal increments for experience and additional preparation. State salary schedules on that basis would do much to elevate the teaching profession and to improve the quality of American education. This would add more than a billion dollars to the total public school budget but would pay big dividends not only through increases in the national income

but through enriched lives for millions of American citizens.

The question arises as to how additional funds may be secured for better salaries. Many districts are taxing themselves to the limit permitted by law. Reorganization and enlargement of administrative units will help some, but chief dependence will have to be placed upon state and federal aid for equalization purposes. Adequate minimum salaries prescribed by the state must be guaranteed by the state.

Authorities on school finance agree that adequate support for the schools of the nation can be secured only through liberal federal aid. The bill now before Congress, S181, calling for federal aid to education without federal control has the two-fold purpose of equalizing educational opportunities among the states and of providing better salaries for better teachers. Its passage at this time would help materially to relieve a most critical situation.

It has been suggested that extending the Federal Security Act to include teachers would benefit a large group who are not now protected by State Retirement Laws and would make for greater mobility of teachers. Teachers under local and state retirement plans are often kept from taking advantage of better opportunities elsewhere.

Mobility from the standpoint of short tenure is undesirable, but mobility in the sense of easy access to teaching opportunities in

other communities and states makes for improvement in the teacher's economic status. Greater flexibility and more uniformity among the states in certification requirements would further this end. Why could not some plan of state reciprocity in the issuance of certificates be worked out to advantage through coöperation of State Departments of Education?

Along with economic security through adequate salaries and retirement benefits, there should be protection against the hazards of sickness and accident. A liberal plan of cumulative leave for disability such as is found in some progressive schools should be provided for all teachers.

Sabbatical leave for study and travel such as is common in higher education should be made available to public-school teachers at regular intervals, and greater provision should be made for exchange of teachers both here and abroad.

Another essential in a program to secure more and better teachers is to provide greater professional security for teachers. While teachers in some states and in many large cities are protected by tenure laws against unjust dismissal, teachers in Kansas and numerous other states have no such protection. Tenure laws should prohibit the dismissal of fully qualified teachers after a probationary period except for causes enumerated in the law, e. g., incompetency, neglect of duty, immorality. They should be fairly and impartially enforced in the interests of both

the teachers and the pupils. The continuing contract plan which had the support of the Kansas State Teachers Association at the last session of the Kansas legislature would give the teacher greater professional security. The plan is now in use in whole or in part in 19 or more states.

Along with better tenure conditions must come a better social status for teachers. School patrons and citizens in the various communities through individual and concerted effort can do much to make the lives of teachers happier and more satisfying. Teachers do not wish to be set apart as a special group in the community but do expect to be accorded the same privileges and social advantages possessed by other professional groups. Improved social status for teachers will come gradually with improved economic and professional standing.

A third essential in a program to secure more and better teachers is a thorough and far reaching plan of teacher recruitment, setting forth the opportunities in teaching and encouraging young men and women of promise to prepare for teaching. It is encouraging to find that many worth-while recruitment programs have been launched in many communities and states by the coöperative efforts of both professional and lay groups.

The national conference held at Chautauqua, N. Y., last summer under the auspices of the National Education Association did much

to clarify issues relating to recruitment and to stimulate coöperative efforts to relieve the teacher shortage.

Recruitment is furthered in some states by the remission of fees and the provision of liberal scholarships in state institutions for the education of teachers. It would be a sound policy for a state such as Kansas to provide several hundred scholarships amounting to \$500 per year for two years of teacher education. These might be awarded on a competitive basis to promising junior college graduates who would agree to teach.

A fourth essential in a program to secure more and better teachers is to improve the teacher education institutions. The State Teachers Colleges have played a very important role in the education of teachers, but they have been seriously handicapped in many states by the lack of adequate support. These institutions for the most part have never been treated on a par with other state institutions of higher education. For example, the salaries of professors in state teachers colleges often average \$1,500 less than those paid to professors holding equivalent positions in the state university or other state colleges.

In conclusion, let me suggest that the two indispensable steps in the solution of the teacher crisis are the education of the American people as to the seriousness of the situation and the provision of adequate support for public education.

A New Psychology for Educational and Social Security

CHARLES BERTRAM PYLE

We do not realize to any great extent how much psychology and philosophy have to do with shaping educational theories and policies. Nor do we see fully the extent to which education enters as an essential factor into the problem of social security. My thesis is: A proper sort of psychology helps greatly to provide an adequate education to all the people which in turn will result in greater social security to all the people, not to a special class.

We grow keenly sensitive to the problem of social security when such security is threatened as it is in our present world-plight. Doubtless, our concept of social security is founded upon the concept of economic security. This in turn rests upon a psychological as well as a biological basis. The biological basis is strengthened by the native expression of animal impulses, drives, and appetites. The new basis lies in the establishment of social conditions which oppose the biological and which guarantee and perpetuate the welfare of human beings as they dwell together in groups.

It has been suggested that in primitive life there is probably only a simple awareness of security. A psychologist might assume a general sense of security

more or less distinctly organized at the various levels of organic development arising simply from the physical conditions of safety, familiarity, and equilibrium. As we rise higher in the plane of civilization this sense of security is extended to the control of a greater share of the external world. It spreads into the manifold interests and relationships of the increasingly complex social life of man—the political, religious, esthetic, scientific, as Spranger suggests. All of these might be called social and all of them flower out from the original feeling of economic security and they underlie the struggles to secure and maintain the feeling upon which they are based.

Hunting and fishing and primitive labors obviously aimed at economic security. I am told that even art which aims at beauty was subsidized in the interest of economy. Magic and religion to begin with served the same end. Charms, amulets, the rabbit's foot, the wishbone, and incantations were supposed to have a lot to do with various kinds of security. Spiritual entities were invoked to affect and control material events on earth and to conserve in a world to come what escaped wreckage here. Religion came at length to offer a spiritual security by the creation

of a heaven. Though the material possessions may perish and the body decay after death, the soul will surely come into its own. Even the crude guesses of savages presaged scientific certitude in the interests of security. Thus this primitive sense of security became the progenitor of all forms of security sought for in modern times.

What is true phylogenetically is true also ontogenetically. If a child is well fed and nourished it seems to possess a vague sense of security. But once disturb the child's economic equilibrium by withholding food or by changing its habitat and a feeling of insecurity is immediately aroused. The tiny subthalamus gets busy to generate the emotion of fear as a means of environmental adjustment. It is because of this important center that the infant, before he is old enough to understand the danger, responds to a loud noise or a tendency to slip or fall with a reaction of insecurity as Watson has shown.

Nostalgia (homesickness) in its most terrible form is induced by the feeling of insecurity amid new and untried situations. Especially is there a keen sense of anguish if one has been the recipient of overmuch affection in the home. When the affection is not forthcoming among strangers all solid support seems to have removed and he falls into despair. The loss of love and security once possessed at his mother's breast entails a profound sense of insecurity and fear. It is

as if he had been driven from the Garden of Eden, the first state of security of ignorance, and must win back by the sweat of his brow that love of security born of mature knowledge.

