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# THE EDUCATIONAL LEADER



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William T. Bawden

MARCH 1, 1952

VOLUME XV

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KANSAS STATE TEACHERS COLLEGE • PITTSBURG

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VOLUME XV • NUMBER 2

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# THE EDUCATIONAL LEADER

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## America in World Affairs

By ALVIN H. PROCTOR

(An Address Before the Workshop in International Understanding, Kansas State Teachers College, Pittsburg, Summer School, 1951)

THE AMERICAN people today face two problems of tremendous importance: the first is the problem of how to achieve and maintain international peace; the second is the problem of understanding the meaning and implications of an urban-industrial-scientific society. Unless these two great problems can be solved, there will be little prospect for international peace or social stability during this century.

Although these two problems are so closely related that one cannot be solved unless the other is also, it is the problem of international relations which I wish to discuss. I should like to analyze the task of achieving international peace in the contemporary world from both the viewpoint of the United States, which now exerts great power and therefore has great responsibility, and from the viewpoint of those who feel the impact of this great power.

Although President Truman has made many statements with which diverse Americans have disagreed, in one of his recent speeches he said graphically and accurately that the United States has moved from the edge of world affairs in 1900 to the center of world affairs in 1950. This movement was steadily underway during the first half of the century, but psychologically the new sense of world power and responsibility has been rather abruptly thrust upon us. The American people have and will face a bewildering series of crises in which American power and influence is a significant factor.

The morning radio brought news of the armistice negotiations in Korea and the same report brought news of the Anglo-Iranian oil dispute. We Americans are prone to simplify the issues involved. In the first instance, most of us assume that it is a rather simply defined conflict between Communism and the capitalistic world. In the Iranian question, many Americans are likely to assume that



British imperialism is at fault. The truth would seem to be that these important disputes, as well as problems like that of a peace treaty for Japan and another for Germany, are but symptoms of the impact of great ideas, forces, and movements which are active in the Twentieth Century.

No American foreign policy can be successful unless we are aware of these factors in world affairs. The United States cannot hope to exert its influence and power successfully for the achievement of world peace unless it understands the deeper issues of the Twentieth Century. I should like to discuss briefly four of the significant facts about the contemporary world which the United States must recognize and deal with rationally if we are to achieve the great objectives of freedom, peace, and justice for all in this century.

First of all, we must realize that World Wars I and II shattered European mastery of the world and that as a result we have had great tasks thrust upon us. European mastery in world affairs was developed over a period of four centuries and reached its high point in 1914. The nations of Europe had planted their flags around the globe, establishing military, political, and economic mastery almost everywhere.

The primary condition for maintaining that mastery was that the great powers of Europe should not make war upon each other. They did not meet this condition but engaged in two blood-letting operations in the Twentieth Century. The result was that European power over the rest of the world was shattered and historical European unity with it.

Now, nature doesn't like a political vacuum any more than it likes a physical vacuum, and the result was that when western European power ebbed from places where it had been so long it was inevitable that other political and military power should flow in and become either the new master or the manager. One of the significant facts of our time, therefore, has been the temporary polarization of world power in the U. S. S. R. and the United States. I should like to underline that word "temporary."

Political, military, and economic power moved outward from western Europe in two directions into two great land-mass countries—the Soviet Union and the United States. As a consequence, for at least the next decade or two, the affairs of every other nation of the world must be based upon a triangulation of power.

Two corners of the triangle are the U. S. S. R. and the United States with every other country in the third point of the triangle. Everything other nations do in international politics must be based

upon consideration of the reaction which they will get from the United States and Soviet Russia. The dreadful importance of this is at once apparent when one considers that these two great power areas are engaged in a cold war whose end cannot be foreseen.

We Americans must realize that the other nations are as acutely aware of the Soviet Union as they are of us and that they cannot respond as freely to United States policy as we might wish. We must therefore develop great patience in our relations with other nations, recognizing that events cannot move as rapidly toward world peace and democracy as we would like.

We must also realize that everything we now do is of international importance—both our positive acts as well as negative ones. When we fail to act, we frequently will exert as much influence as when we carry out a positive policy or program. The implications of this power situation is so great and plain for teachers that I need not elaborate the point.

A second fact of tremendous importance in this country is the emergence of the Asiatic people as significant partners in world affairs. Until 1900, the Asiatic peoples with the exception of Japan were colonial peoples. They were dominated and frequently exploited by the European states (and in some instances by the American) who had achieved world mastery. However, because of the revolutions in Japan and China, because of the constant export of Anglo-American political and social ideas and the expansion of the Industrial Revolution beyond the Western world, and because of the dreadful consequences of World War II, the Asiatic people have thrown off the "white chains" which bound them, demanding an increasing voice as equal partners in world affairs.

Because of this, India, Pakistan, and Ceylon have achieved independence and equality within the Commonwealth of Nations. Because of this, the Chinese people today do not view the Korean war with the same perspective that we do. The Asiatic people have warned the Anglo-Americans many times recently that this decade or score of years may be that in which we have our last chance to join the human race on the basis of equality.

In a great meeting of seventeen eastern nations in New Delhi, India, recently, Prime Minister Nehru said that the day had passed when the white man could at will invade Asia. I think one of the most striking examples of the rise of Chinese power in the Twentieth Century is the fact that although a handful of foreign troops could easily suppress the Boxer rebellion in 1900, it has been impossible for any foreign nation to subdue the Chinese during the last twenty years.

The Japanese fought them from 1931 to 1935 without doing it. The United Nations with a half million troops have fought for a year in Korea without achieving victory. When one considers the tremendous population of Asia, its great land-mass size, its vast natural resources, and all that science and industry will do for it, he is acutely aware of the fact that the white nations are indeed in a perilous minority position. This will become more acutely apparent as the century passes.

One of the most pungent warnings in this century was that given by Hailie Selassie, Negro emperor of Ethiopia, when he appealed futilely to the League of Nations against Italy in 1936. In a dramatic speech, he warned that "you will either have peace with justice or you will have neither peace nor justice." Unless we can persuade the Asiatic peoples to adopt the political and social ideals of our democratic life, we face a troubled and uncertain future.

In the third place, the United States must accept the fact that urban-industrial-scientific warfare has destroyed more than our traditional physical immunity from war. Now, although our cities and country-side can be subjected to the same merciless destruction as were other nations in the last two great conflicts, especially in World War II, the possibility of physical destruction for America is only one of the reasons why we must exert every effort to achieve world peace. Another significant reason is the fact that for civilization as a whole the cost of war has become intolerable. It has become intolerable first because of the sheer physical destruction and the immediate cost of such war.

According to estimates of the League of Nations, World War I cost about three hundred billion dollars in capital expenditure and in the destruction of property. The great powers involved suffered approximately five million killed. According to a recent estimate of the United Nations, World War II cost an estimated one trillion, one hundred ten billion dollars in money and physical destruction. The United Nations also estimates that ten million soldiers were casualties in combat, and civilian casualties cannot even be estimated.

With demonic efficiency we have also perfected psychological weapons and have destroyed moral principles which mankind has possessed for several centuries. We have even developed great crimes, for example, that of genocide. The Nazis in Germany destroyed an estimated six million Jews, for which seventeen Nazis were hanged in 1946. The concentration camps of Germany have

become a pattern for every other totalitarian state. The immediate costs of world war have indeed become tragic.

However, actual war is not the most serious threat to democratic life and perhaps even to civilization. The *threat of war* has become an intolerable evil—one which will continue to strain the survival resources of mankind as long as the modern world does not restrain unfettered, ruthless, sovereign nations.

Consider the tragic fact that this year the United States is spending seventy billion dollars to pay for past wars and prepare for the next one. We have committed one-fourth of our total resources and production this year to destructive purposes. One-fourth of the nation's income, which might be used to produce houses, food, automobiles, etc., for Americans must go into guns, tanks, and planes. The food which might relieve starvation in India was delayed because of our fear of Communism, thus showing how the threat of war stifles our humanitarian and Christian impulses. One can readily see a tremendous change for the worse in American economic and moral life.

One of the things which made America economically great and progressive in the past was the fact that only a minute portion of the national income had to be used for war purposes. No other great industrial state could devote as much of its energy, production, and resources to civilian life as we could in America. Now in a world of independent sovereign states, we have been compelled by remorseless scientific and industrial warfare to do what others have done—to commit our great resources to unchristian, destructive purposes. But if these consequences are lamentable, there is a worse one.

