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# THE EDUCATIONAL LEADER

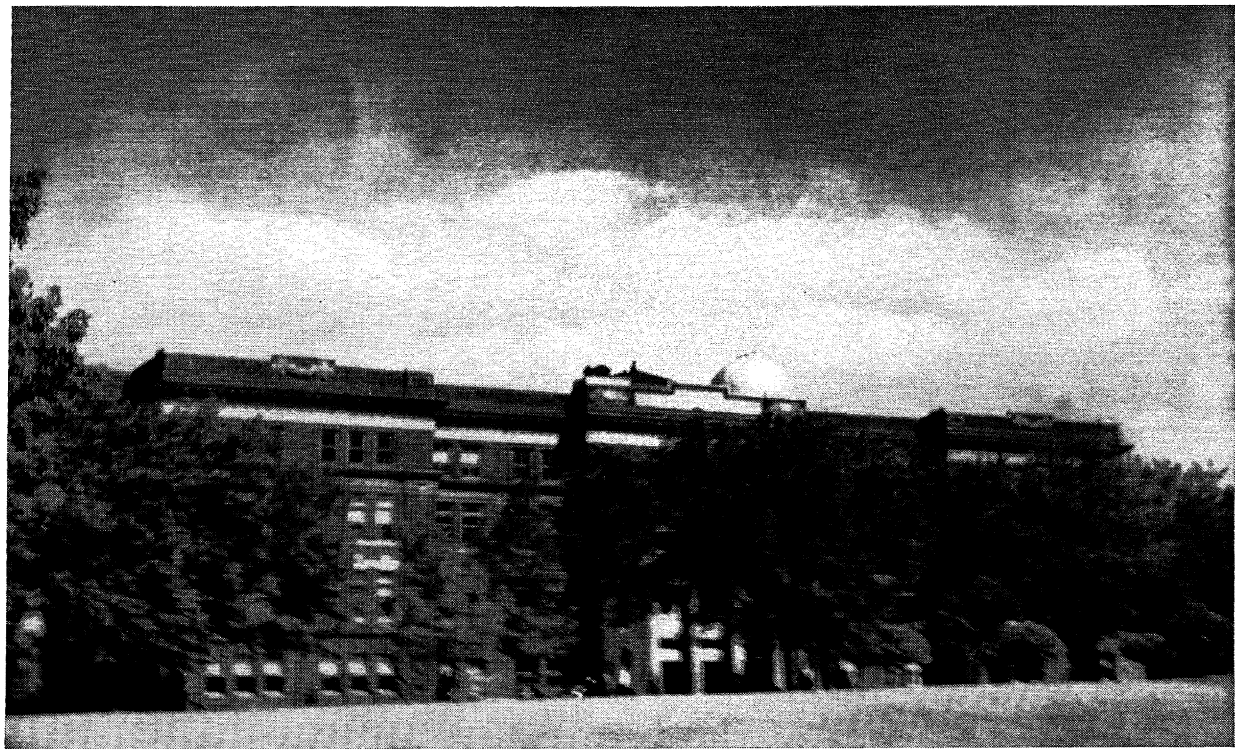
CURRENT TRENDS IN EDUCATION  
THE COLLEGE AND THE WAR EFFORT

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

Vol. 7

NOVEMBER, 1943

No. 1



Russ Hall, Administration Building, first building erected on the campus; occupied in January, 1909, rebuilt after a disastrous fire in 1914.

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# The Educational Leader

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WILLIAM T. BAWDEN, *Associate Editor*

*Contributors to this issue:*

Committee on Trends in Education, PAUL MURPHY, *Chairman*

Committee on the War Effort, WILLIAM T. BAWDEN, *Chairman*

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Published twice a year, in November and March, by the Kansas State Teachers College  
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# The EDUCATIONAL LEADER



Vol. 7

NOVEMBER 1943

No. 1

## Progress Report On The War Effort

WILLIAM THOMAS BAWDEN

In the March, 1943, number a brief account was given of the reaction of the College to the war emergency and a partial record of developments up to January of that year. That report included a description of the activities carried on in cooperation with the Army and the Navy. Beginning in September, 1938, the facilities of the College have been in continuous use in some form of military training.

The types of training were: civilian pilot training under the Civil Aeronautics Administration; glider pilot training, under direction of the U. S. Army; liaison officer training, under direction of the U. S. Army; and at the present time pre-officer training, under direction of the U. S. Navy.

Other contributions to the war effort are the offering of special pre-engineering courses, in cooperation with the College of Engineering of the University of Kansas and the U. S. Office of Education, foreman training in war-industry plants, day trade shop courses of less than college grade to prepare workers for war industry, evening shop courses of similar types in cooperation with the Kansas State Board

for Vocational Education, courses for training nurses and nurses aides.

In order that all members of the faculty might be informed concerning these varied activities, President Hughes called a meeting of the general faculty on Tuesday, March 16, 1943, at which time members of the Committee on the War Effort submitted a report. The personnel of the committee is as follows: George D. Small, dean of men, Jennie C. Walker, dean of women, O. W. Chapman, J. A. G. Shirk, William H. Matthews, William T. Bawden, Chairman.

On July 1 the U. S. Navy established a V-12 pre-officer training unit at Kansas State Teachers College, and during the summer and fall certain other important events occurred. And so, to assist in bringing information up to date, President Hughes called another meeting of the general faculty on Monday, November 29. At this meeting the Committee on the War Effort was supplemented by other members of the faculty who reported on activities sponsored by them. Summaries or abstracts of these reports appear in the following pages.

# Administrative Problems in The War Emergency

ORIS POLK DELLINGER

---

This war is a youth's war. Further, it is a war that requires a high percentage of young people with special technical training, not only in the armed services, but also in the war industries. Even before Pearl Harbor the College was feeling the effects of these demands, and many of its faculty were being used to train industrial workers and aviation cadets. Only a limited number of the faculty were prepared to give this specialized training.

As a teachers college there was the problem also of an accelerated program in teacher education, with the further problem of adjusting the faculty to a changing enrollment. The number of students interested in teacher education or liberal arts greatly decreased, but the number interested in mathematics, physics, aviation, meteorology, navigation, and other specialized subjects increased. Could the College adjust its facilities to this changed demand? It could and would.

The College set up an accelerated program by which high school graduates could complete a four-year curriculum in 32 months. It made a survey of its faculty and where there was adequate preparation, crossed departmental lines. English and biology faculty members taught physics. Faculty members from almost every department took refresher courses and became instructors where they were most

needed. Thus the faculty members were kept on at full time employment and the instructional demands of the changing student interests were met.

The College has given instruction to a large number of V-1, V-5, and V-7 students who were especially interested in English, mathematics, physics, navigation, and meteorology. The College housed, fed, and furnished instruction for 250 glider pilots from June 1, 1942, to March 1, 1943; to 200 liaison pilots from March 1, 1943, to June 1, 1943; and the first of July, 1943, was selected as a Navy Training station and was assigned 250 enlisted Navy V-12 students whom it was to house, feed, and furnish instructional facilities.

The Navy semesters are 16 weeks in length and start July 1, November 1, and March 1. The civilian program is centered primarily around teacher education, while the Navy program is concerned primarily with the preliminary training for deck officers. The programs do not begin or close at the same time. The faculty members who teach in both programs find it difficult to arrange holiday interims. When the Navy program was instituted some faculty members prepared again to cross departmental lines. Through all these changes the College and its faculty have continuously made adjustments to the new



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educational opportunities and responsibilities, and its facilities have been used to capacity.

Two other problems early faced the faculty. Students who were urged to remain in college and get as much college credit as possible before they were called into service were asking to be allowed credit for the portion of the term completed. Students taking special courses in Army and Navy training centers were applying for credit for the work completed. What adjustment could the college make to allow these students credit for the work they had completed?

The first problem was solved by the Board of Regents of the five state institutions when it passed a resolution (a) allowing second-semester seniors who normally would complete the requirements for graduation at the end of the semester to be graduated if they had completed with satisfactory grades approximately three-fourths of the work for which they were enrolled when they entered military service, and (b) allowing students other than seniors proportionate credit to the amount of work completed in courses in which they were doing satisfactory work at the time they withdrew to enter military service. The College allows students entering the armed services credit according to this resolution.

Contrary to the practices of the last war, colleges, secondary schools, and accrediting bodies are giving much thought to the second problem. The American Council on Education published a bulletin on "Sound Educational Credit for Military Service," and the North Central Association of Colleges and Secondary Schools sent a letter to all member colleges recommending certain practices, and in the October, 1943, *Quarterly* published a series of articles entitled, "College Credit for Military Service."

The College is following the general trend of thought expressed in this literature. It gives no blanket credit for military service. A credit of eight hours in specified subjects is given if this credit fits into the student's program. The record of the work done by high school and college students while in training for military service is submitted to the college for evaluation. If these credits are certified to, they are evaluated by the Registrar, the Dean of the College, and the Head of the Department concerned, and credit is given in specified subjects when the work submitted fits into the program of the student. The College will use the services of the Armed Institute in the enrollment of students when the nature and amount of credit to be given for military training is doubtful.

# Academic Credits for Men and Women in The Armed Services

JAMES UNDERWOOD MASSEY

---

Educational institutions are unanimous in deploring the chaotic conditions which prevailed at the end of the First World War in the granting of indiscriminate "blanket credit" to men who had served in the armed forces.

To avoid the repetition of this error, the regional accrediting agencies have endorsed the plan recommended by the Joint Army and Navy Committee on Welfare and Recreation whereby one in the United Nations Armed Services may receive at least one-half semester, or eight hours of credit for basic training where this work is endorsed by the commanding officer. By this method of allowing credit for basic training three former students of the College were able to complete the requirements, and their degrees were awarded at the close of the semester, January 28, 1944.

It is also a part of the plan that students be given appropriate recognition in secondary schools or colleges for experience and instruction in the armed forces. The school is expected to set up its own method of determining the amount of credit and the standing given the student. Suitable examinations are prepared by the armed forces through which to provide the educational institutions with evidence as to the

accomplishments of those in the services who plan to continue their education. These examinations should determine the subjects in which the student may be strong or weak and the college may be free to interpret the record entirely in its own terms or even to ignore it completely. However, it is hoped that if a student is particularly strong in some certain field, he may be given credit in this subject and not required to spend many hours in taking further courses in this field as set up in the college program.

The Executive Committee of the North Central Association urges each institution to adopt definite plans concerning the admission and placement of students returning from the services, and requests that these institutions give particular attention to the problem that will arise in the admission of students whose secondary school credentials will include credit granted on the basis of demonstrated achievement rather than on courses completed. The extent to which a student is judged to have completed requirements in his field of concentration is to be determined by achievement tests in that field. These tests will be furnished by the armed forces, and the educational institutions concerned will be given the results of the accomplishments.

Kansas State Teachers College, Pittsburg, Kansas, is a member of the United States Armed Forces Institute, and is taking a very liberal attitude in the matter of allowing credit earned through the Institute, and credit is being given for the work taken. It is our duty to

evaluate the credit and return our report to the officer in charge. The Extension Department has received between 200 and 300 calls for the program and courses offered by this school and quite a large number of men are now enrolled in correspondence work.

## Problems of Guidance

GEORGE DEWEY SMALL

---

The Guidance Program at Kansas State Teachers College has been adjusted to meet the needs of six groups of students: (1) students who are in the various reserve programs; (2) students who are in college to get as much education as possible before being called into service through the selective service or to prepare themselves for one of the reserve examinations; (3) students who are not qualified for military service; (4) students who are preparing themselves in highly technical fields and must be aided to complete their courses by occupational deferment; (5) students in the Navy V-12 program; and (6) women students.

The needs of students in these six groups vary widely. None of them can be served by the normal type of guidance programs. It is apparent that for men students the nation is rapidly approaching a situation in which practically no able-bodied young men will be enrolled in college who are not preparing themselves directly for service in

the armed forces in some capacity. For civilian men students, therefore, the problem of guidance resolves itself into aiding them to analyze their own interests, abilities, and capacities; dispensing information about different types of job opportunities in various branches of the armed forces which are in line with their own interests and abilities; aiding them to determine what courses, among those available, and in the limited time available, will contribute most to making each young man most useful in the army and navy; and counseling them regarding their intricate personal problems.

