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THE EDUCATIONAL LEADER

INDUSTRIAL AND VOCATIONAL EDUCATION
AND LIBRARY NUMBER

Published by the Faculty of the
KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS



Thanks to the foresight of the founders, the campus of Kansas State Teachers College now has many beautiful trees and shaded walks and drives.

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Vol. 11

MARCH, 1948

No. 2

The Educational Leader

WILLIAM T. BAWDEN, Editor

VOL. 11

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The EDUCATIONAL LEADER



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MARCH, 1948

No. 2

Conference and Workshop On Silversmithing Design

BERT ORVILLE KEENEY

A unique contribution to American art education was made possible by G. H. Niemeyer, president of Handy and Harman of New York. His company, one of the largest dealers in precious metals, sponsored the first working conference in silversmithing ever to be held in this country. This conference during the month of August, 1947, was entirely complimentary to the teachers who participated.

The objectives, as stated by Mr. Niemeyer at the beginning, were to offer the teachers who were invited an opportunity for individual research under the guidance of a skilled and talented craftsman. He pointed out that the research would include both design and techniques, and he emphasized that "one is useless without the other."

Miss Margret Craver, Handy and Harman's consulting silversmith, and one of the most accomplished designers in gold, silver, and platinum in the United States, arranged the conference. Two essential re-

quirements of such an undertaking had to be solved—the selection of a suitable meeting place, and a teacher qualified to achieve the objectives in view. Miss Craver decided that the studios of the Rhode Island School of Design, at Providence, most nearly met the needs of such a conference, and Handy and Harman negotiated to make them available.

During the past year Miss Craver had the distinct honor of being the only American and the only woman ever to be invited to a similar working conference conducted by the Worshipful Company of Goldsmiths, in London. Here she met William Bennett, instructor in the Sheffield College of Arts and Crafts, of London. Through her recommendation Mr. Bennett was obtained to conduct the conference at Providence. It is significant that Mr. Bennett teaches the apprentices of the Sheffield Silver Company of London, and that he has been awarded the Freedom of the Gold-

smiths Company and of the City of London for his contribution to the improvement of design in the field of silversmithing.

Handy and Harman chose twelve candidates from the teachers over the country who indicated a desire to attend the conference. The schools represented were the University of Washington, Seattle; New Mexico Highlands University, Las Vegas; Texas State College for Women, Denton; University of California, Los Angeles; Kansas State Teachers College, Pittsburg; Kansas State Teachers College, Emporia; University of Kansas, Lawrence; School of the Wichita Art Association, Wichita, Kansas; Catholic University of America, Washington, D. C.; San Francisco Junior College, San Francisco, California; Philadelphia Museum of Industrial Art, Pennsylvania; Fort Wingate School of the Navaho Reservation, New Mexico.

INSPIRATION

The conference was highly stimulating from two points of view. In the first place it exemplified the mechanics of gaining what might be called design integrity. This condition can come about only in a learning situation in which the teacher commands respect and admiration by his own creative work. There must be no doubt of the teacher's knowledge of the limitations and characteristics of the materials in which he is working. In such a situation the student will give himself over to the immediate design relationships of the problem

as he feels them to be associated with the medium. He feels secure in that the necessary processes and related information will be forthcoming from the teacher as the need for them arises.

The artist-teacher will obtain self-evaluation from his students. A familiar expression by Mr. Bennett, "Are you quite satisfied with this," is significant. In order to make this technique of teaching at all meaningful the instructor—perhaps we should say master—must have such a sensitiveness to design relationships and the rightness of a composition that he can detect weaknesses at a glance and direct student attention to them. This direction must be offered in such a manner that the student will consider the suggestions without losing sight of his original idea.

The lack of this specific ability is a glaring weakness of many teachers. They are totally unconcerned about securing an indigenous expression from the students with whom they are working. In most cases they just do not know how to get it. Perhaps it was this condition that prompted Mr. Niemeyer to comment on the relationship between design and technique, "One is useless without the other." It was this conviction that prompted him to go to the trouble and expense of obtaining Mr. Bennett. He is sure that this design consciousness can be acquired only by having worked with someone who already possesses it to unusual degree.

Under such a teaching situation the design consciousness of the stu-

dent is strengthened immeasurably by critical evaluation by the master teacher of his work. Mr. Bennett excelled at this. One felt his evaluation to be fair and unprejudiced. Design by this technique is not a cold, unrelated set of principles. It is living and responsive, and is associated with the personality of the person who has achieved it. As Mr. Bennett says, the true designer will never be entirely satisfied with the object he has created. It is here that the utmost skill of the master teacher is taxed. He must direct the thinking of the student to improvements and future growth based on achievements already made. This is related to the pride and satisfaction that has resulted from an honest effort by the student to obtain the most advantageous combination of design quality and mastery of technique of which he is capable.

HONEST EFFORT

Mr. Bennett demonstrated that he would not tolerate anything less than an honest effort on the part of the learner. The tendency to accept less than an honest effort from the student may be set down as another weakness of our educational system. But far worse than this is the tendency of so many teachers to disregard the design quality of student work altogether. In Mr. Bennett's opinion, it is just as bad to copy objects that have already been done. Further, if any growth of design consciousness is to take place in the student's mind, it must be related to the way he thinks about the medium and the place or function it is to serve in his environment.

The second feature of the conference, which was highly stimulating, was the opportunity to work with a group of people who had like interests, and who possessed skills and ability to design well above the average. There was a respect for individual viewpoints, and discussion of individual problems, as well as re-evaluation of standards. The members of the conference worked eight hours a day, and the interest became so pronounced that some worked as long as the doors were open. Mr. Bennett lectured at least one hour each day, and his demonstrations were as frequent as individual problems and the processes pertaining to them necessitated.

LECTURES

In addition to the regular work, four outstanding lectures were provided. It may be of interest to note the speakers and the topics chosen:

1. Phillip McConnell, Secretary of the Society of Industrial Designers, who spoke on, "The Place of the Craftsman In the Industrial Civilization."

2. John Christy, Chief Metallurgist of Handy and Harman Refineries. His subject was, "The Metallurgy of Silver."

3. Frank Spies, Gold Expert of Handy and Harman, discussed "The Metallurgy of Gold."

4. A Curator discussion and exhibition of "Traditional American Silver," at the Boston Museum of Fine Art.

The most distinctive and significant characteristic of the conference was the standards of craftsmanship and design that Mr.

Bennett demanded. He brought some student work from England that had been done by boys from his beginning apprenticeship class. It was highly superior, and no doubt all the Americans present will re-evaluate the standards of work that will be obtained from their students. It is not impossible that there will be a like re-evaluation of their own work.

APPRECIATION

Actually too many teachers do not know what fine design and character in the various crafts really amount to. As Mr. McConnell pointed out, many designers are attempting to simulate the hand-made product by machine methods. In comparison with the work of an artist of Mr. Bennett's ability the results are dismal. The design of machine-made silver is entirely different from that of hand-wrought silver, and the industrial designer must recognize the differences.

The schools have a responsibility in setting up standards of design for the students they influence. This can be done only by exhibiting things that have definite design character.

The teachers who attended this conference have agreed to rotate the pieces that were done at Providence for exhibition among the schools represented. This is only a start. While these items are good and attracted a great deal of attention when exhibited in Gorham's Fifth Avenue window in New York during September, they will be excelled before the year is out. Better things

can be made now that standards have been set. It is interesting to note the source of the leadership and support that made it possible to develop higher standards.

In addition to the conference, Handy and Harman made a technician of Mr. Bennett demonstrating the technique of raising and soldering a silver bowl. It is beautifully done, and will do much to raise the standards and stimulate interest in silver for American schools. It is entirely possible that the working conference among teachers is an idea that might be exploited very successfully in all fields of art, craft, and vocational activities. The initial experience with it has been most worthwhile.

A MASTER TEACHER

The concentration of effort and freedom from distraction were highly important factors. The stimulation that came from working with a master teacher meant much, and the enthusiasm and re-evaluation of standards that resulted from the group response was significant. This learning situation has had deep meaning and value to every participant. Perhaps the whole thing hinges on the teacher who conducts such an enterprise. Much can be accomplished by a group of people of like interests working together, but it takes definite leadership to accomplish specific objectives. The number of offers Mr. Bennett received to teach in this country indicated that some up-grading of American teachers is in order.

Dealing With the Newspapers

LEROY BREWINGTON

School authorities expect the newspapers to serve as spokesmen before the public, and newspaper men regard the schools as one of their most important sources of news. Despite their frequent dealings with each other, however, the two groups do not always understand each other. School men are often lamentably ignorant of newspaper standards and usages, and editors wonder why the school men do not keep in closer touch with them. This article aims to set forth in regard to the newspapers a few elementary facts with which every educator should be familiar.

THE NEWS

The most important of these facts is that the primary editorial function of every local newspaper is to print the community news. This news is mainly of two kinds — information regarding the development of the community, of interest to all the people of the community, some of it important, much of it not. The editor, knowing that most of his readers prefer the second kind, gives the columns of personal news much attention. For anything else than these two kinds of news the average weekly paper or small daily has but little space. What little state or national news it prints it usually employs to fill space for which local news was insufficient, or

to enhance the prestige of the paper by giving its readers the substance of momentous events before the big dailies arrive from the neighboring metropolis. Other reading matter is usually so much dead weight and few of the readers will be interested in it.

A local newspaper is therefore neither a literary periodical nor an instrument of propaganda. It neither aims at educating its readers nor converting them to a given mode of thought.

Such matter as seems devoted to one or the other of these purposes is merely incidental to printing the community news, and frequently is printed because the editor hesitates to give offense by refusing it.

Notwithstanding these facts, however, a local newspaper can be extremely useful to the public schools. It can keep the patrons fully informed on all school news of significance, and it can thereby keep them interested in the welfare of the schools and alert to their needs.

STANDARDS

An editor is almost invariably glad to receive all school news that complies with the standards he applies to the other community news. The chief of these standards is that news shall be local news, that it shall be new news, and that it shall be of personal concern to at least a small

group of readers. The editor cares little or nothing for school news from the next county; he wants the news of today instead of yesterday or last week; and he wants it in such form that its relation to his readers is readily apparent.

