

Pittsburg State University

Pittsburg State University Digital Commons

The Educational Leader, 1937-1959

University Archives

11-1-1944

The Educational Leader, Vol. 8, No. 1: A Charter of Faith in Kansas Education and Other Studies

Kansas State Teachers College

Follow this and additional works at: <https://digitalcommons.pittstate.edu/edleader>

Recommended Citation

Kansas State Teachers College, "The Educational Leader, Vol. 8, No. 1: A Charter of Faith in Kansas Education and Other Studies" (1944). *The Educational Leader, 1937-1959*. 26.
<https://digitalcommons.pittstate.edu/edleader/26>

This Book is brought to you for free and open access by the University Archives at Pittsburg State University Digital Commons. It has been accepted for inclusion in The Educational Leader, 1937-1959 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

THE EDUCATIONAL LEADER

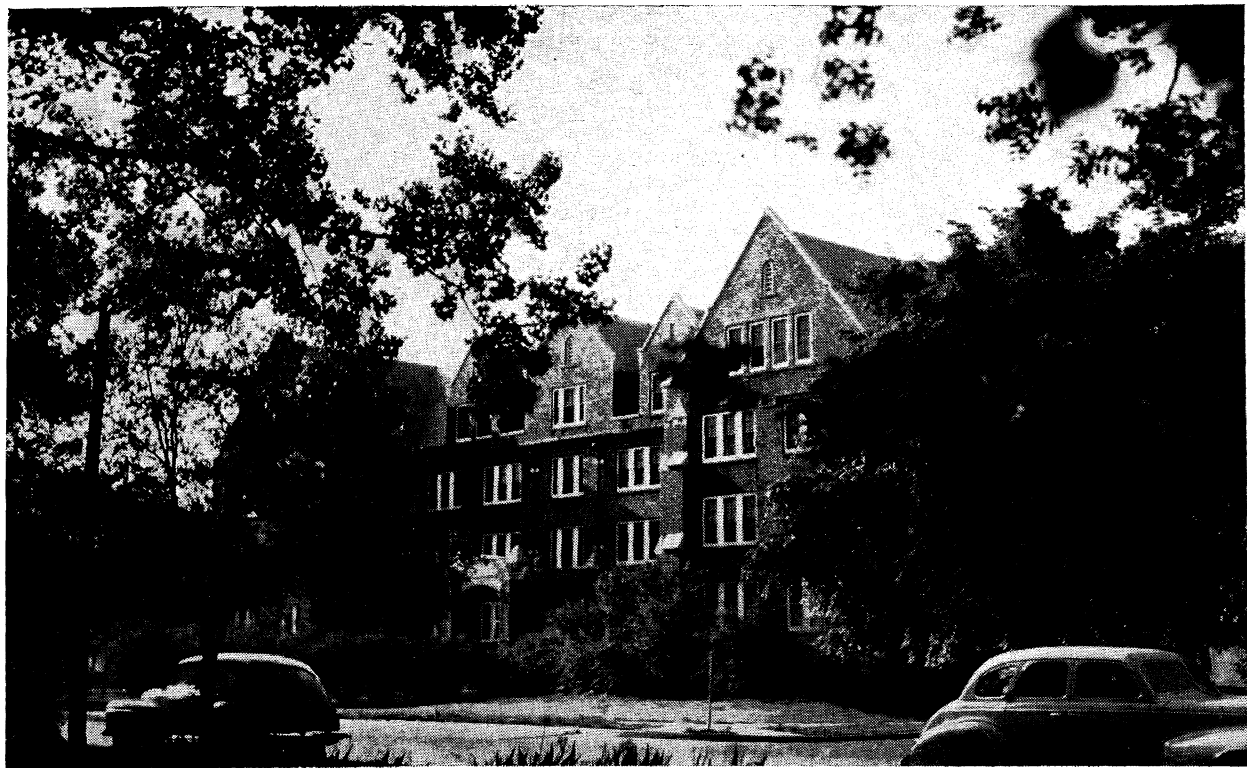
A CHARTER OF FAITH IN KANSAS EDUCATION
AND OTHER STUDIES

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

Vol. 8

NOVEMBER, 1944

No. 1



Beginning July 1, 1943, Willard Hall, the College Dormitory, has been in use by the U.S. Navy as Barracks for the V-12 Officer Training Unit.

THE EDUCATIONAL LEADER

A CHARTER OF FAITH IN KANSAS EDUCATION
AND OTHER STUDIES

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

Vol. 8

NOVEMBER, 1944

No. 1

The Educational Leader

WILLIAM T. BAWDEN, *Editor*

VOL. 8

NOVEMBER, 1944

NO. 1

C O N T E N T S

A Charter of Faith in Kansas Education.....	REES H. HUGHES	5
Chemical Industry and Technical Education in Postwar..... America.....	OLIVER WENDELL CHAPMAN	15
When Johnny Comes Marching Home....	GEORGE DEWEY SMALL	21
Planning as a Continuous Function.....	PAUL GHORMLEY MURPHY	27
Rehabilitation for War Veterans....	WILLIAM HENRY MATTHEWS	32
Campus Activities		35
Field Notes		37
Contributors to This Number		39

EXECUTIVE BOARD

ORIS P. DELLINGER, *Chairman*
BELLE PROVORSE, *Secretary*
WILLIAM T. BAWDEN

J. A. G. SHIRK
L. A. GUTHRIDGE

Published twice a year, in November and March, by the Kansas State Teachers College
of Pittsburg, Kansas.