Kansas State Teachers College is fortunate in having a Navy V-12 Unit of approximately 250 men. These men must also be served by the guidance program. They are carrying much heavier schedules than students were accustomed to carry in prewar college days. They are subject to much more strenuous demands on their energies. They have much less free time for diver-

sion or recreation and have less freedom in the choice of their subjects. For these young men, the problem of guidance consists in helping them establish more effective habits of study and work, more effective budgeting of their time, and thorough attention to all those details which are necessary to aid them to make a satisfactory adjustment to their college program.

The women students also must be served. They are still the majority group at Kansas State Teachers College. While most women students are still planning to go into the teaching profession, there are many who are looking forward to service in the WACS, the WAVES, and the Marine Corps as well as various types of auxiliary services. It has been necessary to give them information in line with their needs and abilities.

The guidance program at Kansas State Teachers College has attempted to meet the needs of all of these students. While the orientation program, the testing program, and other regular personnel activities have been continued, many new features have had to be included. Trends which have been noticeable in this developing program include the following:

First, there has been an increased emphasis on vocational guidance. While guidance or personnel work involves much more than vocational guidance it is apparent that if the war-time emphasis of the College is continued much more attention will have to be devoted to this subject.

Second, there has been an increased emphasis on counseling. This has developed largely because of the greater need for attention to the individual needs of students and a fuller application of the old educational theory relating to individual differences.

Third, there has been an increased emphasis on selective procedures. This emphasis has come not only through the navy program but because of the greater acceleration of the secondary school program.

Fourth, there has been an increased emphasis on the use of tests in guidance programs for determining the extent and character of progress made and on the interpretation of the results. This emphasis, of course, has developed because of the use made by the army and navy of various types of tests. The results of examinations play a greater part in determining promotions in the military services than is usually the case in college or university.

Fifth, there has been an increased emphasis on the importance of grades and academic work in general, which has made for more checks on students' progress than is usually the case. This has been a natural result of the increased emphasis on counseling and tests.

Sixth, there has been an increased emphasis attached to importance and maintenance of personal records of all kinds. This has developed from contacts with the navy program but has proved so valuable in the present program that it will become of greater importance for post-war education.

Seventh, there has been an unusually noticeable trend to broaden the basis of the entire guidance program. The trends mentioned above have made it necessary for nearly all faculty members to be constant participants in the guidance and counseling of students.

War-time experiences have brought some losses; for instance, the lack of freedom in choosing the curriculum the student is to follow

has made inroads on the theory of self-guidance which was an accepted fact of the guidance program before the war. But the gains have probably off-set the losses in most instances. The personnel committee at Kansas State Teachers College has studied the changing emphasis carefully and attempted to change the program to meet the needs of students as they develop. This policy will be continued in the future.

## College Responsibility for Study of War and Peace Problems

ERNEST MAHAN

---

The kind of education we shall have in the years ahead will be determined in large measure by the outcome of the war and the peace settlement that follows. Because of its power and prestige, and the magnitude of its contributions to the winning of the war, the United States may be expected to exert a weighty influence in the making of the peace. In a representative democracy such as ours the force of public opinion is very great, perhaps the decisive factor, in determining our foreign policy. Not the least important of the agencies having to do with the molding of that public opinion are the educational institutions. The kind of peace and the kind of education, then, which we shall have in the future will partly depend upon education itself.

No single college, no one local area, can carry the weight of the world on its shoulders, nor can it hope to save the world. The problems of the war and the peace may appear to be so tremendous and complicated that any local efforts to contribute to their solution may seem futile. And yet wisdom in national policy and practice must depend upon well-informed and intelligent local communities. The least a college can do is to be responsible for the enlightenment of the immediate community which it serves. No college worthy of the name can afford to do any less.

The faculty and administration of Kansas State Teachers College at Pittsburg are conscious of this responsibility and are resolved to shoulder it and meet it to the best of their ability. President Hughes

has appointed a committee which, for want of a better name, is called the Speaker's Bureau. This committee is composed of both faculty and student representation. Its main purpose is to stimulate interest in the study of the problems of the war and more especially of the peace which is to follow. We hope to do this not only on the College campus among students and faculty but also out in the area which we serve.

Every college finds frequent opportunity to furnish programs for various and sundry occasions and organizations, both in the town where it is located and in the surrounding communities. Our committee is preparing a list of speakers, both student and faculty, who will be prepared to answer calls when they come, and some are already beginning to come.

We believe great care should be taken by our committee that those responsible for programs should not be disappointed in our speakers. We want those selected for our list to have several qualifications. They should be motivated by a real interest in the undertaking and have the potentialities for development into unusually good speakers. Then they should have the ability and the willingness to take on the information and understanding necessary to handle the subject matter.

Our committee has taken the general problem of the peace and reconstruction and attempted to break it into a number of areas or fields. The plan is to have each speaker select one of these fields, make an intensive study of it, and become somewhat of a specialist on that one phase of the subject. He should thus eventually become so well prepared that he could speak with self-assurance and have ready and intelligent answers for questions that might be put to him.

In the plans for selection and training of speakers we have in mind especially the college student. As a general thing he is not very greatly interested in public questions, especially international issues. He takes his regular course work as a necessary evil to be endured in order to go to college and when that is finished for the day he is not looking for anything heavy in the way of extracurricular activities. He goes in search of activities of an entertaining nature.

Our committee believes, however, that if we can enlist a few students with ability in this enterprise and if they can win some recognition, it will serve as a stimulus and inspiration to our student body. At the same time the College will be rendering a service to our community and will be doing its bit to lay the foundations for an enduring peace.

# The International Relations Club

ELIZABETH COCHRAN

---

The Carnegie Endowment for International Peace was founded by Andrew Carnegie on December 14, 1910, though a gift of \$10,000,000, the income of which was to be used to "hasten the abolition of international war." This organization sponsors clubs on the campuses of colleges here and in other countries. Its purpose is "to instruct and to enlighten public opinion." No one view is to be emphasized, but an attempt is made "to fix the attention of students on those principles of international conduct, of international law, and of international organization which must be agreed upon and put into action if a peaceful civilization is to continue." The clubs are not to be propagandist or action groups.

The Carnegie Endowment regularly sends a fortnightly summary of important international events which are distributed to members and a copy of each is put in the library where it is available for ready reference. Twice a year a selected list of books is sent to the club absolutely free. These are often late books and are always carefully selected to give various viewpoints. Many times the books are not on controversial subjects, but are informative in fields that are usually neglected. The Endowment insists that these books shall be kept together and shall be separate from the regular library. They are

marked as belonging to the International Relations Club. This material is available for use by all students and patrons of the library, although it is the permanent property of the International Relations Club.

The Club is open to all students on the campus and offers an opportunity to keep abreast of international events and also the privilege of taking part in the discussion which is a part of every meeting.

The Carnegie Endowment lists the following as the sole obligations of the Club:

"(1) That a member of the faculty shall guarantee preservation of the books sent by the Endowment as a permanent collection; (2) that there shall be complete freedom of discussion and that no point of view shall be forced upon the members; (3) that every effort shall be made to attend the Regional Conference to which the Club is eligible. There are no other obligations whatsoever."

The International Relations Club of the Kansas State Teachers College, Pittsburg, Kansas, was organized in the autumn of 1938, largely through the efforts of Miss Margaret Moore, of Coffeyville, Kansas, who was then a student. Dr. Ernest Mahan and Miss Jennie Walker acted as co-sponsors in getting the club work under way. For two years the meetings were held fortnightly.



It has since been decided to hold them monthly. The time for meeting is now the second Wednesday of each month from 7:30 to 9:00 p. m.

The theme of the programs for 1942-1943 was "Our Latin American Neighbors." So far as possible speakers who had had some acquaintance with parts of Latin America were invited to speak to the club. For 1943-1944 the theme has been "Essentials of Peace." Competent speakers have been in-

vited to speak to the club. The first meeting discussed the foreign policy of the United States as a general background.

It would seem that college students have a special obligation to be well informed and to know what are the major trends in foreign affairs as well as those in their own country. Training for leadership is more effective if it is coupled with sound and accurate information and a habit of considering various viewpoints.

## Campus Women and The War Effort

HAZEL CAVE

---

More than a year ago President Hughes appointed a Women's War Service Committee to make a study of ways in which college women can contribute to the war effort. The personnel of the committee is as follows: Elizabeth Cochran, Perva M. Hughes, Etelka Holt Vincent, Edna Powell Day, Hazel Cave, Chairman.

The chief activity of the committee during the current school year has been the collection of furs for the Merchant Marine Fur Vest Project. The College received a request from those in charge of the Project for cooperation again this year in view of the fine contribution made last year.

In addition, an effort has been made to enlist women students in the work of the Red Cross surgical-dressings room. However, the hours at which the Red Cross room is open are in conflict with the College schedule of classes, and not many students have found it possible to devote time and effort to this project.

There is at this writing in tentative form a plan for organizing a Women's War Council to function as an overall supervisory body to encourage and promote participation in all phases of the war effort. It is hoped that this plan will be in operation by early spring of 1944.

# The College Unit of The American Red Cross

JAMES CLAUDIUS STRALEY

---

In time of war the American people look to the Red Cross for many services. Calls come constantly from the armed forces and from civilian defense organizations. To meet this demand an effort is being made to enlist in this great service not only individuals but also various groups and organizations of society.

Junior Red Cross work has long been fostered in the elementary schools, but it was not until the spring of 1943 that the activities of the Red Cross were extended to schools on the college level. In the past many college students have as individuals volunteered for service in the activities of the local Red Cross chapter. The main reasons for the formation of the Red Cross College Unit were the recognition of the possibilities for developing community-minded student leadership and the general usefulness such leadership would give the students in preparation for life in a cooperative society.

It has been the aim of the American Red Cross to have formed on the campus of every college and university such an organization not later than January 1, 1944. To form a college unit it is necessary for at least fifteen undergraduate students who are members of the American Red Cross, to request the student council, or some other organized group on the campus, to

petition the local Red Cross Chapter for permission to organize. The president of the institution where the unit is to be formed must give his consent and appoint a faculty committee to supervise the organizing of the unit and the various activities promoted by the unit. The college unit can take part only in such activities as are sponsored by the American Red Cross. In reality it is a branch of the local County Red Cross Chapter with its activities restricted to the college campus.

A unit was organized on the campus of the Kansas State Teachers College at Pittsburg, Dec. 2, 1943, with a membership of 28 students. Students enrolling for work in the various activities of the College unit do not have to be members of the Red Cross.

The first activity promoted by the local college unit was a class in Volunteer Nurse's Aides. The war has drained so many graduate nurses from the hospitals of America that it is impossible for the hospitals to meet civilian needs. Nurse's Aides are to relieve this shortage by freeing graduate nurses for those services which only a graduate nurse can perform. Nurse's Aides work under supervision of graduate nurses in hospitals, wards, and clinics. They must take an intensive 80-hour training course, 35 hours of which is classroom work given

by the local college nurse (a graduate nurse), and under the supervision of the health department of the college. The remaining 45 hours of work is supervised practice in hospital wards. The girls who volunteer for this work must be 18 years of age or over and must pass a physical examination. They must also pledge a minimum of 150 hours of hospital service without remuneration annually.

Other activities which the College unit is promoting are: first aid, water safety, and accident pre-

vention; nutrition; and Red Cross home nursing. A large number of students have contributed to America's blood bank in Kansas City, and others are waiting for an opportunity. Other activities will be promoted throughout the year as the needs arise.

The college unit of the Red Cross gives the students who are not actively engaged in the war, an opportunity to serve effectively on the home front. It also gives training in civic activities, which should make them better citizens.

## Sale of War Stamps and Bonds

PAUL G. MURPHY

---

The sale of war stamps and bonds has been an almost continuous activity on the campus at Kansas State Teachers College since the beginning of the 1942-43 school year. In October of 1942, President Hughes appointed Dr. Paul Murphy, head of the Department of Psychology and Philosophy, to sponsor this activity, suggesting that it be made a Student Council project. The Student Council readily indicated its willingness to cooperate in the venture and Earl Perry was appointed as chairman of the Student Council committee to promote the sale of stamps and bonds.