SUGGESTED TOPICS

The editor will rarely fail to print news on such topics as these: athletic contests, honor records, promotion lists, school board meetings, new administrative policies, elections of teachers, improvement projects, new courses of study, commencement plans and programs, lists of graduates, assembly programs, entertainments in either high school or grades, with lists of participants, parent-teacher meetings, enrollment figures, prominent visitors and their speeches, personal items about teachers and students or alumni, class plans and projects, picnics, holidays, and the like.

But the editor ordinarily does not wish such things as these: the literary efforts of students or teachers, either in prose or verse, hot air propaganda, editorials from the hand of another but to be printed as though they were his own, news with an intermixture of opinion and clever (?) reflections, exhortations to the public. He is happier if his good friends do not offer him any of these effusions for his pages.

School news is ordinarily written by the editorial staff, for the reason that the writing of news is a technical task for which most laymen have no training. Reporters and editors are usually perfectly willing to write

this news, provided the school authorities will go to some pains, if necessary, to furnish them with the data. In many small towns, where the editor is also frequently business manager of the paper, and the reporter is perhaps advertising solicitor as well, the newspaper would give much more space to school news if the superintendent or principal, instead of expecting these overworked men to make regular rounds of the schools, will see to it that they are furnished with the necessary facts. The editor has a right to expect this cooperation when the news he prints is of as much benefit to the schools as is to the paper.

REGULAR CONTACTS

Superintendents and principals should have the habit of dropping in at newspaper offices and of keeping the newspaper men informed in advance of school events. School executives should be readily accessible to reporters. It is unreasonable to ask a reporter to wait an hour or so until classes are dismissed; besides, the reporter is liable to cease coming if he is often received in this way. Whenever a program with an admission charge is planned, invitations, together with two or three seat reservations, should be sent the editor and his staff. Season tickets to all athletic contests should be issued to them. Many times, when a reporter cannot attend a program, the editor would be glad for some older student to make for him a record of the occasion.

Photographs of people and events always enhance news articles and in-

crease their value for a paper. But small papers will rarely go to the expense of having the "cuts" made from which the pictures may be printed. School authorities will therefore do well to supply the editor with as many cuts as possible. They should consult him, however, before having them made, in order to be certain of getting the kind that the paper can reproduce to the best advantage.

School men should be content with short, simple, and straightforward newspaper accounts of school events, without the complimentary phrases that some papers habitually bestow upon nearly all prominent citizens whom they mention. A short news "story," as newspaper men call it, is usually more valuable than a long one, because it attracts the attention of a large number of readers; besides, the papers do not have space for long-winded accounts. "Puffs" weaken the force of a news story, because they ordinarily mean little, and newspaper men know that the public does not expect them.

PUPIL PARTICIPATION

It is sometimes convenient to turn over to a high school class in fourth-year English or in news writing the task of preparing the school news for the local paper. Where there is a definite arrangement to this effect, the editor is usually willing to devote a regular page, or part of a page, to the school news. Those who do the writing then feel greater responsibility for their work and take a greater pride in it, especially if they are given credit for it in the paper. This

plan, which has been adopted in a number of communities, solves two problems at once — that of getting the school news in the local press and that of finding a substitute for the school paper. It saves the editor and his reporters much work, and it saves the school authorities the difficulty of financing a school paper. It has the additional advantage of cooperating with the local press, instead of competing with it. Moreover, the arrangement provides unusually effective motivation for English composition. Students will, as a rule, put their best efforts into writing what they know is likely to appear in print. A teacher thoroughly competent in English, and with some experience in the writing of news, should always edit the copy before it is sent to the newspaper office.

This cooperation with a local paper in the preparation of a school page makes feasible classes in news-writing in even the smaller high schools. In case school news is not sufficient to keep the class busy, the editor may be willing for the students to report other events for him as a part of their regular class assignment. These classes, however, should have as their primary purpose the teaching of English rather than the training of future newspaper men. The place for training journalists is in the colleges and schools of journalism.

NEWS RELEASE

Where a school paper is printed in the school shop, it is often the mistaken notion of the sponsor and staff that important news of the

school should be "scooped" by the school paper. Stories and pictures so withheld from the local newspaper invariably bring about discord, and jealousy results, so that further cooperation between the local editor and school becomes impossible.

It is always advisable to release news to the local paper as it happens. Occasionally stories may appear simultaneously but in such event the editor should be notified that the article will appear in the school paper, the same day, written in different form.

It is also important to know the paper's dead line for copy and arrange to release your copy so that it will not get lost in the last minute rush.

Keep in mind, always, that the local editor is not a peculiar specimen, or some freakish animal. He is just an ordinary human being, anticipating the same consideration you would want, were you in the "news" business.

School men would frequently find it of distinct advantage if they had some training in the writing of news. They would have better luck getting in the paper what they wish to see there, and even if they wrote no school news themselves, they could deal with the newspapers to better advantage. Since they sometimes find it desirable to send written statements to the papers, the fundamental rules for writing a typical news story are here repeated from a *Techne* article of about four years ago:

FUNDAMENTAL RULES

"The most important and general working rule is that the matter shall be arranged in the order of decreasing importance. The most interesting statement should be placed at the very beginning of the first paragraph. What may be omitted from the account without harming it should appear in the closing paragraph or paragraphs, where the make-up man may eliminate it if space is scanty. Matter between the first and last paragraphs should gradually taper off in importance. Yet the whole story should be written as attractively as possible.

"The most important statement, placed at the beginning of the opening paragraph, is known as the feature, the opening paragraph should answer as directly and clearly as possible the following questions: Who? What? When? Where? Why? and sometimes How? One or more of these questions is answered in the feature statement. The skillful answering of the others, also, makes the paragraph a summary of the whole 'story,' and it is then known as a summarizing lead.

"These rules show the student how to get his story under way. The body of the story consists of an amplification, in the order of decreasing importance, of the various points in the lead paragraph. The language should be simple and direct, yet sprightly and specific. All useless words should be rigorously cut out. Length is to be obtained through an abundance of detail. It is this detail, concrete and pictorial, deftly painted into the body of the

story wherever it is most appropriate, that gives the story life and color."

One more point on how news should be written. The names of all persons connected with the events set forth must be given, accurately and in their usual form. The more names there are in a piece of news, the better it is, from an editor's point of view. Names make news carry.

When school authorities wish the newspapers to help them in a special campaign, as, for instance, the preparation for a bond election, they should apply, so far as possible, in the matter they furnish the press, the principles outlined above. They should see to it that their propaganda is well written and to the point, that it is newsy, that it is of moderate length, and that it is free from personalities. The services of a trained newspaper man should, whenever possible, be obtained for the preparation of this matter. He will know how to make facts talk and how to reduce "hot air" to the minimum.

There is one subject on which, in many towns, school executives and editors should have an understanding. That is the question of how much space the local papers will devote to high school athletics. An unwholesome tendency to lengthy and extravagant reports of the feats

of youthful athletes is evident. These reports give the boys an exaggerated idea of their own importance and a misconception of the underlying purposes of athletic contests. High school athletes should not be permitted to think that they are nearly on a level with university stars and that the chief purpose of athletics is to win games. Moderation as to language and length of reports in the local papers will help. School men can assist in bringing about this moderation by furnishing so much other school news that there will not be room for sports stories of undue length.

Finally, in all their dealings with newspapers, superintendents and other teachers should not forget that newspapers exist in order that publishers and editors may earn a living. Nor should they forget that the cost of printing a newspaper is heavy. The newspapers have the right to expect a reasonable amount of profitable business from the schools. The printing that can be obtained at home at a fair price should never, therefore, be ordered from out of town. Advertisements of school events at which admission is to be charged should always be placed in the papers. Thoughtfulness in these matters on the part of the school authorities will make the editors know that their interest in the public schools is appreciated.

Religious Books and Teachers College Libraries

MARY ELIZABETH SHERFY

There exist no published lists of books recommended for teachers college libraries. In view of the works of Charles B. Shaw (for colleges) and Foster E. Mohrhardt (for junior colleges) this is, of course, not entirely strange. But the recommendations of these compilers are no longer current. Even were they so, they would still not have been prepared with the requirements of a teachers college in mind.

The need is apparent, therefore, for more modern lists for college libraries in general, for teachers college libraries in particular. In a world where the United Nations and other similar groups are striving for greater understanding through cultural and educational influences it is fitting and essential for teacher training institutions to make certain that their holdings in the field of religion and allied subjects are up-to-date. Their collections must not be static.

During the early part of 1947, while engaged in graduate work at the University of Southern California, a list was prepared of suggestions or recommendations of books in the field of religion for teachers colleges. This list is available in the library of Kansas State Teachers College, at Pittsburg, Kansas. It is

the purpose of the present paper to indicate some of the reasons why it is believed that such books should be found in a teachers college library.

TWO PRIMARY AIMS

There are two general reasons why teachers college libraries should maintain good collections of religious books. One is that such material will help to implement a return to religion. The second is that they will serve to round out the collection as a whole and thus contribute to the general education of the students.

Among the people at large today there is evident to many a trend rather toward than against religion. Among our young people, however, this tendency is not always so clear. Through studies made of teachers college student attitudes, it was found that the leading topics of interest of young students center around not religion but war, psychology, successful marriage, crime, science, and health.¹ Another study revealed that of college women's voluntary reading no more than fifteen per cent was concerned with

¹Jean Betzner and R. L. Lyman: "The Development of Reading Interests," *Thirty-Sixth Year-book*, The National Society for the Study of Education, Part I, page 188. Bloomington, Illinois, Public School Publishing Co., 1937.

the subjects of science, art, history, religion, and philosophy.² And still another investigation disclosed that of the many topics preferred by persons of various groups only a small percentage centered around morals, psychology, and religion.³

Where students are concerned this lack of interest can in part be attributed to the fact that many teachers colleges do not include in the curricula either Bible courses or studies of a religious nature. A few of them offer several courses, however, one with as many as nine.

Dangerous though it may be, the situation in colleges is not hopeless. Reading interest alone does not determine one's reading. A leading educator has suggested that accessibility and readability of books play likewise an important part in just which books are read.⁴ In some young people there is a desire for something that will lift them above mundane interests, for something that will inspire them. In others there are serious, troublesome questions which they wish to have answered. Which doctrine is true? How clear is their thinking? What can they believe? With a proper collection of religious books a teachers college will be in a better position to be of help to its students.