NEW SITUATIONS

With the expansion of experience may come a rapid development of the feeling of insecurity. Children are helpless victims of ignorance, superstition, and false training. Most things or situations children fear are perfectly harmless. Fears which generate and augment the feeling of insecurity are accumulative and readily may become fixed habits. They spread and attach themselves to related situations. One experience with a tornado may engender a lifelong dread of storms. A succession of misfortunes may place one under a perpetual thralldom of fear. A few failures to achieve the ambitions of parents will shatter the child's confidence and engulf him in a feeling of hopeless insecurity. For these reasons and many others fears develop and symbolize for most of us some force, circumstance, some condition — personal or environmental — that threatens our security, threatens to disturb our peace and happiness or to pounce upon us suddenly to destroy us. These fears, unless we conquer them, sap our powers and energies. They lessen our courage and usefulness. They spoil our friendships; for they make us nervous, irritable, and at times irrational. "They are the black

beasts of fantasy which paralyze our waking hours and fill our dreams with morbid dreads." The unhappy throng of distressed human beings that populate our cities and towns; that crowd into the offices of nerve specialists and into our state institutions—beaten, wrecked, and hapless personalities as they are, attest the immense toll of victims of insecurities of childhood or emotionally undisciplined adult life.

A NEW PSYCHOLOGY

Now what has psychology to do with all this? And what is the new psychology? It is not behaviorism or freudism. Doubtless at the present time our psychological theories are greatly divergent. The study of systematic psychology would reveal a variety of concepts and points of view. Woodworth mentions five *Schools of Psychology*. Edna Heidreder presents *The Seven Psychologies*. The Psychologies of 1925 and 1930 offer a dozen brands. Roback in his *Psychology and Behaviorism*, has ferreted out 42 varieties of Behaviorism alone. With a little further search, I do believe we could find as many varieties as Heinz found of pickles. Out of all these divergent educational theories and policies, can we construct a new psychology? Can we construct a composite of the best features of all these forms which will give uniformity to educational procedures and thus affect society?

Running like a thread through all the various forms and looking

towards a new psychology and a new education is the concept of wholeness, synthesis, integration, globalization, as Decroly puts it. The late publications stress the synoptic point of view. Gilliland, Morgan, and Stevens' *General Psychology* insists that man's behavior is "unified and harmonious." They keep the concept unification and integration ever before us. Bentley, in his *New Field of Psychology*, meticulously guards the "unity" and "wholeness" of the organism, allowing only for the cleavage of physiological and psychological functions. Woodworth declares, in his *Psychology*, 3d edition, page 14, that the first principle of psychology is contained in the definition, and is that the individual is a unit. Without this fundamental principle, often called the "organismic principle," it would be impossible to explain anything in psychology. The Gestalt psychology is well known for its advocacy of wholeness as against the analyzed parts. This insistence upon unity, wholeness, and integration is typical of what one might find should he range more widely over the field.

From the turn of the century, there has been a growing disposition to interpret our subject matter in terms of the "whole" rather than in terms of its analyzed elements. And whether we look upon the "whole" as a mechanism as behaviorism does, or as an organism swollen to include the mental as some psychologists do, or as a person as some would like to do, there

is the concept of unity running through all.

What then will this psychology of wholeness or personal psychology contribute to education and social security?

First. What will it do for psychology? It will do away with the mind-body dualism. It seems that psychologists get the "jitters" in the presence of the mind-body problem. But under the conception of "wholeness," i. e., of the whole person, we need not fear psycho-physical dualism; for psycho-physical dualism is man-made. In other words, we thrust the problem upon ourselves by our own thinking. We often mistake the mechanism of thought for the dynamism of the thing and thus create an apparent dualism which does not exist in reality itself. We tend to hypostatize or reify our mental creations or abstractions. We mistake them for the concrete reality of things. Whereas they are but globules of the imagination projected into matter for the sake of explanation. It is always a question whether they are valid for reality itself.

ANALYSIS, NOT SEPARATION

In his thinking the botanist analyzes the flower into petal, pistil, anther, and stamen, yet he may do nothing with the flower itself. It may nod yonder in the vale in all its unity and wholeness. The physiologist may abstract one phase of the whole person and consider it analytically without tearing the real person apart. The chemist

may analyze the chemical aspect of this same person without dichotomizing the person. Likewise the psychologist may analyze the mental phase of the same person without actually dividing the person into mind and body. For all these analyses are but abstractions from the real person for the sake of understanding these three phases of the real person who is a whole. And these analyses must be thrown back into the whole before they have any meaning whatsoever. "Body" is just as much an abstraction from the real person as "mind." The so-called "physical" and "psychical" disappear in the integration of the person as a total reacting being.

The whole person functions towards different end-results. If one digests his food, he functions physiologically and chemically. It would be the same if he breathes. But if a person simultaneously digests his food, breathes, remembers, perceives, anticipates, or reasons he functions not only physiologically and chemically but also psychologically. And psychology is concerned primarily with the mental functioning. In all of these processes the person is the central, complex functioning unity.

Second. To employ the concept of "wholeness" in psychology will permit us to view a living experience as one and whole and which is continually remaking itself and therefore creative. It focuses in a personality which increasingly realizes its powers of readjustment. Such psychology is based

not so much upon an analysis of parts (such as sensations, reflexes, synoptic connections, and so on), involved in reaction to specific stimuli as upon the urges, impulses, desires, which converge upon and create the situation as a whole. If psychology is an explanation as well as a description of behavior we certainly would know more about such behavior by inquiring concerning the appeal of the situation and the motives of the persons involved than to ferret out the reflexes involved in the performance. One could tell more about the cause of a murder by studying the motives than by tracing the particular voluntary arcs engaged in the release of the trigger or by describing the reflex arcs involved in the regulation of the flow of adrenin.

EXPERIENCE AS A WHOLE

The S-R psychology can never become full-orbed so long as it considers behavior in a life situation as a summation of bonds. A bond is an abstraction purely. And no accumulation of bonds or abstractions can equal a real life event or series of events. One cannot maintain a steady regard for the total activity as long as he lodges in the parts. One shortcoming of our present psychology is that while it keeps its eye on the particular reaction to a specific stimulus it fails to observe the reaction of the entire person in a continuous series of life events. While it watches the bee as it bobs among the flowers, it overlooks the larger fact that

the bee is laying up honey in the home.

Third. Another significant phase of the concept of wholeness in a life situation may be found in the fact that the person is regarded not as a robot but as adaptive and creative in a complete adjustment. The learner is not to be regarded as a vessel to be crammed full of facts but as a dynamic, reorganizing, and creative agency in a world of persons and things. Children in play continually reconstruct the field in their spontaneous games. Reesema has shown pictures of children in creative play. Out of the same sort of plank some of the children played they had a flying machine. Out of the same plank others made a boat. Some made a house. Still others made a swinging bridge, showing adaptability and creativeness according to the ebb and flow of these life situations. We get different results when we study the child as a living, concrete, interacting person than when we study it as "the child." The similar act of two children of different ages may be impelled by different motives.

A child of three playing in the sand alone may be responding to the manipulatory urge, while a child of nine playing in the sand with his companions may be responding to the gregarious. Each may be doing the same thing. Hitherto we have considered the child as responding to a fixed environment by fixed mechanical laws whereas he responds to a physical and social environment

which is constantly changing, especially the social. This is creative living which we have too little of. As has been suggested there is a vital difference between a picture made by a camera and one drawn by an artist. In the painter's picture the personality of the artist shines through, while the camera never appears in its picture. The person puts himself into his task and shines through his work thus liberating powers which in turn create new possibilities for the full-orbed art of living.