One of the first acts of the newly formed committee was to place stamps and bonds on sale in a prom-

inently located booth on certain days of the week, with the members of various campus organizations manning the booth. This aroused a certain amount of interest on the part of faculty and students, but it soon became evident that more intensive methods would be necessary to produce the results that the committee had hoped for.

Early in the year of 1943 the Educational Division of the Treasury Department announced that the schools of the nation would be given an opportunity to participate in a drive to purchase jeeps for the Army through the sale of war stamps and bonds. This appeared to be the opportunity that the Student Council committee had been waiting for, so it was announced that a

drive to sell \$1,800 worth of stamps and bonds, which would finance the purchase of two jeeps, would be held on the campus during the month of April.

To stimulate interest in the project, a Queen contest was announced. Various organizations nominated candidates for the honor, and voting was made contingent upon the purchase of stamps and bonds, each dollar's worth of securities entitling the purchaser to a certain number of votes. Another promotional activity that was carried out during the month-long drive involved the sale of rides in a jeep procured from the glider pilot school, which was in operation at the Pittsburg airport at this time. Payment for the privilege of a ride around the oval in the center of the campus was one 25-cent war stamp.

The entire campaign was unusually successful, enough stamps and bonds being sold to pay for 22 jeeps, eleven times as many as the original quota. The Student Council had every reason to feel proud of a job well done, and a job that had made a real contribution to the war effort. Incidentally, Betty Cauble was crowned queen.

A report of the stamp and bond drive carried on during the 1942-43 school year would be incomplete without mention of the cooperation provided by the Horace Mann Training School. Even before the College had embarked on its drive the students of Horace Mann were making purchases systematically each week. They indicated their desire to pool their efforts with those

of the College students, and the \$2,719.30 worth of stamps which they purchased during the 1942-43 school year is included in the figure mentioned above.

The success of the project last year, coupled with a desire to aid the war effort in every way possible, led the Student Council to continue its efforts this year, and soon after the opening of school in the fall of 1943 a committee headed by Erline Hoppes was appointed by Student Council President Jim Miller to carry forward the work begun the previous year. Dr. Paul Murphy continued in the capacity of faculty advisor to the committee.

School opened in the fall about midway of the Third War Loan Drive, so the first act of the new committee was to urge students and faculty to participate as fully as possible in this campaign. The initiation of this drive was accompanied by the announcement that the campus goal for the school year of 1943-44 had been set as \$75,000, which would provide for the purchase of a pursuit plane in the "Buy-A-Plane" project being sponsored by schools and colleges throughout the country. If the College reaches this goal a panel will be placed in a Mustang P-51 pursuit plane indicating that the purchase of the plane was financed by money raised in the College stamp and bond drive this year.

Another project sponsored by the committee, in addition to providing for the sale of stamps and bonds in a centrally located booth two days a week, was a campaign to sell

stamps and bonds to at least 90 per cent of the students in order that the Minute-Man Flag might be flown by the College. After consideration of various methods it was decided that a "commando raid" on the student body would be the most direct and effective method of achieving this goal. Wednesday, January 11, was set as the zero hour for the attack, and on the morning of this day classes were systematically "raided" to the resounding cry of "a defense stamp or your life." Needless to say, the directness of the technique practically guaranteed its success. To maintain the privilege of flying the flag sales of stamps must continue at the 90 per cent level each month, so this may not be the last time that strong-arm tactics are used.

Up to January 15, 1944, a total of \$31,241.70 worth of stamps and bonds has been sold on the campus this year. \$29,207.75 of this amount has come from the purchase of bonds, principally by the faculty, and \$2,034.05 from the sale

of stamps. The students of Horace Mann school have purchased \$1,667.35 worth of the total amount of stamps sold, and the members of the V-12 unit located on the campus, 100 per cent of whom are buying bonds, have a stake of \$7,100 in the total amount mentioned above.

At the present time, the Fourth War Loan Drive is just about to get under way and the committee is planning a series of events which will gear in with the community drive in Pittsburg. Plans are also under way to give the annual Apple Day program a patriotic slant in connection with the campus bond drive. And there is even talk of another Queen Contest to liven things up toward the end of the school year. A quota of \$75,000 looked mighty big at the beginning of the year, but the enthusiasm with which the students have entered into the project and are taking advantage of every opportunity to push it makes the achievement of the goal practically a certainty.

# Physical Education in War Time

GARFIELD WILSON WEEDE

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The physical fitness program for the Navy V-12 trainees consists of two major parts: (1) The general conditioning or development of all the men, and (2) the maintenance of this physical fitness once it has been attained.

To attain the first objective, general conditioning, a very specific program of exercises has been set up by the United States Navy. Most of the activities are well known to physical education students, although a few are innovations developed to meet the needs of Navy men in the service. In addition to twenty minutes of calisthenics and running each morning, an hour a day is required to practice at the following types of activities: tumbling, rope-climbing, relays, apparatus, stunts, cargo net climbing, boxing, wrestling, military track and obstacle course runs. Swimming is required of all V-12 trainees. Those who can swim 50 yards satisfactorily are required to report only one day a week for swimming, but all others are counted as "non-swimmers" and must swim three days a week until they gain the required proficiency. Graduated tests are given the men at stated intervals and they qualify as first, second, or third class swimmers. A group of five physical fitness tests is given each man at regular intervals, such as chinning, push-ups, jumps and squats, body

flexions, and the like. Scores are awarded each man in each event in proportion as his record approximates a standard "T score" or record. A man who scores 50 points or better is considered to have fulfilled the conditioning or developmental phase of his V-12 physical fitness program. He is then placed in the maintenance group where the activities suggested are of the competitive sports type. They include such games as touch football, soccer, speed ball, volley ball, water polo, basketball, handball, softball, baseball, track sports, boxing, wrestling, cross country running, handball, and tennis. All V-12 trainees have one hour a week of military drill and marching and one hour a week of intramural games in addition to the above basic and maintenance program.

Every eight weeks the United States Navy physical fitness test is given to all V-12 trainees. The men are placed in the basic or maintenance type of exercises according to their average scores; thus it is a shifting group depending first on each man's general development and second on his keeping in good condition once he has passed the basic requirements.

The primary aim of the entire program is to insure that these young men when they complete their college training and are transferred to one of the Naval Training

Stations or Officers' Schools will be able to meet the physical requirements. Then, of course, the Navy has in mind the preparation of each man to meet the demands of his future assignment in the service. These duties require him to withstand long fatiguing periods of work, climbing up and down ropes and cargo nets, balancing and retaining equilibrium in narrow places, swimming to save his own or another's life, and the general

resistance to fatigue and exposure demanded in warfare.

The staff of the college physical education department organizes and supervises the program and has as helpers two Chief Specialists sent by the Navy to assist in this special field. The Chief Specialists look after the men at the dormitory and have complete charge of all marching tactics. The Executive Officer of the V-12 unit is ex-officio general athletic officer.

## Activities of Alumni and Former Students

LULA MCPHERSON

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A committee, composed of Dean George D. Small, Registrar James U. Massey, L. A. Guthridge, and Lula McPherson, has been compiling a record, as complete as possible, of the activities of alumni and former students who serve in any capacity in the Armed Forces. This committee has names and recent addresses of approximately 2,100 men and women. They are located in all sections of the United States and in all parts of the world. They represent all the various branches of military and naval service with widely varying ranks and ages, many being commissioned officers.

The process of compiling these records is continuing from week to week. The entire list will appear in the Collegio.

A committee composed of Miss Bertha Spencer and Dr. Otto A.

Hankammer is making plans for hanging the Honor Roll in the hall of one of the main buildings. On this Roll there are 25 gold stars for College boys who have lost their lives in this war.

The committee is also sponsoring a series of letters to be sent at stated intervals to all men and women in service. The first communication was a Christmas letter, sent by President Rees H. Hughes on Dec. 1. President Hughes has received replies from many of his letters from all over the world. The second, to be mailed on Feb. 1, will be drafted by a special committee of members of the faculty appointed for that purpose. The third, which is scheduled to go out on April 1, will be a letter prepared by members of the Student Council.

The mailing department sends

the Collegio and other publications of the College to the men and women in service. In addition to these more official letters from the College, individual members of the faculty are writing personal letters

to many alumni and former students. A determined effort is being made to let these men and women know that the College is constantly thinking of them, wherever they may be.

## Training War Production Workers and The Proposed Program for Rehabilitation of War Veterans

WILLIAM HENRY MATTHEWS

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Early in the year 1941, the Kansas State Teachers College of Pittsburg was invited by the State Board for Vocational Education to have a part in what was then known as the National Defense Program, but now known as the War Production Program—a program for training workers for war production.

The first training started in the machine-shop and electric-welding shop, and this training has been continued up to the present time. From March 3, 1941, to January 15, 1944, 284 men and women have received machine-shop training and 256 persons have been trained in electric welding. These people are now employed in war production plants throughout this country and a few in foreign countries. It is not unusual to hear of a former trainee at Pearl Harbor or Alaska; we know of one former trainee welding in Ireland. Several young men

who now are Technical Sergeants in the United States Army received training in these shops.

A great many of the men and women trained in electric welding are now employed as welders in shipyards. Representatives of ship-building companies visit the class at intervals to recruit workers. Several visits have been made by representatives of Kaiser Ship Building Corporation, and on one occasion practically all trainees on both welding shifts were hired and sent to Kaiser Shipyards, Richmond, California. Recently a representative of Missouri Valley Ship Building Company visited the welding class, hired several trainees and left an open order for those completing the course in the near future.

Since the war production training program started, a great many people have been trained for other fields in war production such as, blueprint reading, drafting, elec-



tricity, reclamation instruction, parachute rigging, practical nursing, job instructor training, and aircraft riveting. In all, 1,046 persons have received training for war production, some of them for local concerns. Their training is described as follows: Fifteen girls received training in drafting eight hours per day for eight weeks, a total of 384 hours, before taking employment in the drafting department of the McNally Pittsburg Manufacturing Company. Eighty foremen for local concerns, namely the Jayhawk Ordnance Works, Hull and Dillon Packing Company, McNally Manufacturing Company, United Iron Works, McFarland Flying Service, and the Eagle-Cherokee Coal Company received training in Job Instructor Training. Fifty-seven young men and women have received training in Aircraft Riveting and are now employed by the G & H Tool Company. The plan is to train 300 people for the plant by July 1 of this year.

War programs are followed by rehabilitation programs. At the present time we are negotiating a contract with the War Veterans Bureau for the training of persons dismissed from the armed forces with a disability of 10 per cent or greater. The program is open to soldiers, sailors, Wacs, Waves, Merchant Marines, and others of the armed services who have been discharged. Those taking advantage of this opportunity for training will be paid \$80 per month, \$90 if married, and all school expenses paid such as tuition, books, laboratory

fees, and the like. If a person accepted for training is a high-school graduate and wishes to pursue a college course, he can get four years' training under this program. If he has not finished high school, then he can apply for vocational training and the Veterans Bureau may place him in an industrial plant for training or send him to a school that offers vocational training.

It will be remembered by some that we had a similar program following World War I in which 537 veterans received training, 40 took college degrees, and 497 received vocational training. One of the veterans who received a degree in that program is now the vocational advisor for the Veterans Bureau in Kansas, namely, Ray Crail, now associated with Carl Kunsemuller, Rehabilitation Officer for the War Veterans Bureau, with offices at Wichita, Kansas.

I have tried to indicate that high-school graduates who wish college training may pursue any of our college courses looking towards a degree, and we have been asked to set up a vocational program similar to the one conducted in the World War I program plus some additional courses such as, hostess training for Wacs and Waves, ceramics, aircraft engineering, welding, pattern-making, machine woodworking, industrial drafting, weather science, radio, electronics, and others. These vocational courses will be of two-year duration and any trainee completing any one of these courses will be given two additional years of training in some industrial concern.

This training is called "placement training."

The persons finishing these vocational courses will not be technical engineers. One might describe them as non-commissioned officers of industry; that is, they will take their place between the tradesman known as a journeyman and the engineer. Some will be foremen and others will manage their own business concerns just as trainees did after the program twenty years ago.