²Douglas Waples and R. W. Taylor: *What People Want to Read, A Study of Group Interests, and A Survey of Problems in Adult Reading*. Chicago, Illinois, American Library Association, and the University of Chicago Press, 1931, P. 188.

³*Ibid*, P. 189.

⁴Harold Anderson: "Reading Interests and Tastes," in William S. Gray, Editor, *Reading in General Education*. Washington, D. C., American Council on Education, 1940, P. 217.

FIVE MAJOR OBJECTIVES

Some five major objectives can be listed as being more effectively obtainable in a teachers college which maintains a good collection of religious books. The first is the making of American youth into better members of society. This can not be done, nor can social conditions be improved except as all people develop or arrive at the meaning of Christian living. As one writer has said, we are realizing that our religion and vital social and economic problems are interrelated, that religion needs a social interpretation.⁵

Second, there is character building. A teachers college, just as any other (if not, indeed, a great deal more so), must train for character building. All true educators know this. They know that any school library should have books that aid in instilling courage, patience, love for one's fellow man, unselfishness, courtesy, and charm. It goes without saying that an individual may have some of these good characteristics and still be vicious, or in the words of Addison, that, "Moral virtues without religion are but cold, lifeless, and insipid." But character education remains of great importance, and whether it is formal or acquired largely through the general reading of great and good books, it leads to the unfolding and uplifting of the human heart.

Defining spiritual values constitutes a third major objective. Since

⁵Abraham Cronback: *The Bible and Our Social Outlook*. Cincinnati, Ohio, Union of American Hebrew Congregation, 1941, P. 3.

this subject is treated in detail below, it will be mentioned here only in passing.

The fourth major objective is to provide knowledge of the Bible. No English-speaking person is thoroughly educated unless he has a knowledge of the Bible. The Bible is English at its source and at its best. This is well expressed in the following editorial from an eastern newspaper regarding an address on the Bible:⁶

It gathers together the streams of Hebrew, Greek, Latin, and Anglo-Saxon speech to form one mighty river of language, carrying on its way the richest cargoes of thought expression ever assembled. . . . To expose youth to the stories, the wisdom, the history, the poetry, the moral codes, and the spiritual elevation and aspirations of the Bible is to give him a broad understanding of the development of man, of principles, and of behavior, and a most penetrating insight upon human nature. To deprive youth of this enlightenment is to leave him, at the least, in the state of a half baked batter, no matter what his other attainments.

TEACHER TRAINING

A final goal to be realized or furthered through an adequate collection of books on religion and related subjects is that of teacher training. The need for Christian teachers for our children is greater than ever in history and cannot be too strongly emphasized. Some go so far as to say that the greatest influence toward right living should be the teacher. Is it not logical, then, that teacher training institutions should assume the responsibility of training the heart as well as the mind? Cer-

tainly it is not too much to say that intelligent reading has a vital part in such training.

SPIRITUAL VALUES

The definition and clarification of spiritual values has been indicated as one of the major objectives of college study. Let us consider specifically some of the more important ways in which reading can be of help here.

It is often said that we are lacking in great leaders in governmental, civic, and religious fields. Surely religious training will help supply that need. The leaders of our nation must first of all have a Christian philosophy. They must be able to distinguish between truth and falsehood. They must have had superior training in which religion has had a positive role. To lead others, one must have had some experience on the road to be traveled or one that has led in somewhat the same direction.

For many of us it is difficult to consider morality as a thing apart from religion or Christianity. We think of morals as a product of religion. Some, however, have no measuring rod for their conduct. Many appear to have no standards whatsoever. For Christians the infallible standard is the Word of God, the teachings of Jesus. Each year there are published numerous books which are of real help in the understanding of the Bible, which assist in the intelligent application of Christian principles to everyday living.

Paul the Apostle said, "Faith is

⁶*The Long Islander*, August 28, 1947.

the substance of things hoped for, the evidence of things not seen." All of us have faith in some people and some things, but faith is often harder for young people to come by than older persons. Characteristically, youth tends to disbelieve until a point is proved. For many Christians the existence of God is proved by His innumerable manifestations in nature. Perhaps the best books to bolster the faith of our young people are those which help them to recognize these and other manifestations of God.

TOLERANCE

Another spiritual value that concerns the modern world is tolerance. Tolerance, or the lack of it, can be expressed in a multitude of ways, and probably everyone is intolerant to some extent of some things and some persons. It was Goethe who said, "Tolerance comes with age; I see no fault committed that I myself could not have committed at some time or other." But tolerance is not enough. The word is negative in implication—to put up with, to *suffer*. In a Christian, tolerance should be a positive quality, an active effort to understand others, a heart-warming acceptance of them. Such an attitude can grow best upon Christian ground, in the Christian heart. Men become Christian through training, example, experience, and reading.

SCIENCE AND RELIGION

Our scientific age has left great numbers of people confused and unable to formulate any adequate

philosophy for themselves. Many young people want to know the meaning of life. The harsh realities of experience demand a philosophy of life if one is to carry on serenely, with dignity and courage. Such books as Bertha Conde's *What's Life All About?*, might well help a beginner toward such a philosophy as will meet these needs.

Many young people who have had orthodox training at home are, by reason of science courses in the early stages of their college training, left uncertain and disturbed. Their religious and secular educations proceed along divergent lines (often with disproportionate emphasis) until religion suffers and their beliefs in the Bible no longer continue to exert any real influence on their hearts and lives. This conflict between science and religion has recently been answered or dispelled for some by Du Noüy's *Human Destiny*, where it is stated that one needs to maintain confidence in science but to guard against believing in its actual almightiness. The rational thinker will realize that the cause of man's higher aspirations transcends our scientific concepts. Our rational activities must acknowledge this fact and give it proper accord in the pattern of the universe.⁷ This type of book and others which help to clarify such problems are, of course, both necessary and very worthwhile.

⁷Lecomte Du Nouy: *Human Destiny*. New York, Longmans, Green, and Company, 1947, P. 233.

THE FAMILY

The spiritual values of marriage and family life can also be more clearly understood through reading. Marriage is ordained of God, and healthy family relationships cannot exist without religious influences. A study made by the American Youth Commission of the American Council on Education to determine the relation of church affiliation of parents to broken homes reveals the following interesting facts. Of the broken homes considered for the period under examination, 6.4 per cent were Jewish, 6.4 Catholic, 6.8 Protestant, 15.2 (over twice as many) of mixed church relationships, and 16 per cent were homes in which there were evident no religious affiliations at all.⁸ Religious education cannot be carried on with real effectiveness apart from home influences. Whether or not they are aware of it, parents do teach or affect their children in matters of religion. Their actions and their attitudes will be reflected in the actions and attitudes of their children. It requires the joint responsibility of the home and church to carry on adequate Christian programs.

Prayer for many people is perplexing in both principle and practice. All religions believe in prayer, but even among persons who believe in its efficacy there are those who admit being at a loss to know how to put themselves in the proper attitude for this ritual and to express

themselves not only in public but in private devotions as well. Books such as Page's *Living Prayerfully* and Hazelton's *The Root and Flower of Prayer* should prove helpful. For worship service in which the purpose is to release spiritual power, there are E. Stanley Jones' *Victorious Living* and Gilbert's *Devotions for Youth*.

READING FOR INSPIRATION

Lastly there is inspiration. Who of us has not at one time or another had some outstanding experience which has buoyed him up, inspired him to better, nobler thinking? Often we wish for something that will lift us out of abysmal depths. Communion with God can do this. So also can meditation upon the Scriptures, the comradeship of a friend, or reading the right book.

For the various reasons noted above it would seem that institutions which train people to teach should have good, carefully selected collections of books in the field of religion. Books are needed to answer satisfactorily the questions of today's young people. Books are needed to guide the way to better living, to prepare people for better leadership than generally exists today. And books are needed not only to provide facts but to open the road to wisdom. Of course, furnishing the books alone is not the whole story, but we will not go far in our endeavor without them.

Daniel Webster recognized the need for religious books when he wrote, "If religious books are not widely circulated among the masses

⁸Howard M. Bell: *Youth Tell Their Story, A Study . . . Conducted for the American Youth Commission*. Washington, D. C., American Council on Education, 1938, P. 21.

in this country, and the people do not become religious, I do not know what is to become of us as a nation." Webster spoke for the masses. Let us at least make a start with the teachers of the masses. Let us furnish such books.

Driver Education

HARRY VIRGIL HARTMAN

Education is the most powerful force that we have to shape the lives of our future citizens. But to what avail do we educate for the future unless, as a part of the educational process, we prepare our youth for the complicated environment into which they will soon be thrust?

A SERIOUS PROBLEM

All over America the safety and efficiency of street and highway transportation are being threatened. Accidents that can be prevented are taking a high toll of human lives and crippling injuries. Everyone is concerned because movement over our streets and highways is an intimate part of day-to-day living. Safety is a humanitarian challenge.

We know that motor vehicle accidents cause more deaths and injuries, and a greater economic loss, than any other factor in modern living. Educators, as well as the general public, recognize that today we have a serious traffic problem which will increase tremendously in the years immediately ahead. We have approximately thirty million motor vehicles registered in the United States. The pre-war registration was in the neighborhood of thirty-four million. We are told by the manufacturers themselves that motor vehicle registration will rise sharply in the next decade. They are forecast-

ing sixty million cars by 1960. This will mean plenty of trouble.

We have forty million licensed drivers in the United States. The high schools of this country are graduating nearly two million youth each year. Of this number one million are being given driver's licenses. Approximately three quarters of a million drivers are being retired each year because of old age and physical handicaps. If we could train the high school youth in Driver Education courses, we would reach a very large fraction of those who are annually to replace the superannuated and deceased drivers.

DEATHS AND INJURIES

In 1946 the number of men, women, and children killed in highway accidents totaled nearly 35,000. This was 8,000 more than were killed in the previous year. There were also 1,250,000 injured—many tens of thousands of them permanently crippled. The greatest number of deaths in one year was in 1941, when 40,000 persons were killed. Today, the Public Roads Administration says traffic has climbed back to beyond the peak of 1941. With this steady increase in traffic, death on our highways is creeping back up. Since the lifting of driving regulations, in effect during the war, America has gone

on a driving spree and deaths are mounting on every street and highway.