EDUCATION AS ADJUSTMENT

Fourth. This brings us to the much-needed social psychology point of view which regards the interplay of persons. One person becomes literally a part of the life series of events of the other. Here lies the opportunity of the adult as guide and teacher. Here is the molding power of the group. To watch over and help to shape this molding process is the chief task of the educator. This new psychology then has to do with persons — with persons as dwelling with other persons, influencing and being influenced by other persons. Education becomes a matter of personal adjustment as well as learning a logical array of subject matter. More education means more complete adjustment and, therefore, greater release of powers in new and creative worlds of endeavor. Instead of making thinking the ultimate goal of training, the thinking process itself becomes the periscope to point the way for

the incessant life urges to realize their further release with ever new worlds to conquer.

This new psychology is partly the outcome of a revolt against the curbed individuality which results from modern industrialism and is in the interest of social amelioration and security. The new psychology postulates a society which exalts human beings and human needs. Hence, the value of the entire human being and human welfare is uppermost. Individuals cannot afford to be independent and warring but should be interdependent in securing the more abundant life by sharing in a service of worthy aims. The "whole" of the social must ever be above the individual providing the highest realization for the individuals. Sharing in the whole, when his efforts are free and spontaneous, the individual must ever seek to realize the aspirations of the whole. Only into such a society "can the individual fit himself with growing and enduring satisfaction."

We begin to see more clearly what psychology may have to do with education and how both psychology and education have to do with social security. In an article entitled "Education and Social Planning," *Teachers College Record*, October, 1935, John Norton says that a self-regulating economic system is a myth which has exploded in our faces partially blinding us. The same may be said for the entire society. Society cannot be left to drift else it will drift to ruin. It must be planned and

steered by *someone, somehow*. Governmental and civic agencies fail to recognize the fundamental role that education plays in every social advance, especially in a democratic society. The depression and the war have given us clearer vision in that regard. It has convinced us that a machine age must be guided and controlled. This is the central problem of modern life for all the nations, and for the world at large. United States, Great Britain, and Russia are struggling, each in its own way, with this same problem—to make the machine a valuable servant and to place human values above corporate profits and corporate greed.

Some nations look to dictators to provide the necessary control; to conquer chaos; and to bring economic and social security. But in the United States we seek a happier and less dangerous way through social understanding and exercise of intelligence through democratic control. Just here is where education assumes a significant role. In a democracy we are supposed to believe in majority rule. But foresight or planning and majority rule are opposed if the people are ignorant or untrained. To the extent that the masses become educated this opposition vanishes. Ignorance resists the control of most conditions which would improve the welfare of the people while education and the consequent knowledge of conditions will encourage coöperation for the improvement of all. In

our ignorance of economic laws and social conditions, we often resist social guidance, but if we bring our economic and social life under intelligent regulation we may come to see that it is in the interests of all. Not curtailment of goods but adequate distribution to all is one of the greatest needs of the present moment. Knowledge as well as goods distributed to the masses is a fundamental need. Such knowledge distributed through our educational institutions will bring insight to the followers as well as to the leaders, which will mean much for the solution of our economic and social problems. Education must not be sequestered and set upon a hill remote from the teeming highway of human life and progress itself, but must concern itself deeply with the dynamic factors and forces which operate in the complex industrial society of the present day. Our society needs clearer insight over long range, a definite goal to achieve on the part of all, a more effective economic and social literacy if we expect to solve our problems in a democratic way.

FAITH IS ESSENTIAL

Probably the majority of human beings do not believe that our redemption from social ills lies in the direction of an educated democracy. Voltaire preferred a monarchy to a democracy because in a monarchy only one man needs to be educated while in a democracy millions must be educated and the grave-digger gets them before this

can be accomplished. Some say that a democracy is a government by those who do not know, and worse yet they do not know that they do not know. De Tocqueville predicted that America must give up democracy when she became entangled in the affairs of Europe. Macauley said that many an army had prospered under a bad commander but no army ever prospered under a debating society. (He must have had in mind our Congress and Senate.) Carlyle said that democracy is by the nature of it a self-cancelling business and gives in the long run the net result of zero. Wehl says that democracy is a luxury and can live only in a moderately secure and pacific world. And the Japanese Minister of War said not so long ago that we have witnessed the failure of democracy throughout the world today. All of these opinions seem to imply that while the world is at peace and has no stirring problems to solve, democracy will answer; but in a crisis, when there is trouble and conflict, and major disturbances are abroad in the world, power and action need to be centralized in a single head.

There is much truth in these critical points of view. Perhaps the truth is based in the fact that our democracy is far from perfect. Democracy in its practical outcome is not perfect but it can be improved by an enlightened and ennobled citizenry. We are committed to the doctrine that such improvement can come largely through education, through a grad-

ual amelioration of our social institutions.

The redemption of our democracy is in rendering our subjects educated, honest, responsible, and as far as possible intelligent. It is, as someone has said, a dangerous experiment to make the people sovereign, and at the same time not make them intelligent and responsible. As Dewey says, "Democracy is more than a form of government; it is primarily a mode of associated living, of conjoint, communicated experience." And education in a democracy means the liberating, organizing, and integrating of individual powers in a progressive movement towards social ends. Education is a life-process together with the ideals and purposes which help to motivate it. Education is the interaction of persons in a natural and social environment with the advancement and expansion of experience gained thereby. Being educated means that life is being changed in quality, remade at its very core, that life is stained throughout by the results of education as the bones of pigs are stained by madder.

Broadly speaking there are two philosophies regnant in our nation and throughout the world today—the necessarian and the teleological. The necessarian philosophy gives rise to a genetic society; the teleological to a telic society. The genetic society is a trial and error society; the telic is a rational society. The genetic takes what society washes up; the telic carves out the channel in which society

flows. As Finney says, "It chooses its own ends, its means of attaining them by constructive imagination based upon past experience, and deliberately steers itself towards those ends."

It accomplishes those ends not alone by-action but by intelligent, responsible action. The latest pronouncement of philosophical insight says, "Only the acknowledgment, first in idea then in practical fact, of theory and practice, of the intimate union of knowledge and action can create a society having foresight and capacity to plan so as to regulate the inevitable processes of change."

In other words, the redemption of democracy and the attainment of social security consists in straightforward, intelligent, and purposeful planning and action. It

was refreshing a few years ago to hear Dr. Cox, professor of secondary education, New York University, after an extensive survey of educational tendencies and conditions among the principal nations of Europe, say "To live for a while in Scandinavia free from terrors and coercion, among people who are intelligent and purposeful but friendly, hopeful, and internally at peace, is a striking relief for a traveler who has lived for months in Fascist or Communist countries, or in those which are in the process of being terrorized. It prepares one to come back to America determined to throw his weight on the side of tolerance, education, patience, and faith that a democratic people can work out its salvation by purposeful thinking and forceful action."