The space allotted for this report does not permit the describing of every vocational course that is offered; nor is it probable that every course will materialize. However, it might be of interest briefly to describe one course: It was suggested by a member of the War Veterans Bureau that a course in Hostess Training might be attractive to Wacs and Waves. He pointed out that most of these young women have good personalities and because of their war experience, they are interesting people—two necessary requirements for a good hostess.

After conferences with representatives of several departments, who would naturally have the major portion of the training of such a group, it was agreed that a person training to be a hostess should know how to dress correctly; how to improve her carriage; know something about personal and community hygiene; complete courses in English, including Rhetoric 1 and 2; contemporary literature and story-telling; two courses in speech; psychology courses, including general psychology, mental hygiene,

applied psychology, and personality of personal adjustment; home economic courses including, principles of design, foods and cookery, nutrition and serving; and a hostess conference once each week throughout the entire course. The course described is of two years' duration, and the unique thing about it is every subject described is now in the school catalog. Only high-school graduates will be admitted for training in this two-year course.

The course in Ceramics was also suggested by a member of the Veterans Bureau. He called attention to the fact that Kansas now has a great many clay products plants with three in this community, and those interested in Kansas Industrial Developments are saying a great deal about Kansas clays which indicates further development of the clay industry in Kansas.

Although we have never given a course in ceramics other than evening courses for employees of the Dickey Tile Works, we are equipped in our Art, Chemistry, Woodworking, and Physics departments to give a very worth-while course.

Seventeen two-year vocational courses have been outlined, and it is very probable that others will be written. However, if history repeats itself as it often does, all these courses will not materialize. In the World War I program, only five out of six courses offered were chosen by the trainees.

Another rehabilitation program in which we have had a small part up to the present is for those disa-

bled in industry. This program is administered by the State Vocational Board, and while the training has been largely for those disabled in private industry and paid for by the State and Federal Governments jointly, those disabled in war production plants are entitled to training at the expense of the Federal Government.

A third rehabilitation program is proposed that will give any person having his or her program interrupted by being called into the armed forces an opportunity to get school training at the government expense and receive a pension while in training. This program is proposed by a committee appointed by the President of the United States and headed by Brigadier General Fredrick Osburn. The committee's recommendation is embodied in a

Bill now before the Senate of the United States. This Bill provides that persons selected shall be given one year of college training and three additional years for those who prove exceptional ability and skill. All customary tuition fees, laboratory fees, library fees, and similar fees are to be paid by the government. The trainee will receive a \$50 pension if single, \$75 if married, and \$10 additional per month for each child.

If this Bill passes, the Governors of the respective states will designate the schools that will be permitted to give training. It is agreed by those interested in the report of the Osburn Committee that the Bill briefed above will pass, but the controversial question now is, "Who will administer the program?"

# Report of Committee on Educational Trends

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On Monday, December 6, 1943, President Hughes called a meeting of the general faculty to receive the report of the Committee on Educational Trends, which has been engaged in a study of this subject for more than a year. The personnel of the committee is as follows: Ernest

M. Anderson, Elizabeth Cochran, Oris P. Dellinger, J. Gordon Eaker, Walter L. Friley, Walter S. Lyerla, Ernest Mahan, William H. Matthews, Paul B. Murphy, Chairman. Summaries or abstracts of the reports appear in the following pages.

—The Editors

## Foreword

PAUL G. MURPHY

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A little over a year ago President Hughes called a group of the College faculty members into his office and asked them to undertake a study of educational trends with a view to determining some of the more important directions in which the educational program here ought to be moving. He felt that though the College had done a good job of keeping abreast of the times, the rapid nature of the shifts now taking place in the social scene makes it necessary to give increased attention to the matter of keeping the entire faculty informed in the nature and direction of trends. He was of the opinion that such a committee might function to good effect continuously, and it was his hope that periodic reports on recent developments in education might be made to the faculty by the committee. He then designated a num-

ber of problems that appeared to him to be pressing for attention at the present time.

Shortly after the beginning of the year (1943), Dr. Paul Murphy, who had been appointed chairman of the committee called the first meeting and discussion got under way. It must be admitted that the early meetings were marked by a great deal of fumbling and a number of false starts. This was probably to be expected, owing to the varied backgrounds of the different members of the committee and the breadth of the topic being considered. The first close look at the subject soon revealed that almost anything that was happening or had ever happened in the field of education might be considered as bearing in some way on "trends."

To be more specific, it was first proposed that such a study ought

to be based on an analysis of the civilization for which young people are being educated or in which they are being fitted to take their places. Assuming a normative view of trends, by which I mean assuming that trends have to do with things as they ought to be, this approach is probably the correct one, but it soon becomes apparent that it is an exceedingly time-consuming one, as a matter of fact consuming more time than the committee could afford to give to the problem. At the same time it became increasingly clear that a much more practical basis for study, and perhaps more revealing as a starter at least, would be to make an analysis of trends, not so much from the point of view of what ought to be, as from the point of view of what is. In other words, the committee agreed to define its function, initially at least, as that of ascertaining and reporting to the faculty movements, activities, and objectives in the educational field that are vigorous and clear-cut enough to warrant considering them as trends.

It was agreed that this definition of the committee's function should not be interpreted in such a way as to preclude the consideration of potential as well as actual trends, that is, concepts and ideas which clearly point to needed and inevitable modifications in our educational system but which have not attained sufficient recognition to justify our speaking of them as real trends. As a matter of fact, the real skill of the committee is probably to be reflected in its ability to pro-

ject its thinking far enough into the future to anticipate these long-time changes.

Another steering principle adopted by the committee was to the effect that no limitations were to be placed on the level at which trends might be considered, either vertically or horizontally. While it is true that the College is designated as a teacher training institution, it subserves other functions also, which means that trends in educational fields other than those dealing strictly with the training of teachers may be relevant to the program here. Furthermore, the committee members agreed that to ignore trends in areas outside that of teacher education would lead us to overlook contributions of great potential significance for our own program even though they might not have been devised for such a purpose originally. Then too, teacher training institutions cannot afford to be oblivious of what is taking place in the elementary and secondary schools if the teachers they train are to assume their proper roles at these levels.

Of course, while recognizing that pertinent and valuable suggestions might be found in the consideration of any and all educational areas, in the interests of practicality it was necessary for the committee to delimit the topic somewhat to begin with. After some discussion as to how this might best be done, it was decided to center attention first on trends in those areas most closely related to the functions of the College. These

would appear to be classifiable under the three major headings of teacher education, general education, and vocational education; hence, the chairman of the committee appointed three sub-committees with the following personnel: sub-committee on trends in teacher education, Dr. Ernest Anderson, chairman, Dr. Ernest Mahan, Dr. Paul Murphy; sub-committee on trends in general education, Dean O. P. Dellinger, chairman, Dr. J. Gordon Eaker, Dr. Elizabeth Cochran; sub-committee on vocational education, Prof. William Matthews, chairman, Prof. Walter Friley, Dr. W. S. Lyerla.

With the appointment of these committees a definite program of study was laid out and the members began to feel that something concrete was being accomplished. At first some difficulty was experienced in identifying trends, and there were periods during which very little in the way of recognizable trends turned up. Nor is it to be imagined that trends were identified without argument and dissension. In a group with interests and backgrounds as diversified as those represented by the nine members of the committee, complete agreement in an area as controversial as this one is out of the question. Forbearance and tolerance were the order of the day, however; after several months of discussion and deliberation over the reports brought in by the three sub-committees, progress reports, summaries of which follow, were made to the faculty on December 6, 1943.

In the first of the articles that follow, Dr. Dellinger summarizes the thinking of the sub-committee on general education, pointing out some of the broad general trends that seem to be discernible in this area of education. Dr. Eaker follows with a statement of the case for general education together with an analysis of some of the factors that have hampered the fuller development of general education.

In his article dealing with trends in teacher education, Dr. Anderson has set forth some of the more prominent directions in which teacher education is moving, as seen by the sub-committee dealing with this area. Broadly considered, modifications of personnel practices, curricular and co-curricular experiences, evaluation techniques, service functions, and educational philosophy are all coming in for consideration.

The last three parts of this symposium comprise a unit setting forth some of the lines along which vocational education would seem to be developing. Professor Matthews surveys tendencies in vocational education, particularly as they relate to occupational training, Professor Friley states the case for industrial arts and Dr. Lyerla concerns himself with business training.

It should probably be said that no member of the committee feels that the work of the group is completed or that these reports constitute an exhaustive survey of trends in even one of the fields of education with which they deal. In addition, there is the prodigious

task of determining and making functional points of intersection and integration in these various areas—for of the fact that there are marvelous possibilities for coordinating and unifying these areas there can be little doubt. As was

pointed out in the beginning, since this is regarded as a more or less permanent committee of the College it is hoped that additional reports may be forthcoming from time to time as necessity and opportunity dictate.

## Trends in General Education

ORIS POLK DELLINGER

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Educational literature today is full of discussions on the place of general education in the grades, secondary schools, and colleges. This is partly owing to the importance which education is assuming in post-war planning. Much more emphasis must be placed on teaching to coming generations the body of knowledge included in general education and liberal arts than has been done in the immediate past if the youth of today are to have the knowledge necessary to solve the conflicting problems that will face humanity for the next generation. This theory is generally recognized.

The war has placed emphasis on technical and vocational education; these subjects have built up a strong military, naval, and aeronautical force. This was necessary to win the war. But we do not want to use force to win the peace. We do realize that there must be sufficient technical and vocational education to insure industrial efficiency. But most of the problems when peace comes will be concerned with hu-

man relations. There will be problems that have to do with effective living in the social, political, and spiritual world as well as in the industrial, biological, and physical world. There will be problems which, if we are to avoid some system of compulsion, must depend on an education that builds up our national morale, an education that gives us a stabilized, free society, an education that through the grades, secondary schools, and colleges transmits to the youth of our nation the attitudes of the free society in which we are now privileged to live.

It is the belief of many educators that language, literature, art, history, and philosophy, and a well grounded understanding and appreciation of all those things which make up our American way of life will be the best preparation for understanding and solving the complicated problems of civilization tomorrow.

### DEFINITIONS

For the past several years there have been attempts to define general

education. In the *North Central Association Quarterly*, October, 1939, C. H. Oldfather, University of Nebraska, says, "The real jungle in the program of higher education in our country today is in the curriculum of general education." He defines general education as the "body of knowledge all educated persons should have in common." I quote also two other definitions that have been given of general education. The North Central Association in its *Manual* divides higher education into general, advanced, and professional and technical.

GENERAL EDUCATION. For purposes of accreditation the term "general education" signifies acquaintance with the major areas of knowledge; it implies possession of the facts in such areas and some proficiency in the modes of thought involved in understanding such facts. In its purposes and in its content it is a continuation of the kind of education offered in secondary schools. It excludes definite vocational preparation.

And *Vocational Education*, Report of National Advisory Committee on Education, Washington, D. C., 1938:

GENERAL EDUCATION. — Includes all instructional content in the course of study followed by the individual which is not directed strictly toward training him for employment, or which applies alike to all persons regardless of their occupational destiny. The line of division between general education and vocational education is by no means sharp.

Whether or not a subject is considered general education or professional, vocational, or technical de-

pends upon the use to be made of the information included in the subject matter. Such subjects as accounting, chemistry, certain fields of biology, and subjects included in several other fields may be taught either as vocational education or as general education.

The accrediting agencies at the college level have been concerned with the amount of general education offered in the curriculum of the junior college. The North Central Association survey indicates that they think we should have at least two years of general education before professional, advanced, or vocational education begins. The American Association of University Women has built up its requirements to 60 hours of general education and insists upon this standard in all curricula if the college is to be accredited by its Association.

Although so far as I know, the Association of American Universities has set no specific amount of general education which it insists should be included in the four-year, undergraduate program of a student, from contact with the committee on accreditation I feel sure, however, that it does not look with favor upon less than 60 hours of general education in any student's undergraduate program.