Some of these deaths can be attributed to poor conditions of the cars. The average car on the road today is eight years old. In spite of this fact, only ten percent of the accidents can be attributed to mechanical failure. Therefore, the blame in ninety percent of the accidents must be placed on the drivers. Most of the accidents are caused by drivers' mistakes. But, we cannot retrain 40,000,000 drivers who are now licensed. The next best thing would be to give thorough instructions to the new generation of drivers—youngsters ready to get behind the steering wheels.

YOUTHFUL DRIVERS

Youthful drivers have a bad traffic fatality record. Analysis of the traffic picture shows that drivers in the 16-to-20-year group have a driving record nine times worse than those in the 40-to-45-year group. This is because they have a tendency to speed, to show off, and to overload cars. They lack the experience, knowledge, and judgment of the older drivers.

What are we doing about it? If we admit the truth, we have hardly scratched the surface in using education to reduce motor vehicle accidents and deaths. We have evidence to show that trained drivers have only half as many accidents as untrained drivers. The need for meeting this pressing problem of highway safety chal-

lenges high-school administrators the country over to provide instruction in driving. High schools are the best equipped education agency to deal with youth. They can provide a sequence of learning experience to give youth knowledge and understanding of the car, the driver, the pedestrian, the road, causes of accidents, the vehicle code, and sound driving practices. At the latest count, 5,500 of the 25,300 high schools in the United States offer classroom courses in driver education, and 545 also provide actual behind-the-wheel instruction.

DRIVER INSTRUCTION PROGRAMS

The patterns of organization and administration of driving instruction programs vary. Several states have developed statewide programs. In many of the larger cities, all, or nearly all, high schools offer driver instruction. The need for driver education has been formally recognized by the National Education Association. At least twenty-five State Departments of Education have prepared courses of study in Driver Education and Training. Many high schools, both large and small, are preparing to offer driving instruction, some with and some without behind-the-wheel training. Several colleges in the country are preparing teachers of driver education. The Kansas State Teachers College at Pittsburg is training teachers of driver education, in conjunction with the American Automobile Association.

Two distinct driver training

programs are available at a very nominal cost. One is the program of the American Automobile Association, called, *Sportsmanlike Driving Series*, which can be purchased through the American Automobile Association, Pennsylvania Avenue at 17th Street, Washington 6, D. C. And the other is the program of the National Conservation Bureau, which is based on the driving manual entitled *Man and the Motor Car*, and may be purchased through the Educational Division of the National Conservation Bureau, 60 John Street, New York, New York. Courses set up by these organizations usually include a minimum of 45 semester hours of classroom instruction and at least eight hours of behind-the-wheel instruction.

The cost of this program, per pupil, per semester, would be about five dollars, exclusive of the teacher's salary, for the classroom and the behind-the-wheel training, providing the training car is obtained on a gift or loan basis.

It is now possible for most high schools to obtain a training car on a loan basis from the American Automobile Association, provided the school has a trained instructor and will use the car at least ten hours per week for driving instruction. These cars are equipped with dual controls. Actual driving instruction is given in the dual controlled car on a restricted or marked off stretch of pavement. The street is marked off with diagonal and parallel parking stripes. The street is also dotted with standards or stanchions topped by flags which help to set up different driving patterns. The students learn to start, stop, back up, park, signal, and so on. On later days come drives in real traffic and on the open highway. The instructor is ready at all times to step on his brake and clutch pedals and take over the wheel if it is necessary.

Skillful control of a car comes from learning driving techniques and developing good driving habits from the start.

participated in the decoration of the S. S. America. Included were panels in the main dining room, a marine map in the smoking salon, and in the writing room a mural depicting the history of shippnig.

MEMORIAL SCHOLARSHIP

Still further incentive for the growing body of muralists came with the establishment of the Edwin A. Abbey Memorial Scholarship for Mural Painting. Available to art students of the United States and Great Britain who are under 25 years of age, this was awarded for the first time on November 15, 1940.³

This progress has not, of course, all been easy. Our national tendency to rush, to get the job done in a hurry, has shown itself in several instances. La Farge, for example, had a relatively short time in which to execute his work at Trinity Church. Thirteen weeks were allotted to William Morris Hunt to design and complete (for the capitol at Albany, N. Y.) "Flight of Night" and "The Discoverer," huge allegorical representations of the great opposing forces in nature. Following this assignment there was a noticeable decline in the artist's health.⁴ And then there was, or is, public opinion!

Public opinion led to the removal of Diego Rivera's fresco from the RCA building in Rockefeller Center. (The completed work contained a head of Lenin not shown in the original sketch.) Public

opinion labeled as *disturbing*, *destructive*, and *immoral* the Leo Katz mural at the Frank Wiggins Trade School in Los Angeles, California.⁵ According to the Associated Press, Thomas Hart Benton's famous "Social History of Missouri" (in the lounge of the State Capitol at Jefferson City) has provided one row after another since the day it was completed.

Even the Indians were up in arms, as is seen in the following item (*Daily Illini*, June 17, 1941):

MURAL PICKETED BY CHEYENNE INDIANS

This mural depicting Indians, in the Watonga, Oklahoma, post office, brought objections from the Cheyennes, who said that it was inaccurate in details. "It stinks," grunted their chief, Red Bird, age 71. The mural was the work of Miss Ruth Mahier, professor of art at the University of Oklahoma. It cost the government \$560.

In the state of Kansas, it was a member of an official body, the legislature, who called Curry's murals in the statehouse at Topeka "hideous things." While such disapproval did not keep the legislature from voting the necessary funds to finish the work in the east and west wings of the rotunda, Curry refused to sign these murals. He had not been permitted to remove some marble and thus complete his conception of a closed panorama of the Kansas scene.⁶

Of course, not all criticism has been adverse. Destruction of St.

³New York Times, November 16, 1940.

⁴Caffin, *op. cit.*, P. 128.

⁵"Disturbing? Destructive? Immoral? Mural for the Frank Wiggins Trade School, Los Angeles." *Forum*, 95 (January, 1936), 46.

⁶Topeka Daily Capital, May 24, 1942.

Thomas's by fire has been called a national calamity (for there was lost to us the achievement of a great artist, John La Farge).⁷ The February 1939 issue of *Travel* contains a discussion of Orozco's mural in Baker Memorial Library at Dartmouth College. Here one reads that "The Epic of Civilization on the North American Continent" is probably the finest mural in this country.⁸

NEW MEDIA

As one might well suppose, the development of mural painting has seen the introduction of various new media and techniques. While it is true that some muralists still use paint (tempera, oil), mosaic, marble in low relief, and enamelled tile, others have taken advantage of new materials in decorating wall surfaces. Buell Mullen, for example, used stainless steel to depict Hong Kong Harbor and London Pool for the United States Naval Academy. The artist chose this medium because it is permanent, modern, and capable of giving a completely fluid effect.⁹

Another modern artist, Domenico Mortellito, demonstrated the decorative possibilities of new plastics in his mural for the dining salon of the U. S. Maritime Commission's *South Atlantic Planet*, and has thus described the different effects obtainable by lighting:

"During the day the mural will register as a bas-relief, in effect not unlike sculptured and colored stone-cut decorations of the Egyptians. At night the panels will have a totally different effect, as the artificial illumination from the rear transforms them into a pattern of light and produces a warm translucent glow."¹⁰ Mortellito is also the creator of the carved and lacquered linoleum mural in the National Zoo of Washington D. C. The subject here is the history of shelter.¹¹

Among the new media is also photography. At Cincinnati's Taft Museum, March, 1942, there were on exhibition 52 photomurals of stately old houses of Ohio, Indiana, and Kentucky.¹² Turf history has been recorded by the same method for the clubhouse and grandstand at Arlington Park. It has been suggested that the photo mural dedicated by the Treasury Department in December, 1925, as part of its campaign to sell Defense Bonds was probably the largest in the world. Representing a cross section of America, this massive mural covered the entire east wall of the main concourse at Grand Central Terminal.¹³

One might conclude from the titles cited that murals are limited to the treatment of historical events. This is not true, as is shown

⁷Caffin, *loc. cit.*

⁸Murdock Pemberton: "Painting America's Portrait: Mural Art in This Country." *Travel*, 72, (February, 1939), 8.

⁹"Stainless Steel Murals for the U. S. Naval Academy." *Art Digest*, 16 (July, 1942), 9.

¹⁰"Industry's Challenge to the Artist." *American Artist*, 6, (February, 1942), 26, 27.

¹¹Op. Cit., (January, 1942), 10.

¹²"Steamboat Gothic." *Time*, 39 (March 9, 1942), 34.

¹³"Our Cover This Week." *Scholastic*, 39, (January 5, 1942) 39.

by many examples of allegorical and fanciful subjects. Among these might be mentioned Maxfield Parrish's "Old King Cole" (cocktail lounge, St. Regis in New York), which has been called a 30-foot fantasy, and the murals designed by Elizabeth Meiere, vice-president of the National Society of Mural Painters for the façades of two theaters in Rockefeller Center. Done in decorative metal and enamel, these are probably the largest murals ever planned for exterior ornamentation.¹⁵

"Murals, murals on the wall,
Whence this story of you all?"