Utilizing Child Interests and Experiences in the First Grade

VELDA MAE WILLIAMS

The progressive school of today is a place where life problems, which are challenging and vital to the learner, are presented and solved. "Life necessities rather than abstract subject-matter are the bases of the curriculum. Skills are taught as they are needed and are practiced in real life situations. Learning in terms of adjustment, habit formation, and experience is considered more important than mechanical teaching of skills through formal drill. Artificial far-fetched devices are rejected in favor of more natural intrinsically worthwhile activities."¹

The modern school provides a program of learning which secures the fundamental habits, skills, knowledges, appreciations, ideals, and attitudes essential in helping the child intelligently and efficiently to assume his present and future responsibilities and to promote his general welfare. It provides a comprehensive background of information and understanding which enables him to interpret, appreciate, and function in his natural and social environment. This represents the basic philosophy underlying the daily activities and experiences which take place in the

first grade of the Horace Mann Laboratory School at Kansas State Teachers College in Pittsburg.

LEARNING THROUGH DOING

Adhering to the premise that the child learns best through exploring and experiencing, through close observations and careful listening, and from direct contact with his surroundings, the use of visual and auditory aids is stressed. Insofar as possible real life situations are provided both inside and outside the classroom. The children are encouraged to Look and Learn, to Listen and Learn, and to Live and Learn. Many excursions are taken in order to secure first-hand information. Specimens and objects are brought in for close observation and study. Extensive use is made of the bulletin boards, blackboards, charts, pictures, slides, and stereoscopic views. A Keystone lantern and opaque projector are available. These make possible the use of a wealth of valuable and timely materials such as pictures from magazines, newspapers, and books which are projected upon the screen.

The program is centered around the inherent interests and problems of the children, taking advantage of the events and incidents as they occur spontaneously and

1. Gertrude Hildreth: *Learning the Three R's*. Minneapolis, Educational Publishers, 1936, pp. 2 and 3.

naturally day by day. The children's curiosity concerning people, plants, animals, weather, rocks, airplanes, and such things becomes the area of interest, the basis of units of study, and the core of the curriculum.

Although such a program is initiated incidentally, it is by no means developed accidentally or in a haphazard fashion. The teacher acts as guide, counselor, and coordinator. Her function is primarily one of "helping the child to help himself." She has in mind definite and specific goals of achievement. She emphasizes those points of interest which are most worthwhile and valuable in extending and enriching the experiences and concepts of the children. She endeavors to direct the thinking and the doing so that these goals may be accomplished pleasantly and successfully.

CENTERS OF INTEREST

In order to broaden the scope of interest, experience, and understanding, and to facilitate the learning, the room is equipped and arranged according to "Centers of Interest." These include the Library, Question-and-Answer Corner, Science Center, Daily News Bulletin, Weather Observations, Around the World Exhibit, Moving Picture Show, Games Center, and the Art-Workshop units.

The "Library" features books of the informational type, particularly related to social and natural science, such as: Home and family, community helpers, health and

safety, farm and city, people of other lands, animals, birds, food, clothing, travel, and transportation. They are largely big picture books and easy realistic story material presented on the primary level of difficulty. Many opportunities are provided each day for the free use of the library. The children are encouraged to browse through the books in search of interesting material, sometimes solely for recreation and at other times to locate information to help them solve problems. The teacher leads the pupils to realize and appreciate the value of good books as a source of information and recreation. When a child finds something interesting he may wish to show and explain the pictures, or he may ask the teacher to read it to the class. When he develops sufficient reading maturity he is encouraged to read or retell the story to the group. As he advances in ability and interest new materials are added to the library to fit the ever-expanding needs.

The "Question-and-Answer Corner" is often called the "Look-and-Learn Corner." It consists of a large table and a bulletin board. Books, pictures, news clippings, and stereoscopic views are displayed which relate to a subject of special and timely interest to the group. Questions which have been asked by the children are placed on the bulletin board. The pupils then launch forth to investigate and locate the desired information. Bright colored bookmarks are available. When a child finds the

desired information he inserts a bookmark in the proper place and puts the book on the "Report Table" in readiness for the reporting class or story hour. He locates the material largely from picture clues until he is sufficiently advanced to read the content independently. Sometimes the selected material is printed on cards or charts or in a class booklet.

The "Science Center" includes a large glass exhibit case (a discarded showcase secured from a store) which is our museum, an exhibit table where the children place their specimens and objects for display and study, and an aquarium. A screened box serves as a cage for pets and other live specimens. Many new things are contributed each day. These offer a constant source of experience as well as academic achievement. It is most stimulating, challenging, and extremely fascinating.

INDIVIDUAL PARTICIPATION

For a "Daily News Bulletin" some significant events are recorded on large sheets of newsprint. Since it is read each morning we call it *The Morning Sun*. It may be a report of some individual or group experience which occurred either inside or outside the classroom. The children are encouraged to bring in interesting and worthwhile human interest stories, news clippings, and pictures from magazines and newspapers. These are reprinted in our news bulletin, pasted in a scrapbook, or displayed on the bulletin board. Occasionally

a mimeographed reproduction of *The Morning Sun* is taken home by the children to be read to the parents. It includes at least one item concerning each child as well as group activities. It is composed and organized by the children with the teacher acting as printer and editor. This is an excellent means of informing the parents concerning school activities.

One of the most delightful of the classroom activities is the making and showing of their own "Moving Picture Show." The making of the film-strips is a group project which involves valuable and happy experiences. It includes training in selecting, evaluating, organizing, planning, discussing, sequential thinking, continuity of ideas, drawing, coloring, painting, oral composition, oral expression, and measuring, as well as training the child in social adjustments. Some of the strips are portrayals of favorite stories which were previously read by the pupils or teacher. The story is divided into incidents each constituting a shift of scene or action. An individual or a committee is appointed to make each picture. The members of the class plan the content of the pictures so there will be continuity and sequence of ideas, colors, sizes, and other details. Some strips involve reading in addition to pictures. Many represent the culmination of a unit of study. When a strip is shown the children present the speaking parts, the interpretation of the content and the sound effects.

RECREATION

The "Games Center" is a favorite spot during free activity periods. Many games of the educative type are available, such as: Puzzles, ring-toss, bingo, pegboards, colored beads, paper dolls, building blocks, tinkertoys, dominoes, anagrams, and other word recognition games. They offer opportunities for number experiences such as counting, keeping scores, reading and writing numbers; for learning the meanings of numerical terms, and for developing visual discrimination regarding colors, sizes, and shapes. They also encourage the development of manipulation, judgment, self-control, creative expression, and social adjustment.

The "Art Center" is equipped with an easel, various sizes of newsprint, paints, crayons, clay, colored paper, paste, and other essential materials. Most of the work evolves from, and is integrated with, all the other classroom activities. Creative expression is emphasized. Materials are easily accessible at all times. Free use of this center is encouraged. The "Workshop" is a part of the art and crafts program. It is the place where the construction and building activities involving the use of wood are conducted. These also are coordinated with all other classroom activities and units of work.

The "Weather Observations" are particularly interesting to the children. The changes in weather and seasons are a significant part

of the child's environment. He is curious about the rain, snow, fog, wind, and sun. The teacher takes advantage of the changes in atmospheric conditions to emphasize the causes and results of such phenomena. Weather changes are observed and recorded on the calendar or weather chart. Simple experiments are performed such as observing the evaporation of water, the melting and freezing of ice, and the formation of frost and steam. Thermometers are read and temperatures recorded.