Because of the threat of war and the resultant militarization of our economy and psychology, we have whittled away one by one some of our traditional rights of free speech, free press, and free minds—those liberties which have been the real source of American strength. Now we must sign loyalty oaths to prove that we are "good" Americans. Now we have "loyalty committees" which smear and slander men of good reputation before our national congress without any adequate recourse by those who are maligned. If the present world situation continues and America more and more assumes the characteristics of a garrison state, it seems likely that we will become more like those whom we seek to resist, that we will destroy democracy in the act of attempting to save it.

This threat of war in a world whose states are able to maintain

independent armies, navies, and air forces may prove to be the very thing which will make the existence of democratic life impossible. You see, the tragedy is that Americans and other people in such a world have at best only a fifty percent voice in the decision as to whether there shall be war or peace. They alone cannot decide whether they will spend their resources and energy for civil peacetime living or the destruction of war. As Pearl Harbor dramatically proved, in such a world aggressive nations can compel us all to do what we do not want to do. We have no real democratic choice in such a world. We have no real opportunity to be rational human beings.

Therefore, I submit to you that the fourth great task for the United States is to support the growth of the United Nations or some form of collective security based on the rule of democratic law with every resources that we have. Great Americans were the co-authors not only of the United Nations but also of the League of Nations. We have participated in many other important steps toward international amity and good will.

Moreover, the ideals of democracy are completely compatible with the concept of the United Nations. The United Nations is the second halting effort in our time to extend Anglo-American concepts of law and order through democratic action from national to international affairs. Finally, we must support the United Nations because there is no workable alternative. The path of aggressive, unfettered nationalism is a blind alley which can lead only to greater and greater destruction of our lives, our futures, and our democracy.

Do you remember how the world got roast pig? In ancient China it is said that a house burned down, burning the pigs which lived in it but not the people. One of the sons named Bo-Bo touched a hot pig and then popped his thumb into his mouth to cool it. The pig tasted good and soon an epidemic of house burnings created a serious social problem. Finally, some genius found that pigs could be roasted over small fires and society would not be imperiled. Today the teachers of America must help the world discover how to maintain world peace without burning down the houses of democracy through the destruction of war and the threat of war.

EDITOR'S NOTE—Dr. Proctor is Head of the Department of Social Science, Kansas State Teachers College, Pittsburg.

# New Trends in Homemaking Education

HILMA R. DAVIS

HOME ECONOMICS has been a part of many school programs since 1910. Before this time a little was taught in a few elementary and grade schools. With the passage of the Smith-Hughes bill in 1918 provision was made for teaching homemaking as a vocation in the secondary schools. This meant many teachers were needed for public schools; therefore home economics was started in many colleges.

In the beginning days the work offered was called domestic science and practical arts. Records show that a few, limited courses in Family Living in Homemaking were offered in 1926. Since this time observable trends have taken place in homemaking education.

There is a definite tendency to extend and to expand homemaking education into the kindergarten and through all fourteen grades for both boys and girls. With the extension of the program, a shift in emphasis in goals is made from homemaking skills as an end in themselves to the social development of the individual as a person and as a member of society. Zachary's work with adolescents has pointed out the importance and responsibility of education in recognizing the needs of the individual. On the basis of common experience, he was able to identify four crucial areas of need—immediate social relations, wider social relations, economic relations, and personal living.

The homemaking program has been expanded to include all phases of homemaking with personal and social development, which does not mean that skills are being dropped, but are set in proper focus as to their contribution to family living.

Experimentation has been going on in the programs of homemaking in an effort to find out what constitutes a good program. Many schools have integrated homemaking in the total educational program or have established it as a functional part of the core curriculum.

Home Economics is not a single subject matter area but encompasses several. In the chapter on homemaking education in the U. S. Office of Education publication, "Vocational Education in the Years Ahead," the following explanation of terminologies is made:



"The term education for home and family living is used here to designate that part of a total education which equips individuals for effective membership in the family so that each contributes to home and community life according to his capacity. *Homemaking education* is that part of education for home and family living which is centered on home activities and relationships and which enables the individual to assume the responsibilities of homemaking.

"The program for elementary grades is referred to as Education for Home and Family Living, while that included in junior-senior high school is referred to as Homemaking, or Education for the Potential Homemaker. The term Home Economics is commonly used in college for the part of the total program for home and family living which includes education for homemaking as well as preparation for the pursuit of one of the professions in the field of home economics."

Along with the many changes in home economics there is growing evidence of more co-operative planning among pupils, teachers, administrators, and parents in order to develop a more functional program.

The time has long since passed when man could exist as an individual by himself, and living has become so complex we have become very interdependent. Because of these changes new techniques and methods of teaching have been developed.

When each individual senses his or her role in world affairs, accepts the responsibilities that accompany that role, and develops effective working skills which may be applied in any group, there may be hope for peace in the world. A good place to learn to think as a group is in our school rooms which really are a small community represented by many nationalities, occupations, and income levels. A "favorable climate" in which each one grows, is built by the students and the teachers. One of the most effective ways of changing pupil behavior is through satisfying group participation. The teacher may help the students choose their own group by the use of a sociometric device. After this has been done the choices are diagrammed into a sociogram, a gram which shows individual choices of students by their class associates. The values of such sociograms are that they aid the instructor in knowing the students first choice, those students least in demand, unexpected choices of students, and how many students are chosen for different group activities.

By this procedure the instructor may become aware of certain problems which might be undiscovered. The student chosen first by everyone will be well adjusted, the student that may not be chosen or rates last choice will be the one that needs help.

We know that two kinds of learning go hand in hand; (1) the learning of school work, and (2) the learning of personal skills in working with others, in taking responsibility, and in evaluating one's own needs and opportunities in the class room.

### GROUP DYNAMICS

Group dynamics is another experience in which the efforts of students may be organized for more effective learning. In order to do this two things are required: First, the learning groups should be as small as possible, regardless of the total number in a class in order to allow time for individual participation. Second, the group must be selected in such a way that the student gets a wide range of reactions to his contributions.

In a third-year high-school homemaking class the students may divide into small groups to study housing problems of concern to their families in a particular area. A college class may likewise divide into small groups to study housing from the viewpoint of adequate room arrangement, and interior decoration which best fit the needs of the family. In either case small groups will report their findings to the entire class.

Teachers will need to know the student, in relation to creative ability, his ability to listen to others, his ability to be group minded rather than individual minded, and his skill in presenting ideas. Students may take turns in being leader of the group, the recorder and the observer. Learning to work together comes only through experience.

### ROLE PLAYING

Role playing, which is the spontaneous acting out of problems and situations, is a technique which offers numerous possibilities for examining the ways in which individuals interact toward each other. Each individual plays several roles during the day. For example, a home economics student may play the role of a mother, in the absence of the mother, and get breakfast for the family; he or she will be a student during the day; he or she may be a musician for a short while; and may be a business manager for the annual after school, ending the day shopping for the family.

J. L. and Florence Morena, who were the first to explore role playing, maintain that activities will operate more smoothly if individuals are able to play the role of others as well as themselves. In other words, it is important for a son or daughter to be able to interpret the parts played by their parents, brothers and sisters.



Sometimes it is difficult to be critical of a role in some situations; however, the classroom provides opportunity for experimenting with human relations without the upsets that might come in real situations. Experiences and activities in the homemaking classroom provide opportunities to examine the various roles played in family living, for example, buying for the home, child care, family relationship, care and construction of clothing, role as host and hostess, meal planning and preparation, creating attractive living arrangements, sharing the family car, family finances, and many other experiences.

Role playing truly experienced does not mean a stage performance but a free situation in which the person performs freely what he or she feels and thinks about a given role under a specific condition. This is not a rehearsed experience.

Role playing should be a part of the class program and experienced when a point needs to be illustrated, or a problem examined for further solutions.

Values of role playing are varied:

The student has a greater opportunity to meet problems as they really exist because of closer relationship with life situations.

It helps the teacher and class evaluate the need for further help.

Role playing helps the student become better adjusted in his peer group, become aware of difficult problems and become more at ease in various situations.

A student develops a broader understanding of roles and has an opportunity to evaluate his or her own roles.

Experiences in role playing help a student to develop and change beliefs, habits and clarify thinking toward personal family living and relationships with friends.

The most valuable part of the experience is often the threshing-out period following the drama. After the role playing has concluded students, who listened, may get together in small groups and discuss the scene in relation to the questions of concern. As the students get together in a large group one representative from each small group may give its reactions.