Recently several attempts have been made to define the fields which should be included in general education. There is pretty general agreement on what must be taught to give a general education. William F. Cunningham, University of Notre Dame, in an article in the



## ANALYSIS OF THE LIBERAL COLLEGE CURRICULUM

The Two Human Abilities	The Five Fields of Knowledge	The Arts and Sciences	Butler's "Spiritual Inheritance"	Hutchins' "Accumulated Wisdom"	College Academic Groups
I. Expression through	1. The Arts	Fine Arts	Aesthetic Inheritance	Artistic	1. Music and Fine Arts
	2. Language	Language Arts	Literary Inheritance	Literary	2. Language and Literature
II. Thought about the	3. Material World	Natural Sciences	Scientific Inheritance	Scientific	3. Mathematics and Natural Sciences
	4. Human	Humanistic Sciences	Institutional Inheritance	Political Philosophical (ethical)	4. History and Humanistic Sciences
	5. Spiritual World	Metaphysical Sciences	Religious Inheritance		5. Theology and Philosophy

*North Central Association Quarterly* (XVII, Jan. 1943, p. 241, ff.) gives the accompanying "analysis" of what a school must teach to give general education.

It will be noticed that in each of the five groupings of subjects there is general agreement. Cunningham's article is a discussion of what he considers the five priorities in general education, and although he is primarily interested in the fifth item of this table, he believes that general education through the grades, high school, and college should be to familiarize the student with all these fields. If general education at the elementary and high school level is important, then the place of general education in the training of teachers becomes increasingly apparent. Grade and secondary teachers, except those who teach in highly specialized fields (and probably there should not be an exception made there) should have an ade-

quate understanding and deep appreciation of all the things that constitute our national culture. Teacher education institutions have reflected this trend in becoming four-year colleges with much of their curricula given over to the fields usually included in general education.

There has been too long an absence of any thorough indoctrination of our teachers in our American mores and ideals. On the other hand there has been too much of an attitude of belittling those things which are the most important in our national culture. In our teacher education we have also had too much of pacifism and too little encouragement of aggressive, positive action. If our country is not again to find itself in the position it is in now, the youth of the nation must be taught that every generation must make its own contribution to the civilization of its day in education, culture, and refinement, for the things that make

for the freedom of comfortable living can be obtained only by universal human effort.

There have been a number of movements that have made it difficult to follow any program of general education. A few years ago encroachment came from the applied arts and applied sciences. We had household chemistry, household bacteriology, household physics, economic entomology, all phases of agricultural science, and engineering science which took a definite professional and vocational turn. Even now the professional schools make large inroads at the junior college level, and the subjects offered are largely feeders to the professional schools. Graduate schools demand a sequence of subjects preparatory to graduate work and make it difficult for college students to get a broad general education. Secondary school curricula cease to require subjects in general education, and therefore, the first years of the college must

be devoted to secondary school subjects. As has already been mentioned, recently the war training program has made it impossible for students to get a broad general education.

In summary, the trends in the last several years have been to emphasize the importance of general education in our secondary schools and colleges, to attempt a definition of general education, to define the fields that should be covered in general education, to segregate general education into the first two years of the college, and to use the last two years for advanced or professional education.

Accrediting bodies have tended to state specific amounts of general education that should enter into the 120 hours for the degree. There has been also a definite trend for applied arts, for applied sciences, professional schools, graduate schools, and secondary schools to encroach upon the first two years of general education in the college.

# What is a General Education?

J. GORDON EAKER

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If one may judge by the articles appearing on general education, many are paying it lip service but few actually believe in it. May I attempt to restate the academic point of view? General education is opposed to specific education; it includes the arts and sciences that make up the main part of the college curriculum. General education is liberal education; it is education for a free man, not a servile man. There are many slaves in the world to-day who are not allowed to think for themselves. Liberal education should make one free of all times and nations, free to share the beauties of different languages, free in the best that has been thought and said in the world, not a prisoner of a small vocabulary and narrow notions and a mean spirit.

There is only one permanent trend in general education, and that is against it. Every new generation must be educated in the humanities, whereas accomplishments in science are more easily accumulated and handed down. Voltaire preferred a monarchy to a democracy because he could educate one man. But in a democracy people are born too fast. There is a great dead weight to overcome in keeping alive the best ideas of the past and giving them to each oncoming generation. Ideas, even good ones, pass into oblivion quickly. One of the main tasks of scholars and teachers is to

find out what the world has once known and has forgotten.

General education has many assailants to-day, but that is nothing new. There never has been a royal road to learning, and men have always hankered after short cuts. The emphasis on science necessitated by the war has made some feel that general education is not important. Others think that all education should be directed toward satisfying economic demands. Some educators think that general education is too difficult for a nation in which everyone goes to school; in other words, it is undemocratic. Another strong assailant of general education is the increasing emphasis on vocational training as sufficient in itself. Above all, general education is in greatest danger from a misguided philosophy which denies many of the ideals of the past and attempts to cut the present off from them.

The first assailant is science. Many scientists, of course, have a broad conception of a liberally educated person. Huxley emphasized the love of beauty, the discipline of the will, the trained intellect, respect for oneself and others, and the cordial acceptance of truth as the elements of a humane education. But other, presumptuous scientists offer dogmatic answers to many questions that are outside the realm of measurable phenomena.

In the nineteenth century, desire for mastery over external nature through development of the physical sciences caused men to abandon the broad general interests so much in vogue in the eighteenth century and to concentrate on extending the bounds of knowledge in a number of isolated fields. The neglect of politics, for instance, may have contributed to World Wars I and II. Man is a political animal.

Secondly, with the rise of material science to dominance came the cult of satisfying economic demands. Nineteenth-century reform was political in direction, and gave us our concept of political democracy, under which governments from time to time consulted the people governed. But contemporary thought is fundamentally economic. Sometimes our government talks of man only as a producing or consuming unit and therefore as an abstraction.

A third assailant of general education is the assumption on the part of some educators that the less intelligent can not learn anything about the classics of literature but must be relegated to a vocation. That is the way to get permanent class differences, not the classless society. The vocations have their own dignity, but they are so specialized that they divide men. We all must be specialists, but we should all be able to discuss Beethoven and Shakespeare. Education and philosophy are for the common man, not for specialists. If I want to know something about Labrador,

I ask a specialist in Labrador, but if I want to know a fundamental truth about life and death, I ask the common man on the street. That is why common men are put on a jury. It is because philosophy is for the common man, the ignorant, universal man, that it is philosophy. And it is because the classics are the most basically human and most easily understood of all literature that they are called classics. A classic is a work that is contemporary in all ages.

The National Education Association has been accused of trying to get rid of the classics under the stress of the war emergency. A Kansas judge has replied to its statement that the classics are only for those who will be in a position to use them in their cultured environment. He said that a certain woman teacher took him through Virgil and Cicero twice, when his only environment was a little Kansas town. How could she know whether his cultural surroundings would enable him to profit by them? Yet this member of the bench said that he had been grateful all his life to that certain woman teacher. Letting students study anything that interests them results in a loss of standards and a loss of reverence for the wisdom of the past.

Another assailant of general education is the increasing emphasis on vocational education. We have courses in cream-separating, advertising, everything but the art of living. Oftentimes, the less practical and "efficient" a particular subject and a particular method of

teaching may be, the more the average person will learn from it about how to live his daily life. An engineer in Soviet Russia told William Lyon Phelps that he learned better how to deal with people and how to clear his mind for a decision from his Latin course than from his engineering courses. As a practical matter, nothing is more essential in the proper furnishing of a man's mind than a knowledge of the world's best literature. Imagination, an interesting mind, and a knowledge of human nature may make one a better engineer than certain technical courses.

Plato, the first academician, of course had no concept of a modern industrial community like the United States, but he said that the base mechanical trades weaken the principle of excellence in man, and that as a man's body is bent by his trade, so is his soul warped to that it works in. Plato knew the power of habit, and that a man's soul grows like that which he continually contemplates. Edmund Burke complained that the French National Assembly was filled by country curates, village doctors, and mechanical men whose souls were warped by habits of their trades, and who lacked the broad knowledge needed to conduct affairs of state.

President Hutchins has said that the vocational atmosphere is ruinous to attempts to get a student to understand a subject. Vocational teachers can seldom be chosen for intellectual capacity; in those fields practice supplants scholarship. Vo-

cationalism is bad for the professions, too, since they need creative thought. Medicine gains from a good department of science. Tricks of a trade do not belong in college; they change too fast. Fifty per cent of the engineers do not engineer. Case studies are always behind. We teach the economics of a boom year after a depression has hit us. But if the principles are taught, the practice can be learned from the actual work. There is not enough of the vocational to occupy profitably several years of a student's time.

One of my English students who was studying printing complained that our printing shop does not match commercial shop conditions. He complained of having to print school material, and wanted pay for it, so much was he infected with commercialism. His instructor, he said, hampered with production worries, could not criticize and help the students. Instruction was reduced to what was necessary to be done. Is there a systematic body of knowledge that can be built around printing? Its adherents elevate it to a graphic art. Webster defines graphic art as painting, drawing, engraving, and any other art which pertains to the expression of ideas by means of lines, marks, or characters impressed on a surface. Thus the *belles artes* in vocational education become useful arts, the fine arts become practical arts, and the aesthetic, intellectual side of art is lost.

This emphasis on vocations at other times means that the college

of arts allows itself to become a mere feeder for professional pre-medical or pre-engineering courses. The teaching load in elementary courses has been increased out of all proportion to the real relation of these courses to the primary aim of the college. Also the high schools, becoming impatient of doing thorough work in subject-matters, have nibbled away at our entrance requirements until we in the colleges can do only spade work in the first year or two. Elementary French, rhetoric, mathematics, or history cannot be broadly cultural when most of the time must be spent in drilling on fundamentals. Some of our elementary instruction is unworthy of the attention of a mature educational institution. Such courses offer little chance to lead students to the broad plateaus and philosophic outlook comprehended in the aim of the humanities.

Another assailant of general education is the prevalent spirit of pragmatism, which almost denies the relevance of spiritual forces, fixed moral values, and stable ethical ideals. In the Dewey philosophy, which dominates education to-day, one will notice the consistent policy of excluding God from consideration. Subject-matter made up from the ideals of the past is said to savor too much of authority; so the secondary schools introduce in its place social theory designed to give the student a so-called intelligent understanding of "the nature and purpose of social organization." We have immature students wrestling

with problems that baffle candidates for the presidency, while languages, mathematics, and the sciences, that should be begun at an early age, are left for elementary courses in college. The result is only replacing one kind of authority by another. The teacher exploits the immature student and teaches his own pet theories.

But if Dewey's philosophy is bad, his psychology is worse. Someone has said, "After losing its soul, modern psychology lost consciousness, but it still has its behavior, though it is in danger of losing its head and becoming physiology." Dewey boldly states as an affirmation, not as a hypothesis, that psychosis is neurosis. But this is only a philosophic speculation, unproved by experiment. There is something about thinking and knowing, and knowing that one knows, that transcends the naturalistic process. Dewey's pragmatism makes life too simple. Only the immediate is clear in experience; there are always questions left over. Pragmatism assumes an adequate clarity in fundamental ideas that are far from clear, and thus discourages research after the truth. Dr. Dewey has done much for American and world-wide education, but one should not forget, as President Hutchins has pointed out, that the liberal arts themselves train the teacher in how to teach, that is, in how to organize, express, and communicate knowledge. Teachers cannot teach without knowledge. A college should do more than merely go over the secondary subjects; it should be a college.

The extremists among the progressive educators are the worst assailants of general education, because they try to cut education off from the past. Wisdom did not come into the world with us. Mr. Winston Churchill recently quoted Disraeli as saying that a nation is great either by force or by tradition. The Bible and the ancient epics of Greece and Rome, Greek tragedy, sculpture, and philosophy represent the highest that man has attained. A liberal education is concerned with knowledge of Western civilization, which came from around the shores of the Mediterranean. Homer's *Iliad* is good enough to be the last as well as the first poem ever composed by man. A knowledge of the Bible alone would be preferred by many to four years of college education without a knowledge of the Bible. Civilization is preserved in literature, and one must read to become educated.

It is a sad but true fact that few people read much any more, or read the great books of the world. At Oxford about all a student does is read. Wide reading and a knowledge of another language than one's own are necessary to show how diversely the human spirit has been accustomed to express itself through the ages. One cannot read even the Bible intelligently unless he brings to bear upon it other literatures. John Stuart Mill said that every doctrine must be placed against the background of an earlier doctrine. Christian humility, for example, cannot be understood without placing it against the back-

ground of pagan self-assertion. Christ always assumed on the part of his hearers a knowledge of the Hebrew law and prophets. Many of our Christian values were also pagan values; others were not.