An "Around the World Exhibit" is popular. The war, the airplane, the radio, and the movies have greatly enhanced the child's horizon. The six-year-old of today is a world-conscious individual. His span of interest encircles the globe. In many cases the child's relatives and friends have been engaged in overseas service. He is curious to know about the people and places where they have been. Countless numbers of articles and pictures are brought to school and shared with the group. They are displayed and the children explain their contributions. These offer a simple and natural medium for the development of understandings, concepts, and attitudes which encourage good will, respect for humanity, and appreciation of the contributions of other peoples.

SELF-ACTIVITY

The daily program starts with a "Free Activity Period" at which time each child works or plays at some activity of his own choice.

Also at this time individuals and small committees assume their delegated responsibilities for locating and preparing materials for special reports and activities. Children are encouraged to use this time to investigate and find the answers to their questions. Although the teacher acts as supervisor and counselor, she stresses pupil self-reliance and self-responsibility. If a child has something to present to the reporting class, he talks it over with the teacher. This assures readiness both of the teacher and the pupil. Worthwhile selection and proper preparedness are emphasized as an important part of the child's training.

SOMETHING FOR EVERYONE

When school is resumed for the morning session, the children take their places ready for the "Reporting Class." Each child is given an opportunity to present his contribution and express himself orally. The teacher endeavors to emphasize something of real educative value from each report such as good social attitudes and ideals, health, safety, good diction, clear enunciation, correct pronunciation, good listening habits, free oral expression, extension of the speaking and meaning vocabularies, word recognition, number concepts, increased knowledge of sci-

ence, and general information. The children are always eager and enthusiastic concerning their reports because of the fact that they are presenting something of their own choice and special interest.

Real specimens, concrete objects, and first-hand experiences are used extensively throughout the whole program. They are the most reliable mediums for the development of correct concepts and clear understandings, as well as for establishing readiness, and promoting a satisfactory program of all phases of the curriculum. Particular emphasis is placed upon the social utility values of the specimens and the development of a keen desire to secure the true facts about them.

Training the child to be responsible for finding the answers to his own questions independently, insofar as he is capable, is stressed consistently as a major goal. The child comes to realize that if he observes closely, listens carefully, and thinks intelligently he will learn to understand and enjoy the wonders of the world in which he lives. Our first-grade children are learning how to educate themselves. They have already discovered that it is largely through intelligent application of the 3 L's namely, Looking, Listening, and Living.

Guidance, Placement, and Follow-Up: Their Importance in a Postwar Business Department

RALF JAY THOMAS

Trends in our educational cycle definitely point to more and more emphasis being directed toward the guidance area. Schools throughout the country, encouraged by their State Departments of Education, are gradually becoming "guidance minded" and have started to adopt some of the techniques and tools commonly associated with a good guidance program.

The Educational Policies Commission of the National Education Association in its recent report, *Education for All American Youth*, has implied, through its aim to produce a person well adjusted to modern society and to emphasize area specialization, the important role guidance will have to play in our educational system.

Naturally, a majority of our schools are not in a position to hire full-time guidance specialists. However, this does not mean that they cannot maintain effective guidance programs, provided some members of the staff are interested in and have some training for guidance work.

ROLE OF THE BUSINESS TEACHER IN A GUIDANCE PROGRAM

Exactly where does the business teacher fit in the guidance picture, and what effective techniques and tools can be used by the department in promoting the guidance program of the school?

1. *Emphasis Upon Vocational Guidance.* The business teachers are in a strategic position to be of real assistance in the field of vocational guidance not only by offering in the course, commonly known as "General Business Training," exploratory work in the realm of business subjects, but also by presenting an over-all picture of vocations from the standpoint of occupational possibilities, job responsibilities, employment opportunities, educational requirements, and necessary character traits and attitudes. Earl Strong in his book, *The Organization, Administration and Supervision of Business Education*,¹ has indicated this as a proposed program trend. In this way

1. Earl P. Strong: *The Organization, Administration and Supervision of Business Education*, pages 128-129, 1944, Gregg Publishing Company, New York, N. Y.

the students would also be more adequately prepared for their area specialization as stressed by the National Education Association.

There is at the present time quite a bit of excellent material written especially for students of the high-school level dealing with the various phases of vocational guidance. Likewise, guide material for teachers has been prepared that is especially helpful. At the end of this article is a suggestive list of some materials that might be used.

2. *Maintenance of Cumulative Records.* Some schools have already started the policy of recording a child's progress from the time he enters school until graduation. In this way the school has a lasting picture that can be very useful in the years to come.

The business department may not only want to assist with these records, but also supplement them by the inclusion of pertinent facts relative to the achievement of individual students, not only from the standpoint of the basic business skills, but also any character traits as observed by the instructors. These permanent records will likewise serve to present prospective employers with a more reliable and accurate picture of the graduates.

The exact form of the cumulative record for the department itself will naturally depend upon the extent of specialization offered by the school in the business field and its desired purpose. In the article, "*Guidance Records for a Com-*

mercial Department,"² there appeared a sample form that might be used as a basis for starting such records.

3. *Assistance with the Testing Program.* Through their work in the field of vocational guidance, the business teachers will undoubtedly become acquainted with some of the tests commonly used in discovering the vocational interests and aptitudes of students. The skill necessary for the proper evaluation and interpretation of these tests could be obtained at one of the guidance workshops that are becoming very popular.

Prognostic tests for business subjects themselves are still in an embryo stage. There are a few aptitude tests, e. g., The Minnesota Clerical Ability Test, that might be used by the department as aids in the testing program.

Through such a standardized medium as the National Clerical Ability Tests, the school, student, and teacher are able to secure a more accurate picture of the individual achievements of the students in the various business subjects. Tests of this nature will undoubtedly be more popular in the years to come and will be incorporated into the testing program of the school.

4. *Counseling Work.* Counseling is something that is not new—alert and progressive teachers have been doing it for years. The observant business teacher should

2. R. J. Thomas: Guidance Records for a Commercial Department, *The Balance Sheet*, November, 1942, page 109.

be able to counsel and make recommendations along such lines as educational adjustment, vocational guidance, personality difficulties, emotional disturbances, physical defects, and improvements of pupil morale.

For an interview to be most effective, it is well for the counselor to take into consideration such essentials as preparing properly for it through a study of the pupil's personal data inventory, allowing sufficient time, holding it in a private place, establishing rapport, terminating with a feeling of satisfaction to the pupil that he has worked out the problem, and recording the results of the interview after the student has left.

DEFINITE NEED FOR A MORE SYSTEMATIC PLACEMENT PROGRAM

In the past, many business education departments gave little thought to the problem of placement work. Many graduates, therefore, found themselves left to their own resources in finding positions.

A change in this situation is being brought about now largely through the rapid strides being made in the field of distributive education and the emphasis placed upon "on-the-job" training in both the retailing and secretarial fields. It therefore becomes apparent that through necessity representatives of the business education department will become the liaison officers between students within the department and industry, resulting in the need for a better place-

ment program and closer coöperation with business itself.

Acting as the "middleman" in this placement picture involves coping with certain situations and problems by the business department. In the first place, it is necessary that the department sell itself to business and industry. During these abnormal times, this is perhaps an insignificant problem but it is well to lay the groundwork for the years when things will return to normalcy. Personal contacts, coöperation from civic organizations, letters explaining the business program and placement service of the school, "open house" demonstrations, and personal invitations either to visit or speak to the various groups within the department are all mediums that may be used by the school in acquainting industry with the type and quality of work being accomplished.