Role playing gives a chance for planning and thinking. It is a supplement and does not take the place of other teaching techniques.

One of the chief concerns of the educator is the matter of determining the method of teaching best suited to produce the maximum development of all pupils for intelligent participation in society. Most of them agree that there is no one perfect method of teaching but the use of imagination, enthusiasm, and ability with various techniques will aid teaching to become an educational experience in which personality development takes place and not the mere experiences of answering what and why questions as in the past.

## VARIOUS TYPES OF DISCUSSION PROCEDURES

The discussion may center around the student's daily living which is started by using a concrete situation. Teachers and pupils alike should enter into the discussion using many sources as aids in developing better group leaders and participators. These sources are: film strips, films, recordings, dramatizations, sociodramas, role-playing and other group experiences.

*Informal class discussion* has been used in home economics classes quite successfully. Very careful planning is needed. If the teacher is the leader students can be helped to see places for individual improvement.

*Buzz Sessions* have become quite popular in home economics classes and meetings planned for both teenagers and adults. This is done by breaking the large group into small groups from which a reporter is chosen for each group to summarize the thinking when small groups return to the large original group.

*Dialogues* may be prepared by two or three people who present possible solutions to a problem while the rest of the class listens. All members of the class continue the discussion after the dialogue is completed.

*Symposiums* from three to five people give brief, prepared reports on various pertinent aspects of certain problem. The chairman usually takes the last topic in order to summarize the contributions of the whole group. As inexperienced leaders gain more confidence, they may draw the entire class into the summary.

*Panel Discussions* are a more spontaneous form because informal conversation is used rather than the formal reports of the symposium. A panel may be larger or smaller depending on the variety of viewpoints needed for later discussion by the whole group. The teacher may choose to be in the audience to keep the discussion going in case it might drag.

*Resource persons* are to furnish the discussion group with facts and points of view which will contribute directly to the problem under consideration. This person may participate in class discussion and help in formulating a summary.

*Dramatizations* provide for applying materials learned in books to actual practice. Home economics teachers have recognized for a long time the value of this experience in understanding group interactions.

*Recordings* are very helpful in aiding the group to rehearse the experience at hand and discover needs for improvement.

*Visual Aids* have been shown by research to stimulate pupils after seeing a film to engage in some form of related activity. Teachers need to make clear to students that the school film has a different function from the recreational film. The school film which is more technical needs to fit into the curriculum in terms of classroom goals and objectives if it is to have educational significance. Therefore, it is important to prepare students for the film and point out relationships before and while the film is being shown with a summary at the close.

Besides films and film strips there are many exhibits and other kinds of illustrative material published today which may be chosen for the classroom.

Considerable has been said concerning the area of Home Living in the preceding discussion; the following remarks indicate new trends in the areas of foods and clothing.

In teaching foods on the meal basis, emphasis is given to the relation of each meal to the day's food pattern. In this experience many practical things can be taught in addition to food preparation: nutrition principles are applied through planning and preparing complete meals or meals for the day or several days. Students develop an appreciation of food textures and flavors through the experience of preparing and eating meals or combinations of food: good use of time and energy; also an understanding of food costs. There are many opportunities for students to work with meals and food patterns, table service and etiquette suited to needs of their families; also, students can learn to work together co-operatively and share responsibility. These experiences have been chosen by girls to be repeated in their homes as home projects and are planned co-operatively with the mother, daughter and teacher.

Other home projects which have been completed in the home are as follows: Preparing nutritious meals for the family, food preservation, packing lunches for my father, preparing food for baby brother or sister, planning and preparing Thanksgiving dinner, planning for special diet problems and encouraging family members to eat disliked foods.

Meal basis teaching does not mean a complete meal must be prepared in each laboratory. In case class periods are fifty or sixty minutes long, time will be needed for study, planning, preparation and evaluation. Individual and group planning with demonstrations are activities to be included in the planning period. If a class lacks the experience of using milk in many ways in meal preparation, demonstrations will be helpful in nutrition study

which give emphasis to the importance of milk. Planning, preparing and serving complete meals in class result from these many experiences. Lastly, teaching on the meal basis provides a carry-over into the home which is much greater than teaching single dish preparation.

Experiences in clothing classes are equally as important to our boys and girls as foods classes. Our old methods required all students to complete the same kind of project in the same length of time and were graded on perfection rather than practical originality. With our new trend today in planning family centered programs, the clothing needs of all family members are considered necessary experiences. For example: Mending the Family's Clothing, Caring for My Personal Wardrobe, Sewing for Myself or Family Members, are home projects which have grown out of classroom experiences.

Dr. G. Tyler Miller, president of Madison College, stressed in a speech before the Virginia Home Economics Association in 1950, that helping young women and men to discover their own potentialities and opportunities for service and to secure the needed training is one of the musts of the future. Preparing youth for effective participation in our complex modern world makes it necessary that training be provided in all aspects of living through effective ways of teaching. Homemaking education offers one of the greatest challenges in our entire educational program.

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Report of

THIRD ANNUAL CONFERENCE

ON

LIFE ADJUSTMENT EDUCATION

HELD

FRIDAY, JUNE 8, 1951

AT

KANSAS STATE TEACHERS COLLEGE

PITTSBURG

*Conference Sponsor:* DR. WM. A. BLACK, Head, Department of Education and Psychology, K. S. T. C.

*Conference Director:* DR. HOMER L. JOHNSON, Assistant Professor of Education and Psychology, K. S. T. C.

## Life Adjustment Education Conference

JUNE 8, 1951

The Third Annual Conference on Life Adjustment Education was called to order by the conference director, Dr. Homer L. Johnson, who briefly explained the schedule for the day and requested one hundred percent registration.

Doctor Johnson introduced President Rees H. Hughes to the members of the conference. President Hughes' response was that he considered it a privilege to welcome the group, that he thought the topics for discussion timely, and that he hoped everyone would find the conference productive and profitable. President Hughes pointed out that the bulge in the enrollment a few years back was to obtain the thirty-hour teaching certificate, and after that the sixty-hour certificate. He continued that the increased enrollment in the graduate school indicates a desire for improvement on the teachers' part and the public's interest in better teachers. He stated that the enrollment for the summer term should pass the 2,000 mark. President Hughes next told the conference that more Kansas teachers have degrees from K. S. T. C. than from any other college in Kansas. This is a challenge to the college in that the aim of the institution must be to get good material for good teachers; so that good teachers might become better teachers in Kansas.

Doctor Johnson next introduced *Dr. William A Black*, Head of the Department of Education and Psychology of K. S. T. C., who made the opening statements to the conference.

Doctor Black stated that college entrance requirements are no longer a "bottleneck" in life adjustment education in Kansas. Good general education is good training for college and for life.

Methods to use in life adjustment education development:

1. Development by the staff of a philosophy which is concerned with the total development of all pupils.
2. Enrich the traditional program.
3. Make the traditional program functional.
4. Promote the in-service improvement of teachers.
5. Call on the colleges to improve the program of pre-service education. Improve extension and summer programs for in-service training of teachers.
6. Improve the supervision of all school activities.
7. Secure the assistance of the staff and the community in providing buildings and equipment suitable for an improved school program.

8. Develop plans for education of adults on what is needed to improve education.
9. Every school should develop a guidance plan.
10. Every school should study the costs of education to pupils.
11. Every school should conduct a continuous follow-up study.
12. Every school and every class should have a program that is adjusted to individual differences.
13. In every school a study should be made and an effort should be made to utilize local advantages in the way of:
  - a. Human resources,
  - b. Material resources,
  - c. Resource people,
  - d. Local institution,
  - e. Employment opportunities.

Schools have not, but should make studies of how pupils can contribute to the community services that are much needed.

The small high school, in many respects, has advantages if it would only utilize them. Of course, there are disadvantages if the school is too small.

Mr. V. A. Klotz, superintendent of schools, Coffeyville, Kansas, was the next speaker to address the group with opening statements. Superintendent Klotz has served as chairman for the Kansas Commission on Life Adjustment Education for the past two and one-half years.

Mr. Klotz complimented President Hughes for the suggestions he made to the state commission seven years ago, foremost of which was to have a good secondary education program in the state department which would improve the secondary education in Kansas.

The commission is interested in working with the state and colleges and is eager to have the co-operation of communities.

The Life Adjustment Commission offers the following to schools:

1. Questionnaire development.
2. High-school questionnaire.
3. College questionnaire.

Mr. Klotz closed his address by saying that the first state life adjustment education meeting will be held in Topeka, October 15, 1951.