As an example of values in the past, consider the elevating power of a great tragedy like Sophocles' *Oedipus Rex*, which shows man facing his destiny. The Greeks kept their eyes steadily on man, not on machines. In the *Antigone*, a brave woman is torn between two high duties, obedience to the state, and loyalty to her brother and her religion. A great tragedy like that takes hold of one's whole being. Shakespeare, in *Othello*, really makes you attend to his story, and encourages a unified personality. We have many courses in college that give us the arms and legs of a man but few which consider man as a whole man. Are we doing a good job in the old shop? Too many distractions scatter a person's mind and powers. Few of our students study a Greek play or catch from Plato the inspiring example of a dignified man free to think about himself and about his relation to the universe. We may be getting a few pale imitations of the genuine article through diluted textbooks, but the great books of the world have little hold on our modern students. They simply are not reading them. And we are bringing up a generation unable to think the great thoughts of the past, with no clear idea of what Western civilization or the rule of reason is, and consequently with no very clear

idea of what they are defending in the present war.

A liberal education is concerned with the central aspects of our civilization. It includes a knowledge of our political heritage, of how representative government and the parliamentary system developed. A knowledge of the Middlesex election is just as important as a knowledge of the battles of Lexington and Concord. General education builds up a time sense and gives us an outline of the history of ideas. Historical terms like the Middle Ages, the Renaissance, the Romantic Movement have interpretative connotations. We have to understand them before we can think intelligently. That is what we mean by systematic thought.

General education, of course, must not be cut off from scholarship, or campuses become glorified fraternities, and colleges cease to attract scholars to their faculties. As one of the accrediting reports expressed it, if a new idea should strike some campuses, it would perish of loneliness. And if we are fortunate enough to find a scholar on our faculties, we should not destroy his incentive to advance knowledge for its own sake. We must somehow contrive to make scholarship respectable after the war rush is over, or no nostrums of methodology will save us.

General education encourages the many-sidedness which is the mark of a good mind. Open-mindedness and flexibility are often better than a practical reform at a certain moment. Knowledge should not be

justified by its bearing on social life, but because it is an end in itself. It leads to what Newman called the philosophic habit. It is an inward endowment, not something here to-day and gone tomorrow. It opens the mind, refines it, encourages curiosity; it gives us the contagious touch of great personalities. Much of our current education is so technical that the great men of the past are left entirely out of it. Consider that matter of biography, said to be the favorite reading of Charles Evans Hughes. Have we lost our sense of heroism? Through biographies, where one man has lived finely, ten thousand may live finely after him. Yet instead of reading about the great spirits of the world, we read magazines and diluted textbooks written by some compiler.

May I tell you what a certain poet believed about education? The poet, you know, is free to imitate the pattern of life as it ought to be, as Plato gives us the ideal commonwealth in his "Republic" and Virgil pictures the ideal hero in Aeneas. This poet believed that we do not create any ideas for ourselves. All ideas, he said, come to us from outside, from the Universal Mind. Beauty, then, is that quality in appearances that awakens spiritual emotion in the mind of man. Children instinctively recognize beauty, and as they grow older sometimes lose that spiritual responsiveness. That implies that the child came from God, and that things in this world dull our vision and cause us to lose sight of the beauty which we once knew. So perhaps all things



in this world are passing shadows, and the real world is the unseen, ideal world.

This is at least one modern poet's attitude toward this world, which all will recognize as Platonism. Plato was the first Academician, and came down to us in a pedantic way, through the researches of the Greek scholars in the Renaissance. Plato believed that all ideas are imitations of ideals which are stored up in heaven. We have lost the original, but still keep in memory, in our intuition, perhaps, a sense of that perfect harmony which we are all seeking. The poet is concerned with beauty, because he believes

that we can be led through the love of beautiful forms in this world to love beautiful conduct, and from beautiful conduct to beautiful principles, and from beautiful principles to the Absolute Principle, which is God. Similarly, man can retrograde through love of ugly forms to love ugly conduct, and thence to ugly principles, until he comes to Absolute Ugliness, which is Vulgarity.

That is why I believe it is the business of the schools to teach the best and the best only, not the common stuff of life that one can pick up anywhere. This is the case for general education.

## Trends in Teacher Education

ERNEST MITCHELL ANDERSON

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One of the most noticeable trends in teacher education has been the improvement in student personnel. More attention is given to the selection of candidates for teaching. This includes the attraction of better qualified students, better selection of those admitted to professional curricula, and better selection of those upon whom degrees are conferred. Some factors included in the improvement of personnel are intelligence, personality, background of experience, education, and attitude toward the profession. At present, much is being said about the need for selection on the basis of emotional stability. More

adequate counseling and guidance programs are helping students choose their teaching fields more wisely.

Temporarily the war has interfered with the improvement of personnel. Few young men are found among the students today. Many of the best young women have been attracted to better paying positions. The rate of return of superior people to teacher education after the war will depend upon salaries. Unless salaries are relatively high, the return to teaching will be slow.

There has been a tendency toward lengthening the period of professional preparation. Broad

general education is provided during the first two years of college. Professional work is delayed until the senior college. Some institutions are organizing their education curricula on the basis of five years. The graduate year is used to strengthen the professional and the academic preparation. This longer period of preparation makes education compare more favorably with other professions. More adequate preparation, however, can continue only so long as communities can and are willing to pay for it in better salaries, more security of tenure, and adequate provisions for retirement.

Education problems growing out of the depression and the war are stimulating teachers colleges to study and evaluate their programs with reference to better defined objectives. Goals are stated in terms of desirable human achievement rather than in terms of subjects as in the past. Evaluation includes not only facts and skills but also attitudes, appreciations, and ideals. Standards of mastery are taking the place of credit accumulations.

Institutions educating teachers are being stimulated to bring up their practices more nearly to the best theory and procedures found throughout the country. While not as well known and as spectacular, progress in education is comparable to that found in other fields.

Attempts are being made to find newer and better ways of organizing the curriculum. Integrated courses are found in both junior and senior college. Survey courses are given in junior college. Specializa-

tion is in broad general fields as natural science, physical science, and social science rather than in specific subjects as botany, zoology, physics, chemistry, and history. In the attempt to break down narrow departmental lines, organization is made on the basis of problems encountered rather than in terms of subject matter. From the standpoint of integration it has been found that the problem attack has much to offer. The important thing is integrated learning within the individual, not mere correlation or integration of subject matter in the course of study.

The tendency toward integration is found also in the professional work. A change seems to be toward a few core courses dealing with real problems of the school. A better integration of theory and practice in teacher education is made through the laboratory school. In the same manner a closer cooperation is brought about between the professional and academic departments.

Methods of teaching and learning are being improved in the light of modern educational psychology to bring about more adequate personality development and independent work on the part of the student. Provisions are made for independent study for qualified students. Required courses are waived for capable students. Provisions are made for student development through participation in various co-curricular experiences, which are rapidly becoming a significant part of the college curriculum. Evalua-

tion is in terms of desirable development in the individual. In other words, teacher education is "custom made" for an individual student and a specific type of position.

Emphasis is being given to work experience along with the formal college courses. As applied to teaching, this means more opportunity for the student to teach in a real situation. He assists with important tasks involved in the non-instructional activities as well as with the instructional duties of the teacher. He participates in community activities. He has a chance to work in the Parent Teachers Association, aid in the sponsorship of community organizations, and do other various activities that teaching requires. He experiences a kind of internship. Some cities have introduced a cadet system.

There is a growing conception that the obligations of the institution educating teachers do not stop with the granting of the diploma. Some schools are assisting with in-service education of teachers in outlying systems. Schools are looking more and more to the higher institutions of learning for leader-

ship and aid in the solutions of their problems.

It is no longer enough to educate teachers merely to do the thing that has been done traditionally. In the light of the best theory and successful practice, teachers colleges should point the way to something better. There is a growing tendency for teacher education institutions to anticipate the needs of teachers for the future. For instance, there will be a demand for more teachers who are prepared to teach adults after the war. These teachers must have special preparation to be successful, and their education to this end should start now.

Educational philosophy is changing constantly. One of the most significant changes is the insistence for more democratic practices in the life of the school. Faculties and students are participating to a greater extent than ever before. There are two chief reasons for more democracy in the operation of the school. In the first place, the democratic school is a happier place in which to live. In the second place, students learn democracy by living it.

# Trends in Vocational Education

WILLIAM HENRY MATTHEWS

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The predominant trend in vocational education for the past three years has been to train men and women for war production jobs. This training has been done in city school vocational departments, in privately owned vocational schools, in college vocational and engineering departments, and in war production plants.

The program for training war production workers has taken a decided turn toward "in-plant training" during the past few months, featuring such courses as J. I. T. (Job Instructor Training), J. M. T. (Job Methods Training), and J. R. T. (Job Relations Training.) These three highly significant courses for foremen in war production plants offered by the various state boards of vocational education in cooperation with the War Manpower Commission, were described by Stewart Chase in the September, October, and November 1943 issues of *Readers Digest*. These courses are aimed at the 1,600,000 foremen in war industry, and through them, at all American war workers.

Other vocational programs of an "in-plant" nature are conducted in a great many war production plants for persons chosen for jobs in the plant. These people are given intensive training for a period, in some cases, of eight hours per day for a six-day week. They are paid

a wage during the training period, somewhat less than they will receive when they go on the production line.

One such program of training is thus described. A manufacturer of airplane parts anticipates the need of three hundred workers to be trained to drill and rivet aluminum parts, and all to be trained and at work in six months' time. A room in the plant is provided and equipped as a training room. A competent worker from the plant is selected as an instructor; he is given a short course in teaching under the supervision of the state vocational board; his class is recruited by the personnel director of the plant in cooperation with the local director of the federal employment service; and he starts his class of twelve people on Monday morning to lay out holes, to drill holes, and to drive rivets. In a week's time a group of twelve more persons are added to the class, making a group of 24. At the end of the second week, twelve people leave the training room and go on the production line and twelve new people enter, and so on, until 300 people are trained and are in production. The instructor of this type of training is supervised by the plant superintendent and the local director of vocational education. His salary is paid from federal funds.

In the training of war production

workers, no thought is given to the development of the individual other than to make him an efficient producer of war materials.

Other trends in vocational schools are to give such training as: part-time trade, a program where the trainee is given trade training in school a part of the time and is employed at some phase of the trade the rest of the day; day trade for high school juniors and seniors, who take four hours of trade training and pursue other high school subjects for the remainder of the day; related science, such as physics, chemistry, mathematics, or trade science for those pursuing some trade training; pre-induction training of a trade nature for those who are to be inducted into the armed forces; and evening and trade extension to up-grade the adult.

Vocational educators, regional agents of the federal vocational board and others in conference on post-war plans, point out that the work world is made up of common laborers, helpers, operators, semi-skilled people, and skilled persons; and that these people should be trained in the best possible manner for their places in society; that is, the trend is to train people to enter industry on all levels.

They suggest that the child in the lower grades should get work experience in several types of shops; that he should be given an opportunity to unfold according to this type; that opportunities for trade training should be offered as it is now in the junior and senior years

of high school but should be carried on into the junior college; and that a teacher of trade courses should be able to apply the laws of physics and chemistry in his teaching, that he should recognize the importance of finding a sum, product, quotient, and a difference. He should also be a recognized tradesman in his field.

A great number of vocational schools that have been training war production workers have been closed, and others will be closed as have the N. Y. A. schools. The government owns most of the shop equipment in these schools, and the present trend is to lend this instructional material to vocational schools throughout the country for a period of five years. This policy tends to strengthen existing vocational schools, gives opportunity to open new trade departments, and in some cases, will give localities vocational schools where they do not exist at the present time.

Vocational education will have a part in the federal rehabilitation programs. One program is for those dismissed from the armed forces with a disability of ten per cent or greater, to be administered by the War Veterans Bureau. Another is for those disabled in industry, to be administered by the state vocational boards, and a third is the proposed program recommended by a committee appointed by the President of the United States and headed by General Frederick Osborn for all persons dismissed from the armed forces.