Secondly, it will become important that the department maintain cumulative records of the achievements made by the students majoring in the department as a basis for present and future recommendations. The value of these records has been discussed previously.

In the third place, it becomes essential that the department keep abreast of current needs and trends of business for possible curriculum revisions and emphasize not only the basic skills but also such things as correct business procedure, job application, and the requirements for various types of occupations.

PROVISION FOR FREQUENT FOLLOW-UP WORK

Closely allied to the placement problem and a good guidance technique that is rapidly gaining prominence in our educational system is the use of the follow-up studies of both graduates and drop-outs as one gage for determining the effectiveness of the program.

Frequent sampling follow-up studies from both the employer and employee standpoint by the business department can be both challenging and stimulating to the instructors within the department itself. They will serve to reveal not only how effectively the department is functioning in serving the needs of former students and industry, but will also offer possible suggestions for curriculum revision essential to make, not only the department, but also the individual courses more purposeful.

These studies may take the form of either personal interviews with graduates and industry or the mailing out of a questionnaire to them. Naturally the former plan is somewhat limited in its scope. The actual expense involved in carrying out a follow-up study may be borne by either the school or some organization such as the Commercial Club.

In the actual preparation of the questionnaire it is important to seek only pertinent information, making it as short as possible,

otherwise the response may be unsatisfactory. Business teachers will be interested not only in such things as type of work, skills required, further educational requirements, salary received, vocational traits essential for the position, but also in recommendations as to possible curriculum revisions and business procedures that the department should emphasize. Occupational Information and Guidance Bulletin No. 14, entitled, *A Follow-Up Study*,³ or the article, "What Becomes of Your Secretarial Graduates,"⁴ both give helpful information and suggestions relative to the preparation of the form itself.

The follow-up work of the business department does not necessarily end with the sending out of questionnaires seeking information. It may also be interpreted as offering further assistance to its graduates through such mediums as adult education work which will undoubtedly become very popular, and the holding of conferences for former business students especially in the secretarial field at which time some of the newer trends in office procedure are discussed by authorities on the subject.

3. Markham, W. T.: *Follow-Up Study*. Occupational Information and Guidance Bulletin No. 14, State Board for Vocational Education, Topeka, Kan., 1945.

4. Donaldson, Ernestine: "What Becomes of Your Secretarial Graduates," *Business Education World*, April, 1941, pages 667, 668.

SUGGESTIVE BIBLIOGRAPHY OF GUIDANCE MATERIAL FOR THE DEPARTMENT

The source material given below would be especially helpful in building up a library for the business teacher interested in such phases of guidance as counseling, follow-up and placement work, and vocations.

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* Especially for high-school students.

Humor in American Literature

WALTER PENNINGTON

Humor in our literature is beginning to receive some of the recognition it deserves. It has been the fate of the funny man to be accepted by the world as a clown, to be enjoyed, but not to be thought of as company for above stairs when the entertainment was over. Occasionally, when we recall the humor of a man like Lincoln or Mark Twain, we realize the truth in William Lyon Phelps's observation that "Any fool can be serious; it takes originality and talent to be entertaining." Stephen B. Leacock maintained that his writing of books on economics was easy, that contrary to popular opinion, his humorous work called for the real effort; it had to come from him, and not from a mere assembling of facts and figures. Perhaps we have stressed too much the dictum of "high seriousness" as a criterion of greatness in literature. But today an impressive bibliography of source and secondary material on humor in American literature exists, though much remains to be done. Among the leaders in this field, to name a few, are Bernard de Voto, Franklin J. Meine, Constance Rourke, and Walter Blair.

CHARACTERISTICS

The chief characteristics of American humor have been observed: exaggeration and anti-

romantic irreverence. While, of course, such a statement oversimplifies the problem, it serves for a brief record of fact. Exaggeration was bound to develop in such a vast country, where so many surprises met the frontiersman that embellishment could not be done in any half-measures. So Bill Merriwether's brother had a pair of breeches that shrank so suddenly in a rain that the lad was seen to shoot up into the air, but never came down; later Paul Bunyan at the age of two built Niagara Falls for a shower bath.

Antiromantic irreverence was not irreligious, but rather a sane, healthy disregard for whatever might be Mrs. Grundy's sacred cow of the moment. At a time when every district school had its spelling bees for young and old, and when pride in spelling took on the national importance that we now accord to baseball, the humorists went in for bad spelling. When nearly every American felt that he should do the Grand Tour in Europe and go into ecstasies about everything he saw, Mark Twain ridiculed the fashion. Our humorists have always served thus as a balance-wheel. No humorist could ever be an out-and-out reformer with all the zeal and righteous indignation that the term implies, but he can keep us from going too far in any direction by smiling at

our foibles. Perhaps in the long run he accomplishes more than the zealot.

If we were to begin at the beginning and give a chronological survey of humorous writings in this country, the material of the colonial period would not come strictly under the definition of native American literature. We could, to be sure, find much entertaining reading prior to 1830, the date usually given for the emergence of a national consciousness of a typical American humor. The colonial days, dour as they are usually thought, are so because we read the writings of the men who took themselves and their world so seriously, writers who were sure of two things: The saints shall inherit the earth; we are the saints. So we read Michael Wigglesworth for his versified Calvinism, but surely Sarah Kemble Knight is more enjoyable and had a keener mind; even the much-maligned Thomas Morton in his sprightly *New English Canaan* should be innocuous to a generation that listens to Walter Winchell. And Richard Byrd could still be enjoyed by anyone but a tar-heel. But these people we must rule out if we are seeking native American humor, for that began with the birth of Jack Downing, in 1830.

AN AMERICAN TYPE

The emergence of native American humor awaited a well-defined American type character, one that had sufficient differentiating characteristics to set it apart from the

types that had been brought from abroad. The Down East Yankee provided such a character. He evolved gradually on the stage and in oral stories, then in literature. He was tall, lanky, shrewd, laconic. His spouse was usually represented, as in the Widow Bedott stories, as loquacious. He made wooden nutmegs, was good at a hoss-trade, and knew how to gain his point by telling the truth without telling the whole truth. He advertised a kicking cow as one "whose milk could not be got into one pail," and a horse that wouldn't cross a bridge in a town surrounded by bridges, as "a fine horse; only reason for selling, owner wishes to leave town."

THE "TALL" TALE

Approximately simultaneous with the development of the yarns about the Down East Yankee is the fall tale of the Southwest. It was well established orally before it was committed to writing. Seba Smith launched it in literature with his creation in 1830 of Jack Downing, who was to flourish until Civil War days, and, of course, have many competitors. The tall tale varies with its locale: It may be about keelboating on the Mississippi—this theme has developed its own hero, Mike Fink—or about the doing of Georgia crackers, or about hunting bears in Arkansas. Meine, in the introduction to his *Tall Tales of the Southwest*, gives a list of ten subjects which the tales include, every item listing some phase of active frontier life.

Thorpe's *Big Bear of Arkansas* is perhaps most often mentioned as the great classic in this type of story.