Mr. R. E. Custer, secondary school supervisor, Kansas State Department of Public Instruction, Topeka, addressed the conference on the "Status of Life Adjustment Work in Kansas."

The most outstanding feature of Custer's address was his recommendation of several books for teachers. Among them was *Teachers Are People*, by Virginia Church. He especially recommended the book, *School in the Country*.



From various sections of the book, *Teachers Are People*, Mr. Custer took suitable quotations, improvising upon each one. Items taken from the book were:

1. Meeting the needs.
2. Democracy—a workshop to get life's meaning.
3. Coddling process in education.
4. Common ground.
5. Standardized tests.

Mr. Custer said that life adjustment education is not new; people have long been making use of it under different terms, or no terms at all. The practical doing of things in school, community, and on the campus are means of adjustment through the enrichment of life. Above all, one should speak in terms that the individual understands.

In visiting with several large schools to discuss a life adjustment program set-up, Mr. Custer discovered that the laymen meetings on adjustment had increased greatly. Throughout his travels, connected with life adjustment programs, he discovered further that the Western part of the state showed the greatest interest. He commented that it is highly essential that every school have such a program and that now over one hundred known schools in Kansas have made progress in such programs. Undoubtedly, other schools are doing similar work.

Mr. Custer listed five books that would help in instituting a life adjustment program:

1. *Modern Education Practice.*
2. *School in the Country.*
3. *Art of Teaching.*
4. *Teachers Are People.*
5. *Life Adjustment.*

In closing, Mr. Custer expressed his confidence of the future and his hope that teachers would carry on with progress.

## Life Adjustment Education Conference

### (FAMILY LIVING GROUP)

The group on "Family Living" met at 11:00 and again at 1:10 with Robert R. Noble, Social Science Department of K. S. T. C., as chairman.

The discussion leaders were:

E. Louise Gibson, Head Department of Home Economics,  
K. S. T. C.

Dale L. Womble, Field Kindley High School, Coffeyville,  
Kansas.

Hazel Buck, Department of Home Economics, K. S. T. C.

W. S. Davison, Department of Education and Psychology,  
K. S. T. C.

There is a growing recognition of the fact that making a success of marriage and family living is not something which just comes naturally, but rather that this area of living demands as much or more in the way of careful preparation as any other.

Our formal educational system is coming rather belatedly to accept a part of the burden of preparing young people to participate successfully in marriage and family living, but we are still feeling our way toward setting up really effective programs for this purpose.

There are a lot of questions to answer before we can be sure that we are moving in the right direction in building our school curriculum for meeting this need. It was the purpose of this meeting to examine some of the programs now in progress and to evaluate the techniques and procedures which are being employed and which might be employed in carrying out such programs.

The discussion was opened with the question, "What are the present and anticipated needs of youth that should be met through the high school?" A survey was cited in which children of high school were asked to express the greatest interest or problems concerning family living. One-fourth gave the problem of marriage as a primary interest and another twenty-five percent listed getting along with their parents as one of their greatest problems.

Referring to the original question, two great needs of youth today were stated: (1) Well adjusted personality, and (2) need for a saleable skill.

In a recent study it was reported that of every 1,000 children in the United States only 160 were receiving adequate training in

family living. This brought out the question as to how much of this or what is being done in Kansas.

One school was mentioned as offering a course in family living to a mixed group. In this group the interests expressed by the boys were in many ways similar to that of the girls.

It was mentioned that only about one-seventh of the 600 high schools in Kansas had some type of a "Family Living" course.

From the floor came the question of integration of this training into other classes. It was agreed that it must come in integrated programs and not just a single course, but questioned the training of teachers to be adequate for this type of program. The suggestion was made that bringing in professional men and women might be a possible solution but warning was given against salesmanship.

Another suggestion that was made was that of selecting committees from classes to investigate different phases of family living and bring back a report to class, but for this a co-ordinator would be needed to keep students from getting repetition which might be boresome.

From studies made of "Life Adjustment" problems the following units were found to be helpful in such a program:

1. Growing up.
2. Making and keeping friends.
3. Dating.
4. Establishing a home.
5. Consumer buying.
6. Home living.
7. Home and family.
8. Social problems.

State co-operation in support of this new program was the next issue. It was pointed out that the state department had given its permission for experimentation in the Coffeyville Kansas schools. One experiment used in the school was that of bringing in parents and families and asking them for suggestions of course contents of which many were used.

The question was asked, "What special training is necessary for the persons teaching family living or for a co-ordinator for this kind of work?"

It was agreed that the co-ordinator should have very broad training in aspects of family living. He should have a very general education covering most any field. There should be special courses offered to train people who wish to be specialized in these fields.

There was disagreement on whether the co-ordinator should be a married person with a family or a single person.

Another question asked was, "What criteria should be used in selecting the teacher of Family Living?"

The teacher of Family Living should have very broad training, special vision, and the personality that young people like to consult. The teacher should possibly be a person with a family.

The major emphasis of a Family Living course should be:

1. Improve personalities of the pupils.
2. Meet emotional needs of the pupils.
3. Provide experiences for present and future needs.
4. Inject the feeling of belonging to prevent maladjustment.
5. Provide group activity—one of the basic needs.

"Should such a course be offered only at one level, or integrated throughout all grade levels?"

It was brought out that Family Living should be started in Kindergarten. The marriage aspect should be delayed until possibly the twelfth grade.

As to the question of religion and intermarriage of groups it was thought best to let pupils make a study of data concerning intermarriage of religious groups, then let them form their own opinions.

Whether or not courses should be co-educational depends upon community situations. Since we live in a family, the courses should be natural and normal. Problem solving together should be provided.

## Life Adjustment Education Conference

(CITIZENSHIP GROUP)

The group on citizenship met at 11:00 a. m. and again at 1:00 p. m., with Dr. Dudley T. Cornish, Department of Social Science of Kansas State Teachers College, acting as chairman. The following discussion leaders were present and took part: John Haberbosch, Principal and Dean, Fort Scott, Kansas; Dr. Elizabeth Cochran, Department of Social Science, Kansas State Teachers College; Prof. R. W. Hart, Director of Placement, Kansas State Teachers College; and Max A. Schiefelbusch, Junior College, Parsons, Kansas.

In opening the discussion Doctor Cornish said that Life Adjustment is a series of elements that teach citizenship; which would include classroom activity, discussion, preparation and presentation. Also the main problem of the Life Adjustment program is, how can schools build a program for better citizenship?

In the discussion it was brought out that the second purpose of education is to build citizenship, citizens to run the government, spend the tax dollar and fully support the community affairs.

Doctor Cochran asked the questions: "What is there different in our Life Adjustment programs?" Life Adjustment, as such, is fairly new but actually the process has been going on for hundreds of years, but maybe under different names. Schools are now making surveys to find what they need to put into their courses of studies to prepare the youth so they may obtain their livelihood from their home community. We all know the need for good life adjustment programs, but how can we use it in our classrooms? Some concrete suggestions as to how Life Adjustment programs can be used in the classrooms, for example, how do you teach citizenship? This was answered by the discussion leaders:

1. Teach the students to be critical.
2. Not to believe all advertisements.
3. Relate past history with present.
4. Set up real life situations in the classrooms.
5. Teacher in background for a good life adjustment program.
6. Home room program in school is best method of teaching citizenship.

Students should be able to obtain information from teachers, and from libraries without undue difficulties. Also, after obtaining information students should be able to present it both orally and in written form.

## Life Adjustment Education Conference

### (COMMUNICATION SECTION)

The communication section of the Life Adjustment Conference met at 11:00 and again at 1:10 with Mrs. Jean McColley, Department of Language and Literature, Kansas State Teachers College, Pittsburg, as chairman. Other members of the panel discussing the relationship of the communication movement to the life adjustment program were:

Dr. Robertson I. Strawn, Head, Department of Language and Literature, K. S. T. C., Pittsburg.

Faye Meriwether, English teacher, Columbus, Kansas, high school.

Miss Madeline Knock, Crawford County Community High School, Cherokee, Kansas.

Mrs. Ruth Bloomcamp, high-school English teacher, Hepler, Kansas.

Miss Oleva Lewis, high-school English teacher, Caney, Kansas.

James Brown, high-school English teacher, Junction City, Kansas.

The discussion centered around the teaching of subject matter as opposed to the teaching of individual students. The communications movement was defined as:

"A study of the use of the English language" and as "the nerve center" by which society functions, also as the study of the English language to communicate thought in life itself. It was pointed out that our language cannot be separated from life itself, and therefore it is important and a definite part of any good life adjustment program.