Undoubtedly the training of war production will have some effect

upon post-war vocational education. The vocational educator knows more about training for mass production; he will know more about training people for industries that are in need of trained workers and how many to train for that particular field.

Nine million people have been trained throughout the nation for war production jobs since the program started. These people have definitely been trained for war production and will have to make occupational adjustments before going into peace time work.

It is estimated that 25,000,000

people will have to learn new skills in fitting themselves for after-war manufacturing. The peace time training will largely rest on vocational schools throughout the country. However, the question is often asked, "What effect will the 'in-plant' training program have upon vocational education?" N. B. Giles, regional agent for the federal vocational board answers the question by saying, "There has always been 'in-plant' training and perhaps always will be, but the amount of training done in the plant depends on how well vocational training is done in the school."

## A Study of Industrial Arts Trends in Colleges

WALTER LOUIS FRILEY

Before setting out on this study of industrial arts trends, it is necessary to keep clearly in mind the meaning of general education and of industrial arts education. Two definitions will help to make this clear.

1. General Education includes all instructional content in the course of study by the individual which is not directed strictly toward training him for employment, or which applies alike to all persons, regardless of their occupational destiny. The line of division between general education and industrial arts education is by no means sharp. (Vocational Education report of National Advisory Committee on Education, Washington, D. C.—1938.)

2. Industrial Arts Education, a term used to define hand activities given in school for general education purposes,

providing life experiences within the field of industrial activities. (William E. Roberts, Manual Arts in the Junior High School U.S. Office of Education, Washington D. C. Bulletin 1924, No. 11).

Industrial arts deals with tools, processes, and materials drawn from various phases of manufacturing and mechanical trades; hence, there is much similarity in appearance between the industrial arts shop and the trade school shop in the same types of work.

The place of industrial arts as a component of general education begins in the kindergarten and extends through college. Projects made in industrial arts are chosen with primary regard to pupil interest and

contribution to all-round pupil growth and development. Methods of teaching aim at breadth and variety of pupil experiences. The pupil completes his project as a personal possession and his educational experience is carried over into as many related fields as possible.

Industrial arts has emphasized the necessity of the professional preparation of the teacher and a broad general knowledge of the industrial and general education fields is necessary.

The committee has attempted to discover some of the trends that will have a part in shaping the industrial arts program in the post-war period and these are some of the more important ones reported to the faculty of the College for consideration.

1. There must be more emphasis on the development of skills and a greater knowledge of the processes, materials, and problems of industry. This will necessitate an opportunity for the student to spend more time in the shops during the time he is in the secondary schools and opportunities for specialization at least at the junior college level for those who may wish to enter industry early.

This broader work experience must be extended to all students who do not now have this opportunity. In the smaller schools that may not be able to afford all kinds of unit shops, the work can be given in what is called a comprehensive general shop. This shop will give a variety of experiences in new materials and different fields with a chance

for a broad knowledge of consumer education.

2. More emphasis must be placed on scientific and technical knowledge, together with a better knowledge in the fields of mathematics, social sciences, and physical sciences. The amazing advances that are being made in various branches of war industries are emphasizing this as never before.

3. The industrial arts teacher must be given a broader general education in order to meet the demands that will be made on him in the future. This will necessitate a longer training period, with emphasis on at least a minor in mathematics and science, more time and broader training in different shops, and with more emphasis on skills. He should also have more knowledge of drawing, art, and design and a chance to become better acquainted with industry by spending a period of training working in industry.

A longer period of time should be devoted to the supervised teaching program with the addition of at least one extra semester of teaching under supervision. This would, of course, mean that additional credit should be granted for this work. Consideration should be given to the recommendation that one year of successful teaching experience be required before the granting of the B.S. degree.

4. The new industrial arts shop must portray industry as accurately as possible. The tools, processes, and class organization should be as representative as possible of processes

and methods used in industry. There are, of course, limitations to how far the industrial arts shop can go in this, but the shop teacher should give all the attention possible to this matter and this, of course, will mean that he must have close contacts with industry himself in order to have this knowledge.

5. The industrial arts department of the future must extend its offerings to girls. The place of women in industry shows that girls and women of the future will need this type of training as well as boys and men.

6. Greater attention should be given to the type of industrial arts suitable for the elementary school

level, which heretofore has been available only in the larger school systems.

7. Among the greatest problems in teacher education are those of guidance and of better selection of prospective teachers for training, to avoid waste of time and energy in the effort to make teachers out of individuals who lack essential qualifications. A more effective program of guidance and selection of candidates for training will assist in identifying those young people who give promise of making good teachers. This will enable the college to do more effective work with chosen individuals who possess the potential qualifications.



# Trends in Business Education

WALTER SAMUEL LYERLA

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Peace-time education of boys and girls immediately preceding the present world war has been criticized by some as inadequate to cope with the situation confronting the nation. It has been said that the failure of the schools to require a study of mathematics and other sciences caught the youth unprepared to enter immediately into war-time activities. The result is that there has been a great influx, both voluntary and involuntary, of young men into science and mathematics classes of the high schools and colleges all over the nation.

In the past, some have looked with disfavor upon what they thought was a tendency for many of our youth to enter vocational training. Regardless of such criticism, General Frank J. McSherry, Director of Operations War Man-Power Commission, declared that production of war goods could never have approximated the goals set by the President had the vocational schools of the nation not developed adequate training programs.

Business education has played no small part in the concerted war efforts. Obviously, it is impossible to raise and equip an army of ten million men without another army of office workers, whose job it is to keep adequate records, take care of ponderous amounts of correspondence, and do the clerical work nec-

essary in the government offices of the home front. Numerous as were those already prepared in this field it was clear that many more must be trained in the quickest possible time. Accelerated training in vocational business courses such as typewriting, secretarial work, accounting, filing, office machines, and office routine were inaugurated. Under this emergency program, colleges and secondary schools soon learned that through intensive training persons could be adequately trained in half the time it formerly took. Accelerated business courses were organized in the army and the navy schools in order to supply the war-time needs. This acceleration of courses is now finding its way into many schools not necessarily as a war-time measure but because time can be saved by such acceleration. So far this speeding up process has been largely with technical or skill subjects. Business education often loaded down with skill subjects has been criticized as narrow and lacking in the broader aspects of learning. If this be true, then by reducing the time spent on skills, the business student will be able to pursue courses in the arts and sciences not heretofore permitted. There is a tendency, says Frederick B. Nichols of the Harvard Business School, for business education to emphasize the value of general along with vocational education.

It has been observed that persons, although being well trained in business courses in school, are usually unable to adjust themselves quickly upon taking their first position. There seems necessary a further training on the job before efficient work can be done. This is owing to lack of experience, the importance of which cannot be overestimated. There is now coming into use a practice of giving the student, while in school, part time work in order to acquaint him with business methods and give him actual work experience. This plan is proving popular, both with the student and with the employer. The trainee not only contributes in a short time to the productive process at little cost to his employer, but at the same time he becomes a better and a more enthusiastic student in the class room.

The George-Deen Act has made funds available for the training of persons in distributive education. Realizing that a large number of persons in business are engaged in the selling of goods and services, the Act has provided for training in merchandising methods and selling procedure. So far this instruction

has been offered more in the larger towns and in the cities although it has been carried on in every state in the nation. The tendency now is to place distributive education in the secondary schools and colleges and to offer the work both as evening courses and as regular day courses.

The study of consumer education is not new, but until recently it was confined to a study calculated to enhance the interests of the seller, whereby the buyer was induced to buy more goods or to buy the goods the seller had to offer. The trend now is to offer training to the consumer which will enable him to choose for himself the things he wants and needs. Everyone is a consumer, and it is for his interests that consumer education is being developed. The time seems not far distant when consumer education will be taught as a required subject in business education in every secondary school throughout the land. At a recent conference on education at Stanford University, leading educators including experts from Washington all agreed that consumer education is one of the basic needs of today.

# CAMPUS ACTIVITIES

The Apple Day committee presented a program on Alumni night, Wednesday, March 15 which included a thirty-minute broadcast over KOAM, Pittsburg, and messages from men in service, faculty members, the presidents of the Student Council and Alumni Association, and an address by President Rees Hughes.

The Apple Day Celebration for the students took place Thursday, March 16, at a special chapel when the Apple Story was told by Miss Eulalia Roseberry and apples were distributed as usual.

The Festival Chorus and Orchestra, under the direction of Walter McCray, will present "The Bohemian Girl" by Balfe, on April 27. This is their third annual opera presentation and there are prospects for a good performance. Some new and interesting artists will be added to the cast of favorites seen in previous years.

The Messiah will be presented on April 30. The chorus will be augmented by vocal units from Joplin. The V-12 boys of the campus are a great addition to both the orchestra and chorus.

In cooperation with the fourth war bond drive, Raymond Manoni, student assistant in the Music

Department, presented his fifty-piece band in a varied and interesting program on January 20.

Edwina Fowler, president of Theta Province of Sigma Alpha Iota, will attend the Music Educators National Conference in St. Louis, March 1-8. She went as a representative of the fraternity.

Dr. Ernest Mahan, head of the department of Social Science, was an observer, representing the College at the Association of American Colleges, held at Cincinnati, Ohio, Jan. 12-14.

The discussions of the Associations centered around reconstruction of the curriculum on liberal education and war and post-war problems confronting liberal arts colleges.

Dr. J. A. Glaze, of the Psychology Department, spent the months of December and January at Bell Memorial Hospital in Kansas City undergoing an operation on one of his eyes.

Dr. Paul Murphy, acting head of the Psychology Department, will be on leave of absence during the second semester of the 1943-44 school year, during which time he will attend Teachers College, Co-

lumbia University, New York. He will be accompanied by his family.

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To promote friendship between Argentina and the United States, the Sigma Sigma Sigma sorority at the College and the fifth and sixth grades of the Training School are sending a Kansas exhibit to an elementary school, Escuela Estados Unidos, in Buenos Aires.

In a package mailed last week were four large scrapbooks, made by pupils of Miss Gladys Rinehart and Miss Callie King. The pictures are typical of Kansas and mounted to tell a story on both sides of the cards. Kansas occupations, transportation, houses, foods, and seasons are pictured, as well as the clothing worn in each season. Samples of minerals were included, and a building set showing Kansas farm life.

Miss Helen Yenzer, one of our alumnae, has joined the homemaking staff of the State Board for Vocational Education and has been assigned to our institution. She takes the place of Miss Elizabeth Journey, who resigned last summer.

Miss Nelson attended a staff meeting in Topeka on January 10 and 11. The meeting was called by Mr. Miller, state director of Vocational Education.

Four of our seniors are graduating at mid-year: Ida Louise Rush, Maxine Erickson, Laurel Ellsworth, and Harriette Bass. Ida Louise is teaching in the Altamont Community high school, Maxine in the schools of Kansas City, Missouri, and Harriette will go to the

Salina system. Laurel has not announced her plans.

Our Institution lunch room is being utilized again this year by the children from Horace Mann Training school. This is the third year the children have been served their lunch in our building. This lunch room affords an opportunity for our majors to get a practical application of their training by helping in various phases of the lunch service.

Eva Mae Dorsey, a 1943 graduate, is now in the U. S. Marine Corps. She is stationed at Camp Lejuene, New River, Connecticut.

We are sorry to announce the death of Miss Gibson's father on January 16. He had been seriously ill for several weeks.

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The Collegio, the College paper, has published a Gold Star Honor Roll of fifteen former students who have died in service together with the names of almost 1800 former students who are in service. It is also sending the paper by first class mail to all men overseas whose addresses are known.

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Students at the Pittsburg Teachers College are helping to present radio broadcasts. They can be heard on two programs a week over KOAM: Tuesday and Thursday afternoons at 4:15.

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Dr. Paul Murphy, acting head of the Psychology Department attended the Workshop in General Education at the University of Chicago during August, 1943.

## FIELD NOTES

Ida Louise Rush, who completed work for the B. S. degree at the end of the first semester, is teaching foods in the Labette County Community High School at Altamont.

Maxine Erickson is teaching Home Economics in one of the junior high schools in Kansas City, Missouri. She completed work for the B. S. degree last semester.

Howard Dean, B. S. 1938, has recently accepted a position as principal of one of the elementary schools at Ottawa, Kansas. Mr. Dean has been principal of the grades at Stanley and at Antioch School, Overland Park, Kansas.