How widespread has been the use of murals is the partial concern of *Mural Painters in America, 1800-1940: A Biographical and Geographic Index*, compiled by the author as an individual problem in partial fulfillment for the master's degree at the University of Illinois Library School. According to the findings in this study, mural decorations may be found in airports, apartment houses, armories, art galleries, banks, broadcasting stations, building and loan association offices, clubs, court houses, hospitals, hunting lodges, laundries, life insurance offices, private homes, stores, and swimming pools, as well as in national and state capitols, churches, high schools, and libraries. Inspiration for this reference tool came as a result of requests for material on

mural painters of the middle west from the students of Miss Elsie Leitch Bowman of the Art Department of Kansas State Teachers College, Pittsburg, Kansas. At present the work is being brought up-to-date through June, 1947, and is to be published within the present school year. In the revision over 100 names have been added. Librarians accustomed to supplying information on one topic to many students at the same time appreciate having handy bibliographical tools. The hope that this book will fill such a need is its reason for being. A sample (considerably condensed) of a section from the *Biographical Index* is given below:

CURRY, John Steuart

Dunavant, Kansas, 1897-1946

Art Digest 21:15 Ap 1 '47 il

Carnegie M 9:108 S '35

Design 44:19 S '42 il

Met Mus Bul ns 1:143 D '42

Newsweek 28:72 S 9 '46

Parnassus 12:19 D'40

Studio 128:64 Ag '44

Time 48:92 S 9 '46

Reproductions

Baptism in Kansas

Arts 16:228 D '29

John Brown

Art Digest 19:20 Ap 1 '45

Tornado

Am M Art 26:532 D '33

Wis. Univ. law building mural

Art Digest 16:8 Ag '42

Books

Am, Amer, Art I, Wha.

Explanation

The following statements concerning the data included will assist in interpreting the sample entry from the *Index*, reproduced above.

Name, place of birth, dates of birth and death of the artist.

Magazine references (material about the artist) arranged alphabetically by title and

¹⁴"Art: Old King Cole Beams Down Again on Convivial Gatherings." *Newsweek*, 6, (September 28, 1935) 36, 37.

¹⁵"America First." *Art Digest*, 6, (April 15, 1932) 11.

including volume, page, date, and whether illustrated.

References to magazines in which reproductions of paintings may be found. Arranged alphabetically by title of painting. Title volume, page, and date of magazine are given.

Book references (material about the artist). Symbols (explained in the *Key To Symbols: Books*, are used instead of full author and title entry.

Likewise, the following example from the *Geographical Index* indicates reference to the location of

murals by state, town, and building. Periodical entries include title, volume, page, and date. Book references (symbols as in the *Biographical Index*, include the artist's name, in parentheses, whenever it is needed to locate the material.

NEW HAMPSHIRE

Hanover (Dartmouth College—Baker Library)

Am M Art 25:440 O '33 il

Travel 72:6-13 F '39 il

Books

Ame (Orozco, J. C.)

Publicizing An Industrial-Arts Program

LAURENCE GILPIN CUTLER

The statement has frequently been made that if all forms of advertising were to be taken away from any given product, this product and the company manufacturing it would soon pass into oblivion. Even on such a product (or service) as education this statement remains true. Any successful business concern—whether it sells a product or a service, and regardless of the price paid for this product or service—carries on a considerable and extensive advertising program of some kind. Witness the automobile industry and the beverage manufacturers for the products; witness the insurance companies and the Tuberculosis Association for the services. Different types of publicity programs are used but nevertheless they represent definite and distinct moves to gain the support for their products and services. Education has always had *some* publicity, but until recent years it was unorganized and quite possibly as ineffective as it was unorganized.

Education has been looked upon by many in the field as being a professional service and as such it was subject to the ethical limitations imposed upon the other professions. In the professions, and notably the medical, certain ethical limitations are imposed by the groups themselves, and justly so.

Imagine for a moment the public reaction, to say nothing of the professional furor raised, if a newspaper advertisement were to appear stating that "Dr. Blank performs the best appendectomy to be had in the county and uses certified quality steel in his instruments." Such an advertisement would be more than revolting to the public but yet this same public accepts in all good faith some types of publicity associated with the medical profession. The form and the source of the material determine to a large extent the manner in which it will be accepted. Rare indeed would be the individual who would not thrill at the professional accomplishments of a skilled surgeon or an eminent physician. Out-and-out factual reports of these accomplishments are common in our press. Journals, both public and professional, carry many columns of material which work for the good of the public and the profession yet there is no stigma whatsoever placed on this type of material.

Why, then, should a publicity program associated with education be looked at askance if it limits itself with ethical guides befitting the profession? The ethical limitations which would guide an educational program would not present the del-

icate delineations which are thrown up around the medical profession.

In recent years school administrators and directors have come to look upon a publicity program in a sane and more liberal sense. They are viewing publicity as a legitimate and necessary means in accomplishing the objectives which they have set up for themselves. They have come to realize that an understanding of a program brings about cooperation among the various groups or agencies concerned with the program. Since education has been accepted as a public responsibility it means that each and every citizen—young and old alike—must share in this responsibility. Further, since the average citizen has been found to be a more or less inert being in a society organized on the principle of delegated responsibilities, some means of removing this lethargic condition is essential if the greatest good is to be done to the greatest number. Publicity is becoming increasingly accepted as a means for activating this lethargic citizenry.

GROUPS TO BE CONTACTED

Before any intelligent approach can be made to the problem of publicity, some preliminary analyses will necessarily have to be made. Among these analyses will be the clientele to whom we are to direct our publicity efforts, and secondly, the types of efforts or types of publicity to be used in contacting these people.

The continent of Africa holds many thousands of persons who could use electric fans or electric re-

frigerators. However, it would be foolish on the face of this one fact alone to pour into Africa huge quantities of advertising materials for these fans and refrigerators without some means of supplying the market. Even if the market could be supplied and the people could read the advertising, our efforts would be wasted if these people were not financially able to purchase the products. Likewise in education there are certain groups to serve and direct our efforts toward if we are to accomplish the desired results. If we are campaigning for or attempting to make certain curricular changes, the state legislature is not the place to carry on this work. If we are seeking enrollments in a ceramics program then the carpenter's union would not provide a lucrative source. Education is concerned with all groups and all individuals but unless the problem and policy to be accomplished concern everyone, it is essential to work through smaller groups or units directly concerned with the particular policy.

For the sake of the publicity program and the many points with which it must concern itself in education, there are three types of groups to be considered: (1) those students already enrolled, (2) those whom we wish to enroll, and (3) the groups which to a certain extent exert influence over the first two groups.

The problem is not too complex with the students already enrolled, but it is highly important. They are, so to speak, the "sold" customers.

It is necessary to keep them informed about the policies affecting them, solicit their advice and counsel on problems affecting the work being given them, or to inform them of plans for expansion. They must be kept "sold" and satisfied, for with the completion of their present courses, they will join the ranks of the other two groups. A satisfied student is one of the best media of publicity available. If a student is satisfied, he will direct others into the program, may want to take further work when the opportunity presents itself, and will undoubtedly support any future policies. The student of today, as so many commencement speakers remind us, is the citizen of tomorrow—the school board member, the legislator. Merit and enlist his support while he is still in the classroom, and do not wait to embark on a tedious and expensive campaign after he has joined the ranks of the control groups.

The potential student — those whom we wish to enroll in a particular course or school—will need to be informed about the work, why it is important for them to take it, what the value of the work will be to them, how they may enroll, or why this particular type of education is valuable in their everyday living. Many approaches and types of advertising appeal may be made. It might be a pioneer selling job and every step in the sales process will be necessary; or some of the selling or advertising work may have been completed, and only one or two of the steps remain to be completed.

The third group—the control agencies—comprise the largest of the three and it is here that some of the most effective work needs to be done. This group consists of the boards of education, superintendents, principals, parents, taxpayers, various civic organizations, manufacturers, labor, legislative groups, and so on. Briefly, the control groups consist of the policy-making agencies, those charged with raising and appropriating funds, or groups which exert any kind of control, or groups which can bring organized pressure to bear which will affect these activities.

Since education is conceived in the United States to be a public responsibility, and since it is compulsory up to certain ages, there would appear to be no need for an extensive publicity program. On certain levels there would be no particular need to embark on an extensive program to secure students, but there remains always a very definite need to secure and maintain public support in every phase of activity carried out by the school. The intelligent direction of a publicity program challenges the best efforts an educator can put forth, and it is essential if he hopes to enjoy popular support for the objectives of the school. Leading educators have joined hands with leaders in industry by realizing that public relations activities need the services of experts and can no longer be placed on the list as incidental, to be attended to when and if time permits.

TYPES OF PUBLICITY

To understand better the program or attack which will be made upon the elements comprising the groups which we want to be affected by publicity, it will be well to look into the ways available for carrying out public relations work. Publicity may be said to be a program of activities designed to bring to public attention a product, idea, or service with the end in view of having this product, idea, or service accepted favorably. Generally it involves completing one or more of the five sales steps—to attract favorable attention, secure interest, create desire, establish conviction, and stimulate action.

There are three general types of publicity: news, advertising, and propaganda. News may be defined as the factual reporting concerning persons, places, things, methods, and the like. It is the simple telling without bias or prejudice of the happenings which are of general interest about these persons, places and things; and to the news world it must have the added element of timeliness.

Advertising is the introduction of certain elements designed willfully to influence the reader, hearer, or observer toward definite lines of action. These willful influences injected into this type of material are assumed to respect the ethical standards for validity, and are a careful combination of copy and pictures brought together to appeal to certain fundamental traits which will stimulate patterned reactions

to the provided stimuli, and at the same time exclude those things which might have a negative affect upon the individual. Advertising is commonly conceived as possessing display elements; is easily discernible from news and propaganda because of its form; and leaves little ground for doubt as to the source of the material. Further, it is generally understood to be "paid" material, whereas news, and sometimes propaganda, is free insofar as the source of dissemination is concerned.

Propaganda, the third method, is the organized, concentrated effort to spread particular doctrines or information. In the efforts of the world powers in both World Wars I and II, propaganda took on a taint or flavor sometimes distasteful and quite frequently contrary to ethical standards. It was used for purposes which were not altogether worthy nor in line with accepted modes of culture. Technically speaking there is nothing to prevent propaganda from being used for worthy purposes, nor does it proscribe maintaining the highest ethical standards. Propaganda employs the devices of both news and advertising to the extent that it is generally so subtle in its operation that people are influenced or converted to particular doctrines without consciously being aware of the force behind this conviction.

PUBLICITY MEDIA

Going further into the realms of publicity, there are many avenues open to the director of a program¹

through which he may conduct his publicity efforts. Probably the most effective of these is that of direct contact, or the person-to-person approach to meet the problem. It circumvents all other avenues and places the person to do the influencing or selling of an idea or service face to face with the person or groups of persons to be convinced. It has advantage over all other types of publicity in that all the devices of argumentation known may be used.