The tall tale has persisted in America. Modern tall-story tellers could profit by reading some of the tall tales of the 1800's; perhaps they do. On a radio program this spring the idea was dramatized of a one-man jury which, after careful deliberation, brought in the report that the jury disagreed. Joseph M. Field published a story "A 'Hung' Jury" with exactly this theme in 1846, just a century ago!

There gradually developed a group of professionals, known today as the literary comedians, who flourished during the half-century from around 1850 to 1900. Some of the leading names in this group were Josh Billings (Henry Wheeler Shaw), Bill Nye (Edgar W. Nye), and Finley Peter Dunne, creator of Mr. Dooley. These men used the essay form largely in their ridicule of current foibles and their attacks on the politics of the period. Several of the literary comedians took to the lecture platform and made considerable money, but lost the anonymity they had previously preferred. When humor began to pay, it took on a greater respectability.

The local color humorists of about the same period comprised many authors who are still being read: Harriet Beecher Stowe, Edward Everett Hale, Joel Chandler Harris, Bret Harte, Edward Eggleston. These writers gave their generation the details of life in a

certain section, details so accurate that their stories are of value today to the social historian. Edward Eggleston's *The Hoosier Schoolmaster* remains as a chapter in the history of education in this country; Joel Chandler Harris' Negro stories depict a South that once existed, for his animal stories are told by a very real old Negro to a very real little boy, and include much of the plantation life of the time. Some of these writers, notably Harris, reproduce also the dialect.

The excellent qualities of this long line of writers culminated in the genius of Mark Twain, who, far from being an isolated phenomenon, represents rather what could be accomplished by one possessed of more than ordinary native ability and trained in the school of tall tales and local color. Mark Twain has enough of the universal in his themes to keep much of his writing still in our general reading, but much of even his work needs historical comment in our day, for humor deals with the passing parade.

CURRENT TRENDS

What are the status and the trend of humor in our time? On the radio humor uses again the spoken word. Exaggeration and antiromantic irreverence are the bases of many of its themes. The time limitations imposed by the radio have brought the point of the joke nearer its beginning. Only so much exposition is given as is essential for an understanding of the

point, which cannot be held for the sake of suspense. We find our humor everywhere: even among the grim scenes of war we produced a Bill Mauldin and a Private Hargrove. Phrases like "purple heart corner" for the most dangerous position in an air formation came into being; such phrases illustrate our ability to give a humorous twist while producing a most expressive phrase.

While the radio, the joke page, and the comic supplement supply humor for mass consumption, a more erudite and sophisticated type is furnished by a few magazines and books. On this literary level there is usually no attempt to make the material all funny. When *Esquire's* "Smileage Chart" reported *The New Yorker* as 28.8 percent humor per issue, *The New Yorker* disclaimed any intention to be over "15 percent funny at the outside."

There has been a steady flow of

humor in our country from its earliest days, and of native humor since about 1830; a study of this form of literature gives us a grass-roots understanding of the people and of local and national affairs. The new prominence which the study of humor is assuming is justified. Perhaps the day will come when one will find in college catalogues something like this:

English 150. Development of American humor. 3 hrs. Native American humor from Seba Smith to James Thurber. An apperceptive study of the characteristics of successive periods as shown by the humorous writings, together with an evaluation of the present-day trends of humor.

Such an appreciative study might do for our taste in humor something comparable with that which is accomplished by a study of music, or art, or of other forms of literature. Masfield has said, "The days that make us happy, make us wise."

The Need for Guidance in the Public Schools

EDWARD CHARLES ROEBER

This is a glorious time to be alive for those who love a "scrap." American education is at the cross-roads, on the one hand a return to intellectualism and the Middle Ages, or adventuring in human relationships on the other hand. Past experience indicates that the public school has not been so effective as its admirers would desire. The causes for its inadequacies are indeed complex, but most likely the culture of which schools are a part has been the primary cause of its static course.

In society today we find rather disruptive and disintegrating forces at work. For example, the home, at one time the very heart of this nation, has been floundering on rocks, tossed about by high divorce rates, by relaxed moral standards, by conflicting moral standards of home and community, by a philosophy that parents owe nothing to their children, or by commercialized entertainments which sometimes play upon the baser emotions in man. This feeble grip by the home is leading this country to one of its worst crime waves in the history of mankind. It might also be added that with the increased leisure time of father and mother, caused by a decrease in the number of hours of work per day, crime may attract a sizeable

number of persons who by age should know that "crime does not pay."

It is also evident from population studies that the nation is growing older, a serious phenomenon for the youth of a nation. Their age of employment, of marriage, of economic independence, and of reasonable economic security will be postponed even longer than it has been in the past. It would not be difficult to ramble on for hours describing the serious condition of American culture today as it relates to the problems of youth, all of which leads to the conclusion that the school must assume a greater share of responsibility for meeting the needs of youth than it has in the past. Unless public schools grasp the full significance of their responsibilities, they may soon find themselves in competition with an extensive program for youth, a program similar to the old CCC and NYA, only on a much broader scale.

GUIDANCE AS A PART OF THE NEW EDUCATION

One means of meeting the needs of youth has been and always will be an adequate guidance program. This is no panacea for all educational ills. At its best even when combined with outmoded cur-

ricula, though, the guidance program can greatly increase the effectiveness of the public-school program. Enough evidence may be gathered from answering the following questions to show the necessity for adequate guidance and counseling:

CRITICAL QUESTIONS

1. How many students drop out at the different grade levels?

2. How many of the drop-outs really have high abilities?

3. Why do these students leave school?

4. Could these drop-outs have been prevented?

5. What happens to these drop-outs?

6. Are these drop-outs assisted in planning the next step after leaving school?

7. How many students have any realistic notion concerning their interests and abilities?

8. How many students are acquainted with the countless opportunities in the world of work?

9. How many students are the products of broken homes?

10. How many students in school are working beneath their level of ability? Why?

11. How many students who graduate and go to some college or technical school are given more than cursory guidance?

12. How many adolescent students are disturbed by the conflict between sexual standards of the home or church in relation to those exhibited in movies, periodicals, papers, radio, and on the street?

13. How many students are disturbed by somatic variations which are continually exaggerated and aggravated by advertisements, both printed and over the radio or on the screen?

14. How many students actually feel that they are an integral part of the school or that "they belong"?

15. How many students understand the purpose of a general education?

16. How many students have hobbies, and how many spend their leisure time going to some form of commercialized entertainment?

17. How many students know the vocational opportunities which exist for persons who like and have ability in definite school subjects?

18. How many students have some physical disability that may be corrected or for which special provisions should be made?

19. How many students are participating in extracurricular activities?

20. How many students cannot participate in some curricular or extracurricular activity because the school does not provide such facilities?

21. How many former students or graduates have been followed year by year since they left school?

THE ANSWERS?

It would take no great imagination to make additions to this list. Let those whose hue and cry have been that the ordinary classroom teacher is equipped for these tasks

examine the questions carefully. Let those who contend that guidance is a fad or a frill, a passing fancy, answer these questions or expect some other organization to answer them.