The EDUCATIONAL LEADER



Vol. 8

NOVEMBER, 1944

No.1

A Charter of Faith in Kansas Education

A PROGRESS REPORT OF THE EDUCATIONAL PLANNING COMMISSION OF
THE KANSAS STATE TEACHERS ASSOCIATION

REES H. HUGHES, *Chairman*

We are pleased to present an abridged copy of the Progress Report of the Educational Planning Commission of the Kansas State Teachers Association, of which President Rees H. Hughes of Kansas State Teachers College, Pittsburg, is Chairman. Other members of the Commission were: Minter E. Brown, director of public relations, Kansas State Teachers Association, Topeka; Dorothy Cooke, supervisor of kindergarten-elementary grades, Topeka; Fannie Dilsaver, county superintendent of schools, Belleville; Ralph Edwards, county superintendent of schools, St. John; Mrs. W. M. Ehram, rural school teacher, Ellsworth; Maud Ellsworth, University of Kansas, Lawrence; Evan E. Evans, superintendent of schools, Winfield; Floyd Herr, secretary, State Board of Education, Topeka; Dean Margaret Justin, School of Home Economics, Kansas State College, Manhattan; Victor Klotz, principal, Senior High School, Coffeyville; Paul Loveless, principal, Elementary School, Scott City; Robert T. McGrath, School of Education, Fort Hays State College, Hays; Fred L. Miller, superintendent of schools, Washington; Robert E. Mohler, McPherson College, McPherson; J. F. Price, president, Kansas State Teachers College, Emporia; W. A. Stacey, assistant superintendent, State Department of Public Instruction, Topeka; Frank Strickler, principal Lane County Community High School, Dighton; J. F. Wellemeyer, principal, Wyandotte Senior High School, Kansas City; Leonard Wheat, superintendent of schools, Wichita.

The Report has been abridged somewhat, but is given essentially as submitted by the Commission.—The Editors.

PART I
FAITH IN EDUCATION

This is a statement of faith in education. It is a statement of faith in education as one of the five fundamental institutions recognized as basic in democratic living. These institutions are: the home, the church, the state, industry, and the school. Only with an educated citizenry can democracy survive. Only with men and women educated in the school system of a democracy could America have achieved its miracle of military production and power. That is not enough. We who are personally engaged in education as a profession are dreaming dreams of the democracy that will result if education may be permitted to move forward in war and peace and serve its people even better than before.

WE BELIEVE

We believe—that the education of Kansas children is of vital and basic importance to the individual citizen, to the state, to the nation, and to the world at large, and that Kansas children are entitled to the best education that the state can provide.

We believe—that education is an expression of the life of a people—that no more adequate index of a state's position on the scale of democratic civilization exists than that shown by the excellence of the opportunities for education it provides for its citizens.

We believe—that the welfare and progress of a state are measured by the quality of the educational out-

put of its schools — that business, agriculture, industry, and the professions will not rise higher than the quality of the product of its educational institutions.

We believe—that in a dynamic social structure, straining under the stresses of war, race prejudices, economic pressures, social evolution, and political conflicts, education of all the children of all the people must provide the cohesive force which will enable these stresses to be met without upheaval.

We believe — that "nations can float into war on floods of emotion and oratory, but to get peace they must travel a hard road" that "education is the mother of civilization," and must serve also as its physician and nurse. Down the road which a free people must travel education will be a major factor in determining whether representative democracy will continue on its path toward liberty, freedom, and brotherhood, or will gradually be edged into the slough of social chaos on the one hand or that of political or economic dictatorship on the other.

WE HAVE FAITH

We have faith—that an educated citizenry, literate, technically skilled, informed on the social and economic principles of democracy, instilled with a love of freedom, a concept of universal brotherhood, and a desire for justice will have the intellectual and moral stamina re-

quired to solve the problems of peace as they are meeting those of war.

We have faith—in our children; in their inherent capabilities for growth into business, social, political, and civic leaders; in their desires and capacities for self-realization, in their meaningful goals, and in their ability to cope with the problems they must face if properly educated and equipped by our schools and colleges.

We have faith—that the people of Kansas, aware of the needs of their

children, brought to a realization of the inequalities in educational opportunity which exist, shown the ways in which the needs and problems can be met, will insist that education be permitted and encouraged to continue with a vision to the future.

We have faith—that the legislature of Kansas in response to the citizens will continue to correct many of the conditions caused by the lag of educational legislation behind the rapidly changing social and economic structure of the state.

PART II

TO WHAT ARE KANSANS ENTITLED IN EDUCATION?