Mrs. Mona Page, superintendent of schools of Bourbon County, has accepted a position as principal of a ten-teacher elementary building of Planeview Beechwood Public

Schools, Wichita. Mrs. Page has been enrolled as a graduate student at the College this last semester.

Frances Baker, B. S. 1941, has gone to Alden, Kansas, to teach home economics and commerce.

Mrs. Mabel Wilson Ritzman of Norman, Oklahoma, is supervisor of speech rehabilitation for crippled children at the University of Illinois. Mrs. Ritzman received the B.S. degree from the College in 1931 and the M.S. degree from the University of Iowa in 1941. Her husband, Dr. Carl Ritzman, has gone into military service.

Grace Klepinger, who was teaching biology and home economics in the high school at West Mineral, Kansas, has recently accepted a position in the senior high school of Joplin, Missouri.

## COMMENTS ON BOOKS

### *Counseling and Psychotherapy*

By Carl R. Rogers

Houghton Mifflin, New York, 1942

The majority of professional books that come across one's desk contain little that is new. For the most part they summarize and organize facts and information of a relatively familiar sort, sometimes in a new way but more frequently according to old patterns. Occasionally, however, a book that re-orientes thinking and directs ideas into new paths appears, and when this happens one's first impulse is to call it to the attention of others. Dr. Rogers' book is such a volume and the person who could read it and keep it to himself would be selfish indeed.

There is nothing especially novel or unusual about the subject taken up in the book. There is a voluminous literature on counseling. But the resemblance between "Counseling and Psychotherapy" and other treatments of this general topic ends with the title, for Dr. Rogers' approach to the problem is entirely different from that of other authors.

For the most part, it could probably be said that the primary value of this book grows out of the detailed analysis that the author has made of the actual process of counseling. In other words, he is not so

much concerned with stating the general principles of counseling as he is with describing the interplay of psychological forces and influences that takes place during counseling and that determines the success or failure of the process. The nature of the author's interest is well illustrated by the inclusion in the appendix of a verbatim report of a series of eight interviews comprising the "counseling" of one Herbert Bryan, an adult suffering from neurotic symptoms of a rather deep-seated sort. Incidentally, such a report was made possible by the phonographic recording of the interviews, a technique developed by Dr. Rogers and his co-workers at Ohio State University for the purpose of studying the interviewing and counseling process in greater detail than has heretofore been possible.

Another unique feature of Dr. Rogers' treatment of the counseling process is his emphasis on the "non-directive" character of effective counseling. By this he means that, in contrast to the inclination of most counselors to take the lead in indicating the lines along which the client should direct his efforts in solving his problems, successful counseling depends very largely upon the opportunity that is provided for the individual to "talk out" a

solution for himself. This is not an especially new idea in clinical psychology, but this is the first detailed discussion of the finer points involved in such procedure.

Of course Dr. Rogers is especially concerned in this book with the psychotherapeutic value of "talking through" problems. His discussion is taken up very largely with a consideration of how such counseling can aid in overcoming and correcting emotional maladjustments and neurotic symptoms. However, as he points out, in a great many cases, probably in the majority of them, where the individual professes to be seeking aid in the solution of a problem of educational or vocational adjustment, his real problem is of a more deep-seated nature, and what he really needs is help in dealing with an emotional difficulty. And, whether this is true or not, it is quite probable that the non-directive technique will accomplish more in the solution of such problems than attempting to impose a ready-made solution upon him that he may be quite unwilling if not downright unable to accept. This means that anyone who is doing counseling work, whether he considers himself a psychotherapist or not, can profit from a perusal of the pages of this book.

—Paul Murphy

### *Review of Speech*

By Dr. Floyd Reeves

"How Shall a Teachers' College Plan for a Post-War Period?" was the subject of Dr. Floyd Reeves of the University of Chicago when he

spoke to the faculty of Kansas State Teachers College the afternoon of December 16 in Music hall auditorium.

In answer to his question, Professor Reeves stated that it was his opinion that schools are learning many valuable lessons by their present contact with the army and navy and that they should be able to utilize this knowledge in their post-war plans. He then proceeded to list the following innovations which he said had been suggested to him primarily by the army and navy training:

1. Accelerated school programs
2. More closely prescribed curricula
3. Greater use of objective tests
4. Heavier academic program
5. Greater concentration in fewer fields
6. Newer techniques such as that used in the area language group
7. More teaching and less research
8. Rigorous elimination of students who do not make good.
9. Equal opportunity for those qualified to attend school
10. Organization of refresher courses
11. More emphasis on liberal education rather than the technical.

In elaborating these eleven points, Dr. Reeves emphasized the deficit of educated people that is bound to exist when the war is over. He declared that as a nation we have failed to meet the need of large numbers of our youth for education. Millions of young men did not have the fourth grade education

necessary to serve in the armed forces. Fifty per cent were not qualified for the army and navy programs, the most democratic ever set up. Now, Dr. Reeves pointed out, our seven million in high school are being reduced to five or four million; and another million or two are making school work secondary. Since we have never even met our medical or dental needs in the United States, Dr. Reeves believes that our educational facilities must be expanded twenty-five per cent.

Professor Reeves declared that the schools failed in their attempt to educate the veterans of the last war. Seventy per cent of those who entered school failed by the end of the first quarter of the first semester. He recommended short refresher courses to help the returning students review any subject in which they might have become rusty. Then they will be better prepared to continue their studies. Because of the post-war shortage of people with general or liberal education, Dr. Reeves, as chairman of President Roosevelt's committee to

study post-war readjustments, recommended that selected veterans should receive from one to four years of education with an allowance for maintenance at the cost of about one billion dollars to the government.

There will be no shortage of technically trained persons since there are already twice as many skilled workers now as in 1940 and they are more skillful at their work. As an example he referred to agriculture which produced 25 per cent more this past year with two million workers.

Because of his rich experiences, Dr. Reeves was brought to Kansas as consultant by the Educational Planning Committee of the State Teachers Association. President Rees H. Hughes is chairman of this committee. Professor Reeves has been director of the American Youth Commission since 1939. He was also chairman of the independent group appointed by President Roosevelt in June, 1942, to study post-war adjustment. The report was made public July 30, 1943.

—Virgil Gordon Smith



## Contributors to This Number

Ernest M. Anderson (Ph.D., University of Missouri) has been professor of education since 1929, his special field including history of education, curriculum construction, school supervision, elementary school administration, and scientific foundations of education. He is a member of Phi Delta Kappa and the National Society of College Teachers of Education.

William T. Bawden (Ph.D., Columbia University) came to the College in the 1933 summer session and became head of the department of industrial and vocational education in September, 1935. He is chairman of the College committee on the war effort. On February 4, 1943, he was appointed by Governor Andrew Schoeppel a member of the Governor's Commission on Education and the War Effort. Since June 1, 1943, he has been coordinator for the U. S. Navy V-12 training unit.

Hazel Cave (M.S., University of Wisconsin), after serving one year as instructor of physical education at Iowa State Teachers College, came to Kansas State Teachers College in the same capacity, and was promoted to the rank of assistant professor in 1930. She completed one summer session of graduate study at the Uni-

versity of Colorado. The school year, 1939-40, was spent in graduate study at New York University.

Elizabeth Cochran (Ph.D., University of Chicago) is professor of history. Before coming to the College in 1930, her teaching experience included high school and college in four midwestern states, also Colorado and West Virginia. During the academic year of 1938-39 she was absent on leave studying at the University of London and traveling in Europe.

Oris Polk Dellinger (Ph.D., Clark University) is Dean of the College and Graduate School. He is a fellow of the A. A. A. S., life member of the Kansas Academy of Science, holds a membership in the American Genetics Association and the National Association of Biology Teachers, and is chairman of the Committee on graduate study of the American Association of Teachers Colleges.

J. Gordon Eaker (Ph.D., University of Iowa), professor of English literature and language and acting head of the department, came to the College in 1932. He is a member of Phi Beta Kappa and of the Modern Language Association of America. He is the author of a monograph

on Walter Pater, and a contributor to philological and educational journals.

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Walter L. Friley (M.A., University of Wichita), assistant professor of industrial and vocational education, entered the old Manual Training Normal School as a student in the fall of 1906. Continuing his work in summer sessions he graduated in May, 1919, and completed work for the M. A. degree at the University of Wichita in 1929. From 1907 to 1940 he was employed in the industrial education department of the city schools of Independence, Kansas, the last 20 years as director. He served as guest instructor at the College for three summer sessions, being appointed to his present position in September, 1940. He served three terms as president of the Kansas Industrial Arts Association, after serving two terms as treasurer. He also served one term as president of the Kansas Vocational Association, and two terms as president of the Southeast Kansas Industrial Education Association.

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Walter Samuel Lyerla (Ph.D., University of Iowa) is a graduate of Kansas State Teachers College, Pittsburg, B.S. degree, 1918. He also holds the AM degree, University of Chicago, 1929. Member of the Order of Artus. From 1914 to 1919, he was instructor of commercial subjects and principal of the senior high school, Chanute, Kansas, then instructor of economics at the University of Iowa, Iowa City, for one year. He was appointed assistant

professor of commerce, Kansas State Teachers College, in 1919. In 1927, he was promoted to his present position as professor and head of the Department of Commerce and Business Administration.

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Lula McPherson (A.M., University of Kansas) is a native of Kansas, a graduate of Kansas State Teachers College, and has done graduate work at the University of Chicago. She was teacher of history in the Senior High School, Pittsburg, before coming to the College as assistant professor of history and social science in 1924. She was promoted to the rank of associate professor in 1928. In 1938 she was appointed director of the Teacher Placement Bureau.

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Ernest Mahan (Ph.D., University of Wisconsin) is a native of Indiana and a graduate of the State University of Indiana. He was a teacher in elementary grades three years and high-school principal seven years in Indiana public schools. After a short period of service in the department of history at State Teachers College, Terre Haute, Indiana, he came to Kansas State Teachers College as assistant professor of history in 1930. He was successively promoted to associate professor and professor, and became head of the department of social science in 1939.

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James U. Massey (M.S., University of Denver) served six years as instructor of commercial subjects, Baker University; eight years in the senior high school, Cottonwood Falls, Kansas; and six years as head

of the commercial department and assistant principal, Crawford County Community High School, Columbus, Kansas. In 1929, he was appointed assistant professor of commerce, Kansas State Teachers College. In 1933, he was promoted to associate professor, and was appointed registrar in 1942.

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William H. Matthews (A. M., University of Kansas) is a graduate of Kansas State Teachers College, was appointed instructor of physical science in 1918, and two years later, assistant professor of physics. In 1926 he was appointed associate professor of physics and director of adult education, in which capacity he is supervisor of vocational courses sponsored by the Kansas State Board for Vocational Education, the Veterans Bureau, and War Production Training.

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Paul G. Murphy, (Ph.D., University of Iowa), professor of psychology, came to the College in 1932. He is president of the Kansas Mental Hygiene Society and holds memberships in the American Psychological Association, American Association for Applied Psychologists, and Sigma Xi. Journals to which he has contributed include *Mental Hygiene*, *Kansas Teacher*, and *Psychological Monographs*. In 1942 he was appointed acting head of the department of psychology and philosophy.

During the second half of the academic year, 1943-44, he is absent on leave engaged in special research work at Columbia University, New York City.

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George D. Small, (Ed.D., Teachers College, Columbia University) is a graduate of Kansas State Teachers College, Pittsburg, B.S. degree, 1927. From 1925 to 1932 he served as director of the Young Men's Christian Association of the College, and was appointed Dean of Men and Director of Personnel in 1935.

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J. C. Straley (M.A., University of Wisconsin), associate professor of sociology, came to the College in 1927 as assistant professor, being promoted to his present position in 1936. He served six years as principal of the Crawford County Community High School, and twelve years as superintendent of schools in Kansas and Minnesota.

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Garfield W. Weede (DDS., University of Pennsylvania) is professor and director of health and physical education for men, having been appointed to that position in 1919. For three years he was director of athletics and coach, Washburn College, Topeka, and held a similar position at Sterling College for eight years. He also served one year as director of athletics at Camp Funston during the first World War.