If at any point the sales process breaks down, these steps may be repeated again and again until success is achieved. It may be one interview or conference, or the process may go on indefinitely. The only limitations are the frailties of the human mind in matching wits with the second person. Months or even years may pass before success is achieved. Some of this direct contact work is admirably exemplified in the efforts of Charles A. Prosser and his associates in bringing about the legislation creating the Federal vocational education program or the passage of the Smith-Hughes Act of 1917.

Radio is a second type of media, and while it has many limitations, its importance cannot be overlooked. It is weaker than direct contact because the speaker is removed

from his listener and consequently cannot evaluate his efforts at the time to change his tactics if need be. It is strong in that a great many more listeners may be reached at a given time, and some contacted which could not be reached in any other way. The audience may possibly be more sympathetic as it is made up of willing listeners, for they have at their fingertips the means to shut off the speaker if they do not care to listen. It is therefore more difficult to handle in that the material must be of such a nature that people *want* to hear it. To bring about this condition, it is generally necessary to sugar-coat the actual material desired to be put across with other ingredients to the subordination of important points.

Public speaking presents problems entirely different from those of either of the two foregoing media, even though the human voice is an element common to all three. The first is limited to one individual or a small group of individuals. The objectives are different and the time element is not such a controlling factor. The conditions of the interview are generally informal. In the radio the time element is fixed, the length of time fixed, and the audience is indeterminate and unselected.

In public speaking the time element is fixed at the convenience of a large group, the conditions are more or less formal, and there is little opportunity to note the reactions of the group to change the plan of attack. The group is assembled by invitation or the speaker is

¹While this article is prepared specifically for an industrial arts and vocational education program, and continued reference is made to the director of an industrial-arts program, it is believed that the principles involved may be equally applicable to any type of educational program.

invited to the group because it wants to hear him. There are definite, stated objectives. The material must be presented for the mass mind rather than the individual mind; mass or group reactions are sought. Public speaking has the advantage of a large group with similar thoughts, and the group generally has some interest in the topic presented.

The medium of printed materials covers a very wide range of products coming from the press in many different forms. It is conceived to include all printed work other than news stories, magazine articles, space advertising, and monographs. The materials are prepared to be given to a selected clientele, may be comprehensive, or may present only one idea. They have the advantage that they may be used with any or all the other types of publicity as the occasion arises. Likewise they have the disadvantage that there is no assurance that the material prepared will even be read by those to whom it is given.

Under a classification of art work will be included such items as posters, signboards, pictures, and other pieces of handwork which are not made by the reproductive processes. They may be used exactly like the printed materials except that insofar as they are handwork, the coverage cannot be so widespread, and as a general rule they are not so comprehensive as the printed materials.

The press includes those media such as newspapers, magazines, and other periodicals already established,

going to a fixed circulation, having a predetermined size, format, and frequency of publication. Likewise these media are commonly devoted to more than one interest so that the space available must be shared. The newspapers are given over to the presentation of factual reporting or advertising material. Their appeal must be general. In the magazines, material of a less timely nature is presented and articles of opinion are acceptable from sources outside the staff. They may be of general appeal or may be limited to special interests. Magazines are more likely to accept materials from outside sources than the newspapers, for the handling of news material is a highly specialized operation which must meet the demands of space limitation, timeliness, and general interest.

Exhibits are the means of bringing to public view actual specimens of work done, pictures, materials, demonstrations, or methods. They have the limiting factors of assembling sometimes heavy and bulky pieces and material, providing space for them, getting them to the public, or the public to them. Exhibits are very effective for some purposes and may be used in combination with other media.

Novelties sometimes provide an effective medium for some purposes in the publicity program. The preparation of these small "gadgets" and the distribution of them serve primarily as reminders and goodwill builders. The amount of actual advertising that can be done is sometimes very limited because of the

size of the novelty itself, but it is kept because of its usefulness or its intrinsic value or beauty. Pencils, calendars, blotters, rulers, letter-openers, pin trays, charts, notebooks, pictures, and key containers represent a few of the thousands of articles placed under this category.

These foregoing media include most of the major forms of advertising or publicity, but certainly are not the complete list. The combinations and intermixtures for use in advertising are limited only by human ingenuity.

AGENCIES THROUGH WHICH TO WORK

The director of an industrial-arts program will find with these many media with which he has to work quite a diversity of agencies through which he may carry out his publicity program; that the media and agencies are by no means constant, and that several of the different media are applicable to one agency. It is the director's particular problem to use the proper medium at a given time to accomplish some particular objective. Some of these agencies include:

1. Boards of education, whether state or local, determine to a large extent the program which may be carried out for industrial arts and vocational education. These boards may be reached through personal contact, reports, formal talks, influenced by general news and information about the specific field of work, and indirectly may be contacted by causing various groups to bring pressure to bear upon the

needs in the industrial-arts program.

2. Since the superintendent is directly responsible for the entire school system, the industrial-arts director should work in very close harmony with him. No one particular medium may be singled out, but it is a combination of many which may keep the superintendent informed, interested, and ready to act to accomplish some particular objective set out by the director.

3. Likewise the director's associates in the field along with the superintendent and the principals will be affected by many items and through different sources. It might be a speech before a professional meeting, a magazine article, a radio program, or an exhibit which drives home some particular point. Publicity is a continuous process which knows no cessation; it crosses and recrosses many lines.

4. The various schools under the director's supervision need constant efforts along publicity lines to keep them informed and aware of the over-all program which is being carried out. All constituents must be served equally. A constant stream of news concerning one school without the mention of the others would soon lead to a situation where little cooperation would be given. The newspaper as well as the radio offers a splendid opportunity for the director to keep in touch with widely separated areas within a city, because the appeal must be general to be accepted through either of these channels. Common sets of posters can be developed to

meet the needs of all the schools. Needless to say, the supervisory work of the director should keep him in direct contact with the schools, their principals, teachers, and students.

5. The parent-teacher groups are vitally important in any publicity program in that they constitute one of the important control groups. Frequent appearances before these groups to speak, or merely to be seen and meet informally the parents of the pupils, provide opportunities to bring about an understanding of the problems. By knowledge and understanding, confidence is gained for those responsible for a particular program or type of activity.

6. Virtually every town or city has within it one or more civic organizations such as a chamber of commerce, Rotary, Lions, or Kiwanis club. As a general rule these groups are made up of representatives of nearly every business classification within the city. It will behoove the director to affiliate with or keep in close contact with these organizations. It is the constitutional purpose of these groups to work for civic and community betterment and most of them have standing committees on educational problems. Knowing the business men of the community by name, meeting with them, and talking before them afford splendid opportunities to keep them informed of the happenings in the school, the problems, needs, desires, and aspirations.

7. The Women's groups provide much the same opportunities for similar work among the mothers in

the community. The women's organizations oftentimes present a rather close-knit group to work with and are perhaps more zealous in their campaigns for community betterment in that they have more free time to spend on such activities than the men's groups.

8. During the school year the school administration calls several meetings of a professional nature for the purpose of discussing and determining problems, policies, curricula, and the hearing of reports from the various areas within the school system. Such meetings provide a source of news for public consumption and the opportunity here presented to keep the public informed should not be overlooked. Participation in regional, state, and national meetings of a professional nature should likewise be noted in the press.

9. Under the category of the press we find three types, of which the first to be considered is the local newspaper. The opportunities for publicity through this source are so manifold that it would be difficult to account for all of them. In dealing with the local press, the director must first of all recognize the fact that *news must be timely*. It must contain the mention of persons, places, and things of interest to a large number of people. The mere fact that Johnny Jones completed his project in woodworking would not be news or of interest to others than Johnny's family. But if Johnny entered his project in competition with other students in the city or state and won a prize, there is the

foundation of a good news story—not only one, but several. Preliminary to this prize winning would be the announcements of the contest, who the judges will be, how they were selected, what their standing in the community is, and why they were selected. All this information would not be given in one story, but a series of stories telling about the event could be written. An understanding of the forms of newswriting would be a valuable asset to the director, for he would appreciate *what* the paper would accept and shape his publicity to those ends. A discourse on period furniture might not be accepted by the newspaper as such, but if there were a way to tie this in with some activity of the school, it could become acceptable material.

Such material as new courses being offered or organized, the visitation to the city by state and national educators, talks made by the director, forthcoming exhibits, the success of some student, enrollment figures, and many other items constitute *legitimate news material*. Reporting these facts to the press *promptly* is the duty of the director—not two or three weeks after the events have happened. Editors are always glad to accept news, and their ability to distinguish between news and publicity hokum must be recognized. There is enough good news emanating from a live industrial-arts department that the director does not need to resort to press-agent tactics to break into print.

Second, the school newspaper will

accept much of the same type of material as the local newspaper, but since it is a paper dealing with the school alone, and circulating among the students and patrons, more space can be given for publicizing school affairs. Possibly the same criteria will be used for evaluating the worth of the material, but more detail can be given in the school paper.

Third, the school may publish a periodical other than the school newspaper. If not, the state, regional, and national fields offer a variety of magazines both in the way of news and general writing. A director is expected to contribute to these publications as a part of his professional duties.

10. Manufacturers and labor groups constitute important cogs in the agencies through which the director may work. Much of the work being done in industrial arts and vocational education departments is directly concerned with both employers and employees. Keeping these groups informed by talks before their meetings, contributions to their publications, and timely materials for their bulletin boards works for a closer understanding of common problems.

11. Exhibits provide one of the major means for bringing the public to the school, and the school to the public. Exhibits graphically portray what is being done, what can be done, and what is hoped to be done. It offers opportunities for bringing into play many of the other media of publicity and finally direct contact with the several control groups,

students already enrolled, and students whom we wish to enroll.

The exhibit may be of the annual type at the culmination of the year's activities, or it may be held periodically. Care should be taken to see that all enrolled in the program are represented in some manner or other. Frequently it is more advantageous to prepare an exhibit to be taken beyond the school building in order that more people may be contacted. Permanent or continuing exhibits may be considered in the same light that a merchant prepares his display window. To be of the maximum benefit, these displays should be changed frequently in order that equal emphasis may be placed on the different fields of work.

HINTS FOR A SUCCESSFUL PROGRAM

In conclusion, there are several points which should be emphasized as being necessary for the conduct of a program of publicity, regardless of the area of work to be covered.