Mrs. McColley remarked that the aim of the Language and Literature Department is to make English practical, and that English is key-noted by the communication movement.

As opposed to the idea that all students in an English course need drill in the rules of grammar and an exposure to what is called good literature, members of the panel in their opening remarks emphasized the importance of the student gaining experiences in his English class that are of more direct benefit in later life, and, even more important, experiences in which the student sees a real value.

The fact that most students do not enjoy English was brought out during the discussion. Why? Two reasons were offered: (1) it is a required subject, and (2) it is too frequently impractical and very "dry."

The question of how tone can be communicative was next discussed. It was pointed out that tone is the same to spoken language as punctuation is to written language. Children understand tones as readily as words spoken and often the tone is more important to the meaning than the words themselves. Personality is evidenced through the tones used. Also, reactions are effected greatly by tones. A class or audience can be affected by the speaker. A child only a few days old understands the meanings expressed by the parents just by the tones used rather than the words. Often children are misunderstood by both teachers and parents because of the tones used by the children in speaking. Sometimes children are scolded for being impudent because of the tone of their speech when actually there was no such intent.

Facial expression is perhaps closely associated with tone-effect. A speaker may be definitely affected by the expression on the faces

of his audience. Interest, boredom, anxiety, question, fear, etc., may be displayed on the faces of the audience. Children in a class may also express this reflection of reaction. Sometimes, the facial expression of the speaker affects the audience much more than does his words. Often the facial expression is all that is needed to get across the idea.

From the point of expression, the discussion progressed to the question of what other skills should be stressed in the English department. It was stated that writing is important and perhaps letter writing is one of the best and most inclusive forms, for in writing a letter a person comes in contact with most every day writing problems.

The question of levels of usage of the language was next discussed. Mrs. Bloomcamp stated that children need to be guided in the use of certain types of speech in certain situations. Speech is most important in the communication program. Children should be guided in speech just as they are guided in the right way to dress for certain occasions. Mrs. Bloomcamp pointed out that one influences others by the speech he uses, and said that students should be taught to use their own judgment in a language situation.

A questioner in the audience inquired as to whether or not an English teacher could justify the wrong kind of English in any situation. This led to much discussion of just what the wrong kind of English is. Mr. Brown offered an answer, justifying the "wrong" kind of English by relating the story of a feed dealer who holds a masters degree. In dealing with his customers, the dealer is very careful to speak on the level of the customer so as not to appear through the use of correct grammar to be "superior."

Mr. Brown stated that this talking on the level of the customer no doubt boosted the dealer's sales and contributed to his success. It was generally agreed that there may be a justification in using incorrect English in such instances but that simple form and incorrect English are two different things. A discussion on the differences between incorrect English and simple form followed. It was agreed that perhaps one could converse simply and have no need for incorrect usage. Miss Knock said that most of her students realized the need for a different type of speech in only one situation—church—where better speech and better clothing went hand in hand. She told of her experiments in "Formal Language Practice Day" at Cherokee High School. Students were informed of the day by a sign "FLPD" on the door of her room. This was a signal for students to use their best language during English period that



day. Miss Knock stated that she did not tell her students that their "drug-store" language is bad—nor did she tell them that the language used in their homes is bad. She emphasizes that language needed to communicate in most situations is just common, and that there are situations where more than just common language is required and expected. She brought out that in formal situations people feel "closed up" inside, and that if the English classroom is kept on a formal basis at all times it is difficult to overcome this "closed up" feeling.

In the discussion on formal and informal language it was pointed out that the formal is the precise and very correct usage, with a careful selection of words. The informal need not be incorrect but may be characterized by expressions of the times or slang phrases.

The belief was expressed that most teachers do not allow sufficient time for formal speech situations in the classroom.

The question of what is correct was brought up. It was stated by Doctor Strawn that the authorities deciding what is correct are in most cases just other English teachers.

It was brought out that effective speech or language is the important thing. It was mentioned that students watching others for speech difficulties, reactions, and corrections is an effective means of judging and that this observation by the pupils may be an instructional method.

The afternoon session was given over to a discussion of group activities and projects. Some of the points of the discussion were:

1. Are they a waste of time?
2. Can they be used effectively?
3. How can they be used?
4. How far can you go with group activities?

It was pointed out that there is a danger in the total abandonment of conventional methods of teaching, but that there is a definite value in some group work in the communication field.

Many group activities are too elaborate and waste too much time, it was pointed out. Group outside activities should be planned to obtain the maximum benefit to the pupil in the minimum time.

The question: Should the English teacher be concerned with the mass media of communication: the press, radio and the movies?

It was decided that the ability to judge good and undesirable films and programs is an important item. It was agreed that to guide students to read good newspapers, see good movies and listen to good radio programs was the duty of all teachers, not just the English teacher.



It was said that the radio can be used as a help to the English teacher. One idea was to have students listen to newscasts and have students make reports on subjects they have chosen.

It was agreed that in the teaching of English, the student's interests should be put in the foreground, with the subject matter as secondary. It was also agreed that to help the student most should be the primary aim of all good English teachers.

## Life Adjustment Education Conference

(VOCATIONAL EDUCATION GROUP)

The meeting opened at 11:00 with Dr. J. V. Melton, Department of Industrial Education and Art, presiding. He made the following preliminary remarks:

Generally, the Life Adjustment Education Program finds out what youth can do and gives opportunities to develop along the potentialities. It is a functional program in the school that helps the student make individual contributions to life.

In the field of Industrial Arts there are many opportunities for life adjustment. Many pupils remain in school longer because the work in the department gives them opportunities to develop in fields they will use to make a living.

The old type of curriculum is on the defensive today.

Life Adjustment Education is of great importance in vocational training.

Introductions of the members of the discussion groups were made. All were present and participated in the discussion. They were: R. W. Baker, Director, Franklin Technical School, Joplin, Missouri; Dr. O. A. Hankammer, Head, Department Industrial Education and Art, K. S. T. C.; W. F. Currier, McFarland Trade School, Coffeyville, Kansas; Dr. E. G. Kennedy, Director of Guidance Services, K. S. T. C.

Discussion on the question "How Vocational Guidance Might Contribute to Better Life Adjustment Program in School," was led by Doctor Kennedy.

His remarks were as follows:

The term vocational guidance should not exist. I react negatively to any adjectives attached to guidance. We do not compartmentalize guidance. It is impossible to delimit guidance into compartments. The guidance services program furnishes services to the pupil, teacher, administrator, community, and employer.

The principles of a vocational guidance training program were discussed by Mr. Currier.

His remarks were as follows:

The purpose of vocational guidance is to help boys and girls to know themselves and project their planning into the future. This takes into consideration their vocation. The guidance program must fit the setting in the place where it is functioning. The guidance service program makes greatest contribution to Life Adjustment Education by helping boys and girls know themselves and in projecting themselves into the future. Guidance helps them find a job and express their personality. The occupation one selects will determine a great number of your friends and associates. We have a shortage of trained personnel in the field of guidance.

The important thing is to teach pupils to do better the things they are going to do anyway. Children will wind up in one of four fields of work regardless of what they take in school. The working population is divided as follows: industry fifty-four percent, professions 7 percent, business 20 percent, agriculture 19 percent.

Trades are necessary to our economy. We should point out that the trade a boy learns does not limit him to that one field. There are relationships in fields of work.

The most common question asked by boys and girls is, "What can I do to make the most money?" Answer by saying, "The thing you like to do best."

From the vocational educator's standpoint you can't teach all trades and all the occupations. Pick out areas that suit the locality, because of placement.

Vocational leaders realize that you need to know more than just the trade. Smith-Hughes Act recommends that pupil take regular subjects of the curriculum that are suitable for his training.

The question was raised as to the time that should be used in vocational training. The answer was in the form of a question: Is three hours enough time to spend learning what you are going to do after leaving school?

The place of Diversified Occupational Training in the Life Adjustment Program was discussed by Mr. Baker.

His remarks were as follows:

The D. O. Program could be made to better fit the Life Adjustment Program by making the following improvements: better selection of the student with job, better organization of the teaching-work periods, closer working relationship between school and industry (make employer feel that he is a part of the plan).

The problems of the D. O. Program are: financial (wage adjustment), intellectual level of students, the maladjusted student, and curriculum offerings. The program should be responsible for those who are not able to go farther in school.

