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BRANDENBURG SEES WISE ADJUSTMENTS AHEAD IN EDUCATION

Looking forward on the occasion of his 25th anniversary and speaking in a recent interview of things to come, President W. A. Brandenburg envisioned a day of "more specific and wiser adjustment of education to the problems of social life." Recalling the theme of the National Education Association meetings which he attended recently, President Brandenburg said, "Just as there is synchronization between an airplane motor and the machinegun that discharges its bullets between the blades of the rapidly revolving propeller, so there must be between education and social life."

The president interprets social life broadly. "The painting of beautiful pictures and the appreciation of literature," he said, "have their place in life along with business, industry, politics, and the many daily occupations. But because of the expanding fields of industry and knowledge to which education must continually adjust itself," the president stated, "colleges will need an increasingly great number of men trained to lead the great numbers who will seek the benefits of education in new fields in the years to come."

Specifically, President Brandenburg foresees a greatly expanded program of industrial and vocational education "because the people can see in that type of education, activity which is likely to contribute specifically to their needs of adjustment." As evidence of this tendency, he cited the recently increased government appropriations for vocational education.

Under President Brandenburg's leadership, Kansas State Teachers College has preached for 15 years "that the son of the cooper who is to follow the trade or occupation of his father has the same rights to preparation out of public aid for his particular work as the son who wishes to become a doctor, lawyer, teacher, banker, or what not. As the colleges expand to take care of such needs," the president declared

"their offerings will become more and more nearly a cross section of our social life."

At the other extreme from the vocations, the fine art, he believes should not be neglected, and he thinks it unfortunate that anything is called an extreme since all must fit and form a part of the whole picture of our social life.

"Curriculum revision must go on if schools are to make provision for the larger adjustment," the president declared. "We cannot carry all the old stuff. Too much is carried along in our courses that is of no particular interest or value either to the individual or to society." In history, for example, he believes that one can "delete the field" without losing value. He showed a book "The Story of the Nation" which has just been adopted as a history textbook for the schools of Kansas by the state board of education of which he is a member. "This one book," he explained, "through its fine summaries and selection of essential facts about each country will bring about more useful knowledge of the world than could a meticulous history of all the nations for thousands of years, which few people would have time or inclination to read."

The study of such books, the president said, need not be superficial. "If a special interest is opened up, that interest can be followed further in detailed, accurate study," hence this new book gives few dates. The modern tendency in research, the president explained, is to follow a specific field until one becomes highly proficient in that field, though he must neglect much of other knowledge to do so, trusting to trained men for knowledge of other fields.

President Brandenburg recalled Emerson's assertion that "a man must be able to share in what he teaches." "A man must know welding to teach welding, whether he has a Ph.D. degree or not," the president explained. "Similarly, a good teacher of literature must be

able to share in the writing and reading of good literature. A chemist must be able to go into an industry and share in the process in operation there in a practical way."

Though some mistakes may be made in revising the curriculum to keep pace with the times, the president believes that the schools must go courageously forward toward their larger duties. President Brandenburg has not changed his mind much since his inaugural address 25 years ago with respect to fundamental general objectives. The president has held to these fundamental objective and worked toward them through years. For example, in his first address, he outlined problems of adapting education to the needs of the child and of society which are still with us as the foremost problems of education.

However, there is one important thing about which "Prexy" has changed his mind. Like most people, he used to think that everybody should be admitted to college who wanted a college education. The president still believes this "only on condition that a proper curriculum can be provided for each individual. 'I do not believe,' he said, 'that Tom, Dick, and Harry should be subjected to the same course of studies. If the curriculum offered is too narrow perhaps they should go elsewhere.'

"On the other hand, there is the problem of the student who is better off in college than idling or doing nothing. In that case," President Brandenburg said, "I have come to favor selective admissions and efforts to determine the kind of education for which the individual is best suited."