I. EDUCATIONAL CONSTANTS

A. Every individual who attends the public schools of Kansas is entitled to certain things. Throughout the educational system, from nursery school through the graduate school, these constants should be present:

1. Competent, specialized, well-educated, and trained teachers, physically and mentally healthy, fitted by character, personality, and temperament for teaching in the school to which they are assigned.

2. Safe, sanitary, properly planned, and well-equipped school buildings suitable for the age of the pupil and the character of the school program.

3. Complete and balanced educational programs designed to fit the needs of the individual and the community.

4. School enrollments of sufficient size to make possible the opportunity of participating in a democratic social group of individuals of his own age, and of engaging in activities which cannot be carried on in schools of small enrollments.

5. Sufficient financial support to carry on a minimum program with the possibil-

ity of and encouragement given to exceed the minimum.

6. Transportation to and from school in the lower units for those who live an undue distance from school or, if transportation is not practicable, dormitories or other suitable living quarters should be provided.

7. Subject matter and activities taught and carried on throughout the entire program with emphasis placed on mental and physical health; mastery of the tool subjects; safety; the attitude of curiosity; the scientific attitude of checking facts; the development of initiative; the willingness to assume responsibility; the development of self-discipline; recognition of the rights of others; appreciation of the privileges of home membership, with preparation to assume its responsibilities in a worthy manner; a love of country; devotion to the principles of democratic living; appreciation of beauty in nature, music, the arts, and human relationships; and an understanding of the place of religion in personal and social life.

NOTE—Sections II to VI, inclusive, which list the rights of Kansans to education on the various levels in greater detail than Section I, are omitted for lack of space.

VII. EVERY ADULT IN KANSAS IS ENTITLED TO:

A. Opportunities for the enrichment of adult life through:

1. Forums, discussion groups, and library facilities, to bring about a better understanding of the problems of his community, state, the nation, and of the world, to the end that he may become an informed, actively participating citizen.

2. Facilities for recreation, cultural activities, and the development of useful hobbies through workshops for handcrafts and various home-life activities.

3. Guidance and education which will make for happier homes and more stable family life.

B. Opportunities to improve his vocational appreciations, knowledges, and skills through:

1. Evening schools and opportunity classes conducted in his community without cost to him.

2. Extension work offered by colleges and universities.

3. Area trade schools.

VIII. EVERY PHYSICALLY HANDICAPPED CHILD IN KANSAS IS ENTITLED TO:

A. Clinical examinations and treatment to remedy his handicap to the end that he may become a normal individual.

B. Special schools, rooms, and equipment suited to his special handicap.

C. A curriculum offering which

will meet his individual needs so that, if possible, he may become self-sustaining.

D. Specially trained teachers.

IX. ALL SOCIALLY HANDICAPPED CHILDREN IN KANSAS ARE ENTITLED TO:

A. Increased provision for boarding homes in their own communities.

B. Institutional care, if impossible to place in homes. If in institutions, they should have:

1. The same educational opportunities as are provided for other children.

2. Specially trained administrators and teachers who have the same high qualifications expected in other schools, as well as particular interest in children and their problems.

C. Corrective institutions where needed, which should:

1. Be under the direction of specially trained administrators and instructors.

2. Receive handicapped children with the attitude that they are students entering school rather than criminals committed to an institution for punishment.

3. Offer formal education with facilities comparable to those in regular schools.

4. Make definite provisions for counseling and guidance.

5. Offer an opportunity to learn a vocation so that the child may step back into society self-supporting and self-respecting.

6. Provide an organization, curriculum, and staff which will emphasize the goal of returning boys or girls to society as useful members.

PART III

KANSAS FACES THESE PROBLEMS IN EDUCATION

I. THE PROBLEM OF EDUCATIONAL LEADERSHIP

A. The State Department of Education

1. The State Department of Education should provide vision, plans, and direction for the entire educational program of Kansas.

2. The type of leadership needed in the State Department of Education is difficult

to obtain, partially because of the unsatisfactory method of choice of the state superintendent by election; the low qualifications required for the office; and the low salary of the position which makes it unattractive to the type of men and women needed.

3. Low financial appropriations for the Department result in the following inadequacies: the Department is understaffed; funds are not available to carry on the varied type of program of educational leadership and administration needed; and relatively low pay makes positions in the Department unattractive to the type of men and women needed.

B. The County Superintendent of Schools.

1. County superintendents of schools in Kansas administer and supervise the education of over half the children of the state.

2. The demands of this office are heavy and important; administrative, clerical, social, and supervisory.

3. The stated qualifications for the office are too low.

4. The inadequate pay does not attract or hold the type of individual needed.

5. Inadequate financing of the office results in lack of the necessary clerical and supervisory assistance.

C. The City Superintendent of Schools and the High School Principal.

1. The many small units of the state are staffed with superintendents and principals who are often inadequately trained for administrative and supervisory work and too often selected by inefficient methods. They are required to do too much teaching to permit them to give adequate attention to administration and supervision, and their insufficient tenure results in the lack of a planned, continuous, educational program for the community.

D. College Leadership.

1. Salaries in Kansas colleges and universities are low, making it impossible to attract and retain a sufficient number of

outstanding administrators and instructors.

2. The standards and pay of teachers colleges are below those