OPPORTUNITIES FOR STUDY OF
THE PROBLEMS

With the realization that so much must be done in a short time, Kansas State Teachers College has provided courses and experiences which, with the aid of other established courses, will train school guidance workers. At the present time these courses are designed primarily for graduate students; but, if the guidance movement is to function properly, the program will eventually have to include basic undergraduate work. Teachers, principals, superintendents, and even school board members, might well profit from experiences in the following guidance courses:

Course No.	Name	Credits
180	Introduction to Vocational Guidance	3
222	Pupil Guidance	3
370	Practicum in Guidance and Personnel Work (Laboratory experience in counseling)	2 or 3
380	Advanced Practicum in Guidance and Personnel Work	2 or 3

321	Seminar in Personnel Work (Students work on personal problems)	1 to 3
224	Guidance of Children in the Elementary School	3

Additional courses in Social Biology, Genetics and Eugenics, Hygiene and Public Health, Educational Measurements, Educational Sociology, Problems in Teaching of Reading, Recent Investigations in Nutrition, Modern Family, Child Development, Elementary Mathematical Statistics, Mental Tests and Measurements, Psychology of Emotions, Psychology of Exceptional Children, Contemporary Philosophy, Social Origins, Social Controls will make definite contributions to the training of a public school guidance worker. These courses will assist in an understanding of human beings in their environment.

Most positions in guidance work for some time will probably be only part-time work at best. Trained workers in this field, if they really desire to put their skills to practice, will create their own position. Administrators, school boards, and parents will demand this service as a part of the regular educational program *if* and *when* they realize the worth of such a program. Inaction at this crucial period may very well be disastrous in terms of the status of the public school.

The Objective of a Public School Financial Audit

HAROLD EUDELL BINFORD

In a democratic community there should be a feeling of responsibility for all governmental activities. The objectives of democracy cease to exist when a community loses this feeling. The more nearly the governmental activities are centered in the people, the more masterful the democracy idea will be.

The public school system may be a powerful instrument for democracy or it may be one of its greatest enemies. Efficiency and democracy should be kept in mind when functional systems are under consideration. The determining of an auditing system is no exception to this rule.

AUDITING OF PUBLIC SCHOOL FINANCIAL RECORDS DEFINED

Audit and inspection are two words generally misused. There are so many uses for the words audit and inspection that their application to public school financial records needs explaining. Judging from the statutes of the several states, these terms are used interchangeably. On the whole, the statutes are not very definite as to what constitutes an audit or an inspection of school-board records. One gets the general impression, however, that the significance usu-

ally attached to these terms when applied to public school financial records is that a verification of the cash activities is to be made as to their accuracy and legality. Of course an audit should mean more than this.

Auditing, as used in a professional sense, may be defined as a systematic procedure whereby one undertakes through examination and verification to pass competent judgment on the correctness, completeness, and truthfulness of financial statements, accounts, documents, vouchers, and other supporting records and data; communicating if necessary, with outside parties; and the submission of a report upon the results thereof.

An audit of the public school financial records should verify all accounts which appear on the books, attempt to discover all items which do not appear on the books, reconcile the cash account and the bank statement, analyze the sources of all income, verify all invoices paid, order blanks and warrants issued, study the business practices and procedures of the school board, survey the minute book of school board meetings, uncover errors of both method and fact and pass judgment on them, evaluate the accounting system,

and determine whether or not the fiscal affairs of the school district are administered according to the laws of the state. It should also criticize practices, procedures, policies, and facilities; commend efficient methods, procedures, systems, and employees; and recommend desirable and necessary changes and adjustments. This information should be reported in a uniform method year after year so the data gathered may have comparable value.

NECESSITY OF AN ADEQUATE AUDIT OF PUBLIC SCHOOL FINANCIAL RECORDS

A school superintendent was once suspected of illegal handling of the school funds and accused of violating certain statutory provisions of the state. The accusers demanded an immediate audit of school records. The auditing agency, the state department of education, sent its best political auditor to make the required investigation. The investigation was completed after a three-hour session with the school superintendent, and the investigator left on the next train for the state capitol. The school superintendent was able to appear before his accusers with a statement, stating the books had been found to conform to the laws of the state. When asked by a friend how long it took the auditor to make the investigation, he replied with a broad grin, "Two good cigars and a half dozen dirty jokes." The accusers saw through the politics behind the in-

vestigation and took the case before the circuit court and the grand jury returned several true bills against the superintendent.

This illustrates a very extreme condition. Seldom does one find a dishonest school official. In fact, the evidence in the above case did not disclose dishonesty. It did disclose ignorance and poor judgment. When one realizes that a large percentage of school auditors scarcely know the difference between a debit and a credit, one is tempted to question the value of their work.

The auditor of the public school financial condition must be familiar with school accounting procedure. It is possible for the true financial condition to be concealed even from an expert accountant unless he is well versed in the financial management of public school funds. The services of an unprejudiced and reliable accounting firm familiar with public school affairs should be secured to make the audit. The cost for such professional service will be well repaid to any school district, regardless of size, in the improvement made in its accounting system and also in the confidence gained from the public.

REPORTING THE AUDIT

It is essential that the facts regarding the financial condition be presented to the public accurately, completely, and without prejudice. The audit report should state the facts to the public and be backed up by the authority of a good re-

liable auditing firm that has the confidence of the public. A detailed audit should be made annually at the close of the fiscal year. The report of this annual audit should be published and signed with a sworn statement of the auditors. This annual report should be made in the form convention-

ally accepted for reporting educational financial affairs and the same form followed each year. The average citizen will soon learn to use these reports for annual comparisons. The school administrators can make valuable use of these reports to aid in better administration.

Contributors to This Number

Harold E. Binford (M. S., University of Denver) was appointed instructor of commerce and business administration in September, 1942. In June, 1946, he was promoted to assistant professor, and in September he resigned to take a position with the U. S. Veterans Administration in Wichita, Kan. He has had six years of experience as instructor of commercial subjects and coach of athletic sports in public high schools, and two years of service with the U. S. Navy in the South Pacific, 1944-1946. He is a member of the National Education Association and of the Kansas State Teachers Association; also, Phi Delta Kappa, and Pi Omega Pi.

J. Gordon Eaker (Ph. D., State University of Iowa), professor and head of Department of Language and Literature in 1945-1946, came to the College in 1932 as assistant professor of English. In September, 1946, he resigned to accept a position as head of the Department of English in the newly established Junior College, Jersey City, N. J. He is a member of Phi Beta Kappa, the Modern Language Association of America, American Association of University Professors; author of a monograph on Walter Pater, and a fre-

quent contributor to philological and educational journals. He is a member of the National Education Association and of the Kansas State Teachers Association.

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Charles B. Pyle (Ph. D., Boston University), professor of psychology and philosophy, came to Kansas State Teachers College in 1924 as associate professor of psychology and education. From 1927 to

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Claude W. Street (Ph. D., Teachers College, Columbia University), professor and head of Department of Education and Director of Teacher Education, was appointed to his present position at Kansas State Teachers College in 1932. After serving as city superintendent of schools for 11 years, he was a member of the staff of the Minnesota State Department of Education for five years, and then director of teacher training, State Teachers College, Mankato, Minn., two years. He was visiting professor at the University of Minnesota. He is a member of the National Education Association, American Association of School Administrators, National Society for the Advancement of Education, American Association of University Professors, National Society for Curriculum Study, National Society of College Teachers of Education, Kansas State Teachers Association; also, Phi Beta Kappa, Kappa Delta Pi, Phi Delta Kappa, honorary educational fraternities.

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