The question "What Industrial Arts Can Do to Contribute to the Life Adjustment Program," was discussed by Doctor Hankammer.

His remarks were as follows:

For 100 years education has moved toward teaching of the practical. Education should be of the practical nature. Education should contribute to self-realization. Its basic purpose should not be making money, but rather it should emphasize those things that help each person to develop his abilities in a manner that will be best for society. Teachers should give incentives for goals that better society. The individual does not exist solely for society in this view, however.

Our schools need to do something about human relationships. Industrial Arts has advantage of freedom not found in some other types of classes. Shop discipline is different from that of other classrooms. There is a difference between the hum of work and horseplay.

Industrial Arts develops some knowledge of economic efficiency. We need to promote the teaching of a better knowledge of social-economic responsibility. Lack of this has caused many of the strikes. The employer and employee should plan together.

Technology is reflected in all phases of life. Industrial Arts bears upon technology.

Some of the things that we need to do for young people are:

Provide opportunities to explore industry.

Provide information on industrial processes.

Provide for participation in fields of industry.

Develop skills in industrial processes (too often we allow pupils to be carried away with skills and neglect social-economic implications).

Development of appreciation for craftsmanship and design.

Encourage creative expression.

Develop skills necessary for good buying judgment.

Encourage avocational interests (school would be justified in providing industrial arts program on the benefit it furnishes in hobby development).

Develop ability to work together in planning and executing.

Develop skill in social-economic situations.

Our problem is in bringing present culture and school program together. All boys and girls should have work experience. We need to develop buying judgment. Industrial Arts Programs properly conceived and conducted can form a broad base for fitting the pupil into the life situation. The Industrial Arts people have a wonderful opportunity to put into effect many of the objectives of the Life Adjustment Program.

The discussion period was opened at one o'clock by the chairman. He expressed the opinion that we should utilize the experience of the discussion leaders to help us decide what would provide the best medium for an individual to live in the world.

The following questions were discussed:

How do part-time programs help eliminate the cleavage between the community and school? The group decided that this was a good way to sell the schools to the community. The co-ordinator must be good in public relations.

How much time and effort should the average teacher put forth in guidance work? Do the best you can with the help of other agencies at hand. Do as much as you have time for and are competent to do. The one basic principle is to learn to know boys and girls and help boys and girls make better decisions with your help than they would have made themselves. Teachers learn with pupils by helping them explore fields of work. Make use of all the other agencies in the community. Call on your administrator for help.

What are you going to do with boys that cannot learn a trade? Find a place they can fill.

What can you do for a co-ordinator in a small school? Use teacher part time.

What do you do when there are no training stations for a trade? Put child in a similar field.

Placement is a responsibility of the school. Attitude of the pupil is important in placement. Training in making out job applications and meeting the interview are important.

We should take the child where he is and proceed from there with the training that is suited to his interests, needs, and ability.

## Life Adjustment Education Conference

(RELIGION AND ETHICS GROUP)

The discussion opened promptly at 11:00 a. m. with the chairman, John L. England, principal of Pittsburg Senior High School, presiding. Other members of the panel present were: Helen K. Schuyler, Counselor of Women, K. S. T. C., Rev. L. Wayne Dunlap, Wesley Foundation, and Prentiss L. Pemberton of Andover Newton Theological School, Newton Center, Massachusetts.

In discussion the ideas developed that there are basic ethical values which should be common to all. It is necessary to obtain voluntary assent to these through the church and school. Ethical principles must be elaborated effectively and related to the emotions if they are to control actions.

There are certain stages when youth take more interest in religious matter. When adolescents exhibit pride in their lack of religion, they are indicating that they basically feel a need for religious foundations but are ignorant of the way to attain them. Opportunities such as reading scripture should be provided the students on all levels.

Many subjects and topics are naturally related to a discussion of ethics and God. This relationship should be utilized in the classroom. Great religious music and art as well as literature provide a natural setting for a religious experience. A correlation can be established between the various acts of giving practiced by our people and their religious significance. The need is not so much for teachers of religion as it is for religious teachers.

Released time for religious instruction is available in many schools. The students who choose to do so go to a church for this period and the school does not offer a competing program. As the various religious groups could not agree on a common body of religious information, a combined group could not be handled too effectively.

Our failure to relate religion to life on the part of both church and school is a factor in the lack of student interest in this area. Although elementary youngsters are very interested in Bible stories, etc., the youth often drop out of the church schools between the ages of fourteen and seventeen. We must attack the problem of keeping interest high during the period of adolescence.

In the high school, barriers often develop between the sophisticates and individuals committed to a firm religious belief. Individuals belonging to each of these groups often have quite different

attitudes and actions. It is necessary to develop rapport between these segments to help the sophisticates obtain a better religious understanding. If the leaders can be reached it will probably change the tone of the whole school.

Teachers need to be trained in ethics if they are to be proper guides for children. Part of this can be in-service training. Once or twice during the year the faculty could sit down together to discuss the religious and ethical education problems and consider the teacher's responsibilities to the religious aspects of student life. These discussions help faculty members become more articulate of their own beliefs.

The following were mentioned as some of the actual needs of secondary youth relative to religion and ethics:

To see that religion is more than content—it is the spirit in which he lives.

To have social acceptance and also some goal of his own.

To see teachers putting into practice the ideals taught.

Opportunity to express himself religiously without becoming stereotyped.

It is wise to consult the local religious leaders for suggestions and their assent to any program undertaken.

Care must be taken to avoid any religious activity which may be illegal. Many teachers feel they are legally prevented from doing as much as they would like in stimulating the religious life of the students.

Finally, we should realize that we can serve the academic phase of school life and still allow religious participation in the public schools. The mere rational training of the mind does not equip the student adequately for life.

## Life Adjustment Education Conference

(ADMINISTRATION GROUP)

The section on administration met at 11:00 and again at 1:10. Melvin E. Neely, Superintendent of Schools, at Columbus, Kansas, was chairman of the group. The discussion leaders were, Buford Fisher, Superintendent of Schools Elect, Chanute, Kansas; E. E. Lowe, Superintendent of Schools, Sedan, Kansas; Don E. Davis, Superintendent of Schools, Alba, Missouri, and Ernest Mahan, Dean of Instruction, Kansas State Teachers College.

Chairman Neely opened the meeting by introducing the first speaker, Dean Mahan. Dean Mahan said that Kansas was one of



the leaders and perhaps ahead of many states in the program of Life Adjustment Education in high school. The program in this college has similar characteristics to Life Adjustment Education but comes under the title of General Education. It is not altogether a matter of how to live but also how to make a living. Life Adjustment Education does set up objectives whereas the General Education theme in college does not.

There is departmentalization in the college program. However, steps are being taken to break down sharp barriers.

Mr. Neely then introduced Mr. Davis and asked him to explain his school system.

When he became Superintendent of Alba High School, he found that the school was not meeting the needs that it should. This information was gathered by observation, testing, etc. He then used the Columbus System as a basis from which to start, and revised the system. Five prior graduating classes were surveyed. It was found that fifty-nine percent of the girls were married and only five percent of the boys. Superintendent Davis said the Commerce Department was doing a good job, but the Agriculture Department was not, due to lack of buildings. Doctor Black of K. S. T. C gave very helpful assistance in the survey.

Mr. Neely then introduced Mr. Fisher who has just accepted a new position and he was engaged in learning more about the system.

His idea on learning seemed to have two approaches, departmental and common learning.

Mr. Neely then introduced Mr. Lowe, who remarked that Doctor Black and V. A. Klotz were the leaders in this type of program. He brought up the question of how far and how fast should we go in these curriculum changes with the emphasis that big and little heads were falling. He recommended the book, "This Happened in Pasadena," to stress his point. He thought that some changes are vulnerable and that the public is not sold on them. The impression was that perhaps new courses are not needed but old ones broadened. His school had added two new courses. In his county they are testing all eighth grade students as a guide. He indicated it was a good idea to keep one ear to the ground and see what is going on up town.

The first question was directed to Mr. Lowe. "What is being done in remedial or supplementary reading?" He had inaugurated extra work in the first, second and third grades because he thought that was the place to start.

Mr. Klotz stated that more time is needed for people to work in

**Life Adjustment.** Teachers do not like to confer after a day of teaching. Time should be given during the day and it is in his system. More saleable skills are needed in high school, he commented. Change should not be made merely for change sake. It must be made from a need in the system. Sometimes parents do not think that students get needed work in school. He felt that high-school curriculums are too much dominated by college-bound students. He recommended cumulative records through fourteen years of school. Students should be called out of class any time for counseling purposes. Teachers should be sent to national meetings and workshops.