1. Accept the responsibility as a director for the publicity program. No other person in the system will have the interest in the success of your particular field.

2. Have definite publicity plans.

3. Have a knowledge of the media and channels for publicity.

4. Develop contacts which will aid you.

5. Make a study of other programs with the view of improving your own.

6. Recognize opportunities for publicity.

7. Understand the difference between news, advertising, and propaganda.

8. Know how to prepare your materials in acceptable form.

9. Have a knowledge of the reproductive processes so that the most economical use may be made of the funds available to you.

10. Realize the value of pictures.

11. Appreciate technical specifications necessary for dealing with newspapers and magazines.

12. Adhere to deadlines.

13. Observe all ethical standards.

14. Keep a suitable file of materials available for publicity purposes.

15. Accept the publicity program for the betterment of the school system, as a means of accomplishing your objectives, and not as a means for personal gain or professional advancement.

CAMPUS ACTIVITIES

FACULTY CHANGES

Seventeen new members joined the faculty of Kansas State Teachers College at the opening of the first semester, September, 1947. The new appointments included the following:

Clyde Baird to the Department of Education and Psychology, most of his time being assigned to the Guidance Bureau.

Dr. William Albert Black, head of the Department of Education and Psychology and Director of Teacher Education.

Lee Bournonville, instructor in the Department of Health and Physical Education, and assistant coach of men's athletics.

Lewis Henry Caldwell, to the Department of Industrial and Vocational Education, director of audio-visual education and photography.

Janet Eastwood Dalton, instructor in the Department of Home Economics.

Hilma Davis, instructor in the Department of Home Economics.

Markwood Holmes, part time instructor of violin, in the Department of Music.

Dr. Homer Johnson, to the Department of Education and Psychology.

Carl Killion, instructor in the Department of Health and Physical Education, and assistant coach of men's athletics.

Martha Koppius, to the Department of Commerce and Business Administration.

Helen Kriegesman, to the Department of Mathematics, as supervising teacher of mathematics in the junior high school.

Ross Lamoreaux, to the Department of Education and Psychology.

Dr. James Vernon Melton, to the Department of Industrial and Vocational Education.

Helen Schuyler, counselor for women.

Edward Scott, to the Department of Commerce and Business Administration.

Ralf Jay Thomas, returns after an absence of two years to the Department of Commerce and Business Administration.

Powell Weaver, to the Department of Music, as part time instructor of pipe organ.

Changes in positions of members of the faculty became effective, as follows.

Evva Louise Gibson, from acting head to head of the Department of Home Economics, succeeding Dr.

Cecelia Ruth Earhart, who resigned to accept appointment at Virginia Polytechnic Institute, Blacksburg, Va.

Prentice Everett Gudgen, from assistant professor to head of the Department of Health and Physical Education.

Robert William Hart, from professor of mathematics to director of the Placement Bureau.

Bertha Augusta Spencer, from acting head of the Department of Art, to associate professor of Art in the Department of Industrial and Vocational Education.

Retirements included:

Oren Augustus Barr, professor of American History and political science, from part time to full time retirement.

Elsie Leitch Bowman, professor of art, from part time to full time retirement.

Dr. Oris Polk Dellinger, formerly head of the Department of Biology, Dean of the College and of the Graduate School, and acting president, from part time to full time retirement.

Elmina Elizabeth Graham, professor of English language and literature, from part time to full time retirement.

Ora Francis Grubbs, professor of economics, retirement to part time duties.

William Henby Hill, professor and supervising teacher of mathematics, from part time to full time retirement.

Resignations of members of the

faculty to accept positions elsewhere included:

Jarvis Burner, associate professor of foreign languages.

Cecelia Ruth Earhart, head of the Department of Home Economics.

Stella Lucille Hatlestad, associate professor of Health and Physical Education.

Lilly Coleman Keeney, acting supervising teacher of sixth grade, Horace Mann Laboratory School.

Esther Josephine Lee, itinerant teacher-trainer of Home Economics, Kansas State Board for Vocational Education.

Edward Charles Roeber, associate professor of Education and director of guidance and counselling.

Charles Oscar Stover, instructor of wind instruments and percussion, and director of the College Band, Department of Music.

Clarence Alonzo Swenson, assistant professor of Commerce and Business Administration.

Elizabeth Wiggins, instructor of Home Economics.

CURRICULUM CHANGES

Two important curriculum changes became effective at Kansas State Teachers College with the opening of the first semester, September, 1947. One is the offering for the first time of a general basic course in fine arts through the cooperation of the Department of Music and the Department of Industrial and Vocational Education. It is a course of five semester hours credit, and includes work in music, architecture, painting, and the minor arts. The second innova-

tion permits for the first time the election of a 15-hour minor in journalism and printing. This move is designed to aid in preparing teachers of journalism for the public schools, to aid members of high-school faculties who are asked to serve as sponsors of school papers, yearbooks, and other publications, as well as to provide more adequate preparation for students who plan to manage newspapers in small communities.

CAMPUS CHANGES

Building improvements and additions on the campus of Kansas State Teachers College during recent months include a number of barracks-type buildings and quonset huts sufficient to provide units for 125 veterans and their families. These surplus buildings were moved to the college and reassembled on a plot of ground set aside and prepared for the purpose with sewer, water, electric, and gas services, and located north of Brandenburg Stadium.

A large frame barracks building was moved from the Army Air Base at Coffeyville, and set up at the southeast corner of the campus, to provide classroom and laboratory facilities in physics, electricity, steam and gas, power, radio, photography, and other activities. Another building was brought in and placed on the lot west of the heating plant to serve as a storage building. A new garage building to accommodate school cars was erected south of the west wing of the stadium.

A huge two-story dormitory, consisting of 160 units was dismantled at the Kansas Ordnance Plant, near Parsons, transported to the campus, reassembled on a plot northeast of the east wing of the stadium. One wing of this dormitory is reserved for men students and the other for married couples.

Other improvements include enlargement of the press-box in the west section of the stadium, and the addition of new equipment for broadcasting, improved facilities for representatives of the press, and increased accommodations for guests of the College. The offices of the Dean of Instruction, in the Administration Building, were remodeled. New draperies and a switchboard were installed on the stage of the auditorium in Science Hall.

Room 110, on the first floor of the Administration Building was the original gymnasium of the College, and for many years was known as the "Little Gym" after the new Gymnasium was completed. During the summer of 1947 the system of heating and plumbing pipes under the floor of this room was entirely redesigned and relocated, and a new concrete floor installed and surfaced with an attractive rubber and plastic tile. An exhaust fan facilitates the control of ventilation. The walls and ceiling were redecorated and adequate fluorescent lighting fixtures were installed, together with new and comfortable seats. Thus is provided, in a convenient location, a comfortable and inviting assembly room for meetings of the

faculty and other gatherings that do not require opening of one of the larger auditoriums.

Dr. Walter McCray, who retired July 1, 1947, after 43 years as head of the Department of Music at Kansas State Teachers College, has accepted an invitation to serve as director of the Pittsburg Municipal Band for the 1947-48 season. The schedule of rehearsals began early in October, in preparation for the 1948 summer series of band concerts in the parks.

The Veterans Club is developing plans for a commissary at the College to aid in combating the rising cost of living. The plan provides for three committees: one to handle the building and equipment; one to handle financial and legal problems; and the third to be responsible for the purchase and sale of commodities. Shares of stock at \$10.00 each will be sold, which will entitle the holder to purchase products at cost plus a share of the expense of operating the commissary. Shareholders are to be limited to veterans who are students, instructors, or other employees of the College. The commissary will be managed by a board of directors elected by the shareholders.

A dinner was held in the College cafeteria, Tuesday evening, September 30, 1947, in honor of Dr. William A. Black, recently appointed head of the Department of Education and Psychology, and Dr. Claude W. Street, retiring head.

Guests present included nearly 100 superintendents, principals, and deans of junior colleges from the three-state area, in addition to representatives of the College faculty and the Pittsburg city schools. Talks were made by President Rees H. Hughes, Dr. Black, Dr. Street, Superintendent Wallace H. Guthridge, Parsons, and Charles S. Robinson, assistant superintendent of schools, Kansas City, Missouri.

More than 300 educators from elementary and secondary schools in southeast Kansas spent two days, September 26, 27, 1947, at the College attending a conference on curriculum problems. The conference was sponsored jointly by the College and the State Department of Education. Dr. Jane M. Carroll, principal of Horace Mann School, was chairman of the committee on arrangements. Boards of Education in a number of communities considered the conference of sufficient importance to close the schools on Friday so that all teachers might attend the sessions. Some of the topics discussed were: Basic Principles of Curriculum Development, Plans and Methods for Securing Maximum Results from Courses Offered, Developing Programs to Fit Individual Needs, Tests and Measurements, Special Problems in Teaching Reading, The Growing Child, and others.

Robert W. Hart, professor of mathematics since 1923, was appointed director of the Placement Bureau, and took over his new

duties with the opening of school, September, 1947. With this appointment, President Hughes announced plans for a reorganization of the activities and functions of the Placement Bureau designed to bring about closer coordination between the College and the alumni. Increased and more varied service to alumni and former students is contemplated. In his new capacity, Professor Hart plans to spend a considerable proportion of his time in traveling over the State, visiting alumni and former students and prospective students, and gathering data for placement and alumni services.

Enrollment at the College in September, 1947, was 1,837 regular students, and an all time record according to James U. Massey, registrar. In addition, special music students, students enrolled in the elementary, junior and senior high schools, and correspondence students, brought the total to 2,936. The highest previous enrollment was 1,587, reported in 1939. Among the five State schools the enrollment at Pittsburg is exceeded only by that of the University of Kansas, at Lawrence, and at Kansas State College, at Manhattan.

POPULAR BULLETIN

Under the provisions of Federal vocational education laws each State Board for Vocational Education is required to submit, at intervals of five years, a state plan for activities to be carried on under the the provisions of the acts. A com-

prehensive study of certain provisions of these state plans was made by Dr. Cecelia Ruth Earhart, head of the Department of Home Economics, and published by Kansas State Teachers College, November, 1946, under the title, *Requirements for Vocational Teacher Training and Certification in Trades and Industries in the Various States and Territories*. This Bulletin appeared just at the opportune moment when all State Boards were engaged in preparation for the 1948 revision of the state plans. In consequence, there has been an unusually widespread demand for copies of the bulletin, calls coming from every State in the Union.