After the lunch hour Dr. Mahan listed the major issues in Life Adjustment and General Education in college.

1. Discussing and describing philosophy of issues.
2. Set of objectives.
3. Designing a set of curriculum experiences.
4. Instruction or instructors should be strongly motivated.
5. How much prescribed work and how many electives?
6. Have testing program. Find needs and what has been done.
7. Have articulation between grades.
8. Have council and guidance service.
9. Evaluate whole system and see if it is better than what we have.

Mr. Klotz made the statement, "If you test and then do something about it the public will not kick."

Dr. Mahan elaborated on the problem of articulation.

One measure could be periodical conferences where college and high-school faculties meet to see what courses are needed and what are being taught. He thought that the high schools are going to be calling for a new type of teacher, therefore the colleges must prepare them. Doctor Mahan suggested starting a periodical conference.

Mr. Fisher asked, "Will articulation be necessary between college and graduate level?"

Mr. Klotz remarked that graduate school is not included in general education.

Mr. Fisher asked Dr. Mahan the question, "What can you do with the problem of prescribing or leaving courses as electives when students fail to take courses they need work in?"

Doctor Mahan said to prescribe them if essential in common learning.

Mr. Neely is interchanging boys and girls in shop courses and



home economics that they may better understand each other's problems. He discussed the use of expensive equipment for training because most students will not have that type to work with.

Doctor Mahan asked this question, "Where should the core curriculum program start? Should all be prescribed before high school?"

Mr. Neely closed the conference by saying that he had done away with grades in elementary school. He advised it for high school. He discouraged the grading on a curve.

#### INTEGRATING SESSION

*Chairman:* V. A. Klotz, State Chairman, Life Adjustment Commission.

*Discussion Leaders:* (The Six Group Chairmen.)

Dr. Robert R. Noble

Dr. Dudley T. Cornish

Jean McColley

Dr. J. V. Melton

John L. England

Melvin E. Neely

*Interrogators:* Dr. Paul T. Dixon, Co-ordinator of Secondary Education, K. S. T. C.

Dr. E. G. Kennedy, Director, Guidance Services, K. S. T. C.

Alvin H. Proctor, Head, Department of Social Science, K. S. T. C.

The integrating session was called to order by Dr. Homer L. Johnson, Conference Director, who made a few introductory remarks and turned the meeting over to the chairman, Mr. Klotz. The latter called for a report from each of the chairmen of the Group Meetings in the order in which they were listed on the printed program.

#### *Group 1—Family Living*

Dr. Noble stated that his group discussed a program aimed specifically at success in marriage and family living. Such a program should be integrated in the schools from kindergarten through high school. In discussing problems of administration which might arise, Dr. Noble suggested that we could not expect too much help in such a program from the individual teachers, but that it could probably be best carried out by having a well trained co-ordinator appointed to move from school to school to help the teachers.

In discussing sex instruction in the schools, it was pointed out

that while we must have a realistic approach, we must be very careful to maintain good public relations, especially with the parents of the boys and girls in school. It was the opinion of the group that boys and girls should not be segregated for this instruction, but they felt that this matter would need to be handled most carefully, obtaining the parents' views and co-operation, and keeping public relations at a maximum. If the program is well planned and administered in the schools it cannot possibly weaken the home relationship.

It was pointed out that previously the discussion in this field had tended to stress consumer education much more than placing the emphasis on group living. If all colleges provided training for co-ordinators, and they were available in sufficient number, they could help fulfill this major need of our young people. Qualified teachers could also help sometimes in bad home situations. The major need for help in family living does not come naturally. Much thought and planning must be given to meet this need.

#### *Group 2—Citizenship*

Doctor Cornish reported that the discussion in his group was limited to the role of the classroom teacher, not the home or community, in developing citizenship. Then he stated that there is very little difference between a life adjustment education program and any good school program. The making of a good citizenship program in the schools has been discussed for years, and some of the results of these discussions were accepted by the citizenship group. Practical experience for good citizenship should be provided in the classroom. This should be done with a very realistic approach, particularly with regard to discipline, remembering democratic ideas in preparation for community living.

Good morals need to be inculcated into the program. Discussion along this line was mainly concerned with dishonesty on tests. The group felt that the teacher is in a large measure responsible for such dishonesty.

The burden of teaching citizenship rests with the teacher. Any such program will be successful insofar as the teacher is well equipped. Home rooms, student councils, visits to courts and elections were suggested as practical opportunities for participation in citizenship activities.

The group concluded that any life adjustment education program must suit and fit the community for which it is devised. We must go beyond information, and we must be able to apply that information to daily living.

### *Group 3—Communications*

Mrs. McColley prefaced her report of the findings of her group by saying, "Language is not just words, but includes tone of voice, facial expressions and gestures." If persons realize this, they can make their own communications better, and it is very important that they watch their audience reaction. Also if they listen to another's talk and judge it critically, maybe they will change their own styles of talking. The group's discussion of the oral skills included both formal and informal talks. In the discussion of written skills, they concluded that the writing of letters was the most practical and one of the most important. The mass media of communication, radio, movies, newspapers and magazines, have many benefits if properly used.

In conclusion, Mrs. McColley stated that no communications teacher can tell another how to work. Each teacher ought to be able to experiment. In teaching communications the students should come first. The teacher should use opportunities as they present themselves for study by changing his plans to suit the needs of the students.

### *Group 4—Vocational Education*

Doctor Melton reported that their group felt that if we can get our youth occupationally adjusted, that would naturally make for successfully adjusted living.

### *Group 5—Religion and Ethics*

Mr. England pointed out that even though there is separation of state, church and school, there should not be entire separation of school and religion. Protestant schools particularly have let religious teaching go. The problem of seeking truth needs to be met. Perhaps this could be met by the driving power of religion. Our schools need ideas to be expressed for all faiths since the present age does not give enough consideration to religion. The suggested procedure for pointing out ethical and religious truths was a teacher who would provide religious instruction.

### *Group 6—Administration*

Mr. Neely reported that his group had outlined the administrative program as follows:

1. Define, describe and discuss with the teachers the philosophy of the problems confronted. Otherwise it will not work.
2. Set down objectives.

3. Design curriculum and extra-curricular experiences to accomplish these objectives.
4. The biggest problem is instruction. Teachers have ability and can carry through if they know what is expected.
5. Freedom of choice in courses after the ninth grade.
6. Articulation in all school levels. Have conferences between colleges and high schools. Closer co-operation will be beneficial to both school systems.
7. Must have guidance and counseling, group and particularly individual.
8. Evaluate the program and the methods used.
9. Continue to change and improve.

*Interrogator Dr. Alvin H. Proctor:*

Doctor Proctor stated that there is need for life adjustment education programs to jar some people out of their well-worn ruts. In refuting the statement that no two communities are alike, Dr. Proctor said that communities are not too dissimilar, and that it might be advisable to make a study of communities to see if a common denominator could be found.

*Interrogator Dr. E. G. Kennedy:*

Doctor Kennedy said that guidance services help youngsters to know themselves and to meet their needs. With regard to adjustment for living, he stated that we must find out where we are now in order to know where we have to go.

*Interrogator Dr. Paul T. Dixon:*

Doctor Dixon described the co-operative development of a secondary school which will approach an ideal for teaching life adjustment. He was speaking of the new training high school which is nearing completion, and which is to be a part of K. S. T. C. The curriculum will be built around a core of common learnings. It will proceed more or less on an experience approach. In this approach, subject matter is a vehicle toward problem solving. It will be weighted heavily in social studies and citizenship problems. Such a program characterizes a democratic classroom and encourages proper adjustment.

In final remarks, Mr. Klotz said that there are no magic formulas for adjustment for living. We must continue to change education to meet the changes caused by time.

3:45 adjournment.

## REPORTERS

Reporters for the Conference were:

Lawandas Nogel	Leon W. Butterfield
Clara Fieser	Thad A. Snyder
Sister M. Teresita	Cecil W. Robertson
Chester Heidmann	John C. Scott
Robert F. Snider	Malcolm D. Smith
Charles R. Watt	Rosie Lee Gamble
Viola Mae Hutcherson	Quentin West
Rosa Smith	Olin H. Wilson
Jack Barker	Dale M. Conner
Darius L. Richardson	John L. Carmichael
Vernon Keith Noll	Jessie Grandle
Pricilla W. Alford Boydston	Ruth Eggerman

## ATTENDANCE

The Conference was attended by 276 persons who registered, plus a large number from Summer classes who attended as groups.

# Book Review

## DEVELOPMENT OF VOCATIONAL EDUCATION

By LAYTON S. HAWKINS, CHARLES ALLEN PROSSER,  
and JOHN CALVIN WRIGHT

Published by The American Technical Society, 848 E. Fifty-eighth, Chicago 37, Ill., 1951. Cloth, 656 pages. Price \$7.50.

The publication of this book is one of the outstanding events of the day in the field of vocational education. Nearly fifteen years ago the late Charles A. Bennett brought out the second volume of his *History of Manual and Industrial Education*.<sup>1</sup> Since that date there has been a real need for an equally authoritative treatment of the events of the ensuing decades. During the past few years, with the retirement from active service of several of the more important key figures in the vocational education movement, the calls for such a treatise have become increasingly insistent. And now this book appears, to meet these demands in a very satisfying manner.

The development of vocational education in the United States, characterized in the preface to this book as "a major contribution to the concept of democracy the world over," had its inception in the work of the first Commission on Industrial Education appointed by William L. Douglas, governor of Massachusetts, the report of which was published in June, 1906. From this beginning, in less than fifty years, the movement progressed to the point at which for the fiscal year ended June 30, 1949, the sums appropriated by the federal government for distribution among the several states and territories, under the provisions of the Smith-Hughes and George-Barden Acts, amounted to \$27,127,882. This total was more than doubled by the matching appropriations and the amounts spent by the states and cities in accepting the provisions of these laws.

Something of the philosophy of the authors, as well as of the fundamental purpose of the book, is revealed in the observation, on page 3, that "it is probable that all the phenomena of vocational training existing in modern society have their roots in the past. In one sense, at least, we are not dealing with a new thing, but with extensions and developments of a system of training long in use."

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1. Charles A. Bennett: *History of Manual and Industrial Education Up to 1870*, published in 1926; *History of Manual and Industrial Education, 1870 to 1917*, published in 1937. The Chas. A. Bennett Company, Inc., formerly The Manual Arts Press, Peoria, Ill.

A thorough understanding of the problems which have arisen in the past, and the measures which have proved effective in their solution, together with the lessons which have been learned from failures and missteps, will provide an adequate basis for dealing with most of the perplexing questions that trouble us today.

#### FREE PUBLIC VOCATIONAL EDUCATION

The writing of this history was undertaken for the purpose of recording the progress of the struggle to develop, through science, discovery, and invention a dynamic, instead of a static, civilization, and to develop also a dynamic system of free public vocational education to support and promote that civilization. The successive steps in the evolution from the static society of primitive peoples to the dynamic society of modern civilization are summarized in the following factors of progress: "individual ingenuity and initiative, unconscious absorption and imitation, conscious imitation in the home, unorganized training in the home, organized training in the home, division between home and occupation, conscious and organized training through apprenticeship, pickup learning of specialized tasks, and organized training through such devices as apprenticeship, the foreman instructor, and the public and private vocational school."

Following a brief statement concerning the historic background of vocational education, the book discusses the significance of the early sporadic attempts to solve some of these problems through evening schools and classes; the Mechanics Institute movement; and the experiments with manual-labor schools. Next came the first state system of free industrial schools, in Massachusetts, followed by similar action in other states, including the appointment of commissions to study and make recommendations, and the resulting legislation in five states by 1911.

#### SIGNIFICANT STEPS

Subsequent developments are discussed fully, in order to set forth the significance of the organization of the National Society for the Promotion of Industrial Education, in November, 1906; the appointment by President Wilson of the Commission on National Aid to Vocational Education, in January, 1914; the enactment of the Smith-Hughes law and the initial organization of the Federal Board for Vocational Education, in 1917; the transfer of the functions of the Federal Board to the U. S. Office of Education, on June 10, 1933, and the abolition of the Board, on May 16, 1946.



The last two operations were accomplished by executive orders under permissive legislation enacted by the Congress, the first by President Franklin D. Roosevelt, and the second by President Harry S. Truman. Characterizing these orders as "steps backward in educational progress," the authors make a vigorous defense of the traditional American ideal of public education administered by boards of education made up largely of nonprofessional members. "It would have been much more consistent with our whole philosophy of educational administration to have created a Federal Board of Education into which the functions of both general and vocational education could have been merged."

It is argued that the problems of vocational education concern directly all the many classes and kinds of people, engaged in the hundreds of occupations by which people earn a living, and for which preparation is needed. It is pointed out that it is impossible for any administrator in Washington, or in any state capital, to understand the requirements of such a variety of situations, to comprehend the multiplicity of problems that arise, or to undertake to make the innumerable decisions that must be made, without the advice and assistance of qualified representatives of various sections of the public interests involved.

The success of the program of vocational education calls for the special knowledge and advice of men and women "who truly know and represent the interests of each group," and who can discuss intelligently the varied needs. This specific and vital service had been supplied by the composition of the Federal Board for Vocational Education, and by the state and community advisory boards provided for in the legislation.

#### PRINCIPLES AND POLICIES

A prominent feature of the book is the treatment of the evolution of statements of principles and policies for the administration of vocational education, beginning with those enunciated by the National Society for the Promotion of Industrial Education, the Commission on National Aid to Vocational Education, and the Federal Board. These passages are of special interest to the student concerned with the foundations upon which the movement has been built.

Other chapters of vital importance include those dealing with state plans for vocational education, problems of preparation of teachers, supervisors, and directors, state and community supervision, occupational information and guidance, research, legal opin-

ions and court decisions. Separate chapters deal with the contribution made by vocational education to World War I, World War II, the rehabilitation of disabled soldiers, sailors, and marines, and the rehabilitation of disabled civilians.

The book closes with an Appendix of 100 pages, including a summary of the report of the Commission on National Aid to Vocational Education, which is invaluable because the original report is now out of print; a special study of apprenticeship; reproduction of the program of the first formal meeting of the National Society for the Promotion of Industrial Education, which was held in Chicago on January 23-25, 1908; report of the "Committee of Ten" on the relation of industrial training to the general system of education, Atlanta, November 21, 1908; text of the Smith-Hughes Vocational Education Act, approved by President Wilson on February 23, 1917, also summaries of succeeding and supplementary legislation relating to vocational education; summary of the educational section of the "GI Bill of Rights," Servicemen's Readjustment Act of 1944; seven pages of tables giving details of appropriations in aid of vocational education; and finally an Index of twelve pages.

#### THE AUTHORS

With reference to the authors of this book, it may be said that it would have been impossible to select three men better informed or better qualified to write an authoritative and convincing account of the development of vocational education in the United States. Reducing the statement of their qualifications to the briefest summary, they may be described as follows:

Charles Allen Prosser was the first deputy commissioner for vocational education in Massachusetts, executive secretary of the National Society for the Promotion of Industrial Education, member of the Commission on National Aid to Vocational Education, first director of the Federal Board for Vocational Education, director of Dunwoody Institute in Minneapolis, and for more than thirty-five years the outstanding leader of the vocational education movement.

John Calvin Wright was a member of the original staff of the Federal Board for Vocational Education, and from 1922 until his retirement in 1946, he served as director, and later as assistant commissioner for vocational education.

Layton S. Hawkins was a member of the staff of the division of vocational education of the State Department of Education, Albany, N. Y., including one year as state director; and a member of the original staff of the Federal Board for Vocational Education. He

later served as director of education in several important industrial corporations, returning to Washington as chief of the trade and industrial service.

In these varied capacities the three men played significant roles not only in the original formulation of principles and policies, and in the framing of federal and state legislation, but also in the organization and administrative direction of the program itself.

This is the most important book dealing with the development and progress of vocational education, and especially with the evolution of administrative principles and policies, since the publication, in 1926 and 1937, of the two-volume history by the late Charles A. Bennett. This book supplements the monumental work by Bennett, bringing the narrative down to date, but it does much more by its more complete discussion of administrative problems, legislative trends, and the details of the activities of official boards, commissions, and state agencies. The entire movement is under deep obligation to the authors and publishers, and the book will be permanently indispensable to educators, administrators, legislators, and laymen having responsibility for any phase of vocational education, and to all students of the subject.

EDITOR'S NOTE.—Dr. Bawden is former Head of the Department of Industrial Education, and former Editor of *THE EDUCATIONAL LEADER*, Kansas State Teachers College, Pittsburg, Kansas.