A new community service radio station, KSEK, went on the air for the first time on Friday morning, July 11, 1947. The studios are located in the Hotel Besse, while the tower and transmitter house are located a mile and a half east of Broadway on the Quincy road. Among the services offered is a radio classroom broadcast to rural and elementary schools in Crawford and Cherokee Counties, the first of its kind in southeast Kansas. This is a 15-minute program, by transcription, from 2:30 to 2:45 p.m., Monday through Friday, from September to April.

President Rees H. Hughes, of Kansas State Teachers College, was one of six American educators invited by the United States Department of State to represent this country in a six-weeks seminar on

education for international understanding. The seminar met in Paris, France, from July 21 to August 30, 1947, under the auspices of the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

An unusually attractive program of high-class entertainment has been provided for 1947-1948 at Kansas State Teachers College, including the following events:

November 3. The National Repertory Players, in "The Importance of Being Earnest," by Oscar Wilde.

January 5. Recital by Gregor Piatigorsky, cellist.

February 12. Concert by the Kansas City Philharmonic Symphony Orchestra, under the direction of Efrem Kurtz, conductor.

March 15. Concert by Larry Addler, Harmonica virtuoso, and Paul Draper, esthetic tap dancer.

In addition, plans are under way for the Annual Music Festival, which is scheduled for the week of April 11-15, 1948.

COMMEMORATION DAY

The faculty committee in charge of arrangements for the observance

of Commemoration Day, popularly called "Apple Day," has invited alumni and former students to enter a contest to aid in selecting a plan for the day's events. The celebration of Commemoration Day is scheduled for March 4, 1948, but the contest closed on January 1.

Entries must include a complete plan for the day's program, and may consist of or include a musical program, pageant, skit, or any other suitable idea that will lend originality to the celebration.

FOUR-STATE REGIONAL CONFERENCE

More than 250 educators from Kansas, Missouri, Oklahoma, and Arkansas attended the fifth meeting of the Four-State Regional Conference on Industrial Education held at Kansas State Teachers College, October 24, 25, 1947. Special sessions were provided to discuss problems of Industrial Arts, Vocational Education, and Veterans Training. Organized in 1938, the Four-State Conference held four successful annual meetings until 1941, when World War II and travel restrictions forced a temporary suspension of activities.

COMMENTS ON BOOKS

Speech and the Teacher

By Seth A. Fessenden

Longmans, Green, and Company, Inc.,
New York, 1946.

The material in this book is, of course, not new to the teacher of speech, for it is a restatement of the philosophies and techniques which all teachers in the field of the speech arts have been attempting to propound for some time. This statement is not made in criticism of the book, for the author has made it clear that he has designed his text as an aid to *all* prospective teachers; especially is it an "... effort to prepare all teachers to use speech more effectively in all their classroom and extraclassroom work." In this I think Dr. Fessenden has succeeded admirably, for within the limits of this little book (290 pages) he discusses the contributions which the field of speech makes in all good and effective teaching.

Beginning with the thesis that "the teacher's manner of speaking is probably the most important part of her total personality," (and that) "... because of the emotional impact of one's speech upon others, no teacher has the right to inflict upon her pupils a speech that is unpleasant," Dr. Fessenden proceeds in the first half of his book to give

practical steps for the achievement of this goal. I like especially his insistence upon the necessity of a universality of pronunciation on the part of the teacher, rather than the use of regional dialect. (Perhaps because I myself have felt that this should be our goal.) For the teacher who wishes to improve her voice quality as well as her pronunciation, definite help will indeed be found in this little book.

In the last part of his book Dr. Fessenden shows how both curricular and extracurricular speech work can be used to promote pupil growth. Beginning with a discussion of how the elementary teacher can help her students in the more simple problems of the speech correction field on to the more formalized extracurricular speech activities of the high-school teacher, Dr. Fessenden has presented clearly and understandably, sound and essential techniques in all of them. He does not claim that this book is a substitute for specialized training in any one line of speech activity, and he gives ample pedagogical references to textbooks and other helps in the more specialized phases of the speech field. Incidentally, this in itself adds to the value of the book, for too many teachers in the public

schools do not know where to turn for practical helps in the speech field when they are in immediate need of them.

On the whole I would offer very little in the way of criticism of this book, for I agree fundamentally with its philosophy. Certainly, "Ineffective speaking is ineffective

teaching." I do think, however, that the book would get off to a better start if Dr. Fessenden had omitted the first three or four paragraphs. They might prevent the average administrator or college professor from reading further—which would be indeed unfortunate.

David D. Moore

Contributors to This Number

Leroy Brewington (M. S., Kansas State Teachers College, Pittsburg) is assistant professor of industrial and vocational education and supervisor of printing in charge of the College School of Printing. He had five years of practical journeyman experience in newspaper and jobprinting plants in Independence and Herington, Kansas. For nine years he served as supervisor of printing and teacher of vocational printing in the Pittsburg Senior High School. He was appointed to his present position on January 1, 1935.

Laurence Gilpin Cutler (A. B., University of Kansas) came to Kansas State Teachers College in the fall of 1935, and is assistant in printing. Prior to coming to the College, he was engaged in printing and newspaper work, having served on the *Abilene, Kansas Reflector*, the *University of Kansas Journalism Press*, and the *Newark, Delaware, Ledger*. He was also for a time, manager of the Messenger Printing Company, Caldwell, Kansas. He holds a life membership in Sigma Delta Chi, professional journalistic fraternity, and is a member of the International Typographical Union. He is also a member of the Kansas State Teachers Associa-

tion, American Vocational Association, Kansas Vocational Association, and the National Education Association. He is also a member of Epsilon Pi Tau, national honorary fraternity in industrial arts.

Harry Virgil Hartman is a native of Kansas, and a graduate of Kansas State Teachers College, Pittsburg, degree BS, with Major in Industrial Education, 1923; also of Iowa State College, Ames, Iowa, degree MS, 1931. He came to Kansas State Teachers College in June, 1920, as assistant professor of industrial education, and was promoted to his present rank of associate professor in 1934. His teaching is in the field of automotive and airplane mechanics. His experience before coming to Pittsburg included six years, 1914-1920, as a teacher of automobile mechanics in senior high schools in Kansas. He attended special classes in highway safety at Iowa State College, Ames, Iowa, and at the University of Kansas City, Kansas City, Mo. In addition to other duties, he is now supervising instruction in highway safety and driver education, the only courses of this kind now being offered in a Kansas college. He is a member of Psi Chi, national honorary fraternity in psychology, also

Epsilon Pi Tau, national honorary fraternity in industrial arts; and Lions International, serving as president of the Pittsburg Club in 1947-1948. He is a member of the National Education Association, Kansas State Teachers Association, American Vocational Association, Kansas Vocational Association, Kansas Industrial Arts Association, and the National Safety Council.

Bert Orville Keeney is a native of Nebraska, and a graduate of State Teachers College, Chadron, Nebraska, AB degree, 1936, and of Kansas State Teachers College, Pittsburg, MS degree, with Major in Industrial Education, 1937. He came to Kansas State Teachers College at the opening of the second semester, January 21, 1946, as instructor in the Department of Industrial and Vocational Education and was promoted to the rank of assistant professor, September 1, 1946. His teaching experience includes several summers as counselor and instructor of crafts in Boys' Camps, and six years 1936-1942, as instructor of crafts and a course in occupations and guidance in the senior high school, Winfield, Kansas. He was also instructor of silversmithing in the summer of 1941 in the School maintained by the Wichita Art Association, Wichita, Kansas, also at the University of Kansas, Lawrence, first semester, 1945-1946. He was one of twelve instructors of crafts and design over the country invited to participate in the first national conference and workshop in silversmithing design, held during the

month of August, 1947, at the Rhode Island School of Design, Providence, Rhode Island. He is a member of Epsilon Pi Tau, national honorary fraternity in industrial arts, and Kappa Pi, national art fraternity. His World War II service included three and one-half years in the U. S. Navy, at Great Lakes Naval Training Station, Illinois; at Attu, Alaska; and at Kingsville, Texas. He is a member of the National Education Association, Kansas State Teachers Association, Western Arts Association, Kansas Industrial Arts Association, and Central Craftsmen's Guild.

Esther Aileen Park is a native of Missouri, and came to Kansas State Teachers College in September, 1931, as reference librarian, which is her present position. She was absent on leave during the academic year, 1940-1941, for graduate study in the School of Library Science, University of Illinois, Urbana, Illinois. She is a graduate of State Teachers College, Springfield, Missouri, BS degree, 1926; also of the University of Illinois, Urbana, degree BS in LS, with honors, 1931, and AM, 1941. Her teaching experience before coming to Kansas State Teachers College included two years, 1926-1928, in the public schools of Springfield, Missouri. She is a member of Delta Kappa Gamma, national honorary fraternity in education, and of Sigma Sigma Sigma, social sorority; also of the American Association of University Women. She is a member of the National Education Association, and Kansas

State Teachers Association; also of the American Library Association, serving one year, 1938-1940, as a member of the National Committee of the Junior Members Round Table Project, *Local Indexes in American Libraries*, published by F. W. Faxon Co., New York, in 1947; also of the Kansas Library Association, serving one year, 1938-1939, as president of the Junior Member Division. In collaboration with Dr. Ralph A. Fritz, she is author of an article entitled, "Seeing Contemporary Affairs," published in *See and Hear*, October, 1945.

Mary Elizabeth Sherfy is a native of Kansas, and came to Kansas State Teachers College in September

1930 as loan librarian, which is her present position. She is a graduate of McPherson College, McPherson, Kansas, degree AB, 1925; also of the University of Illinois, degree BS in LS, 1930. She also completed one semester of graduate study, 1947, at the University of Southern California, Los Angeles, California. Between 1908 and 1922 she taught eleven years in elementary schools in Kansas and Idaho; and from 1925 to 1929 she taught in high schools in Kansas. She is a member of the Business and Professional Women's Club, also of the National Education Association, Kansas State Teachers Association, American Library Association, and the Kansas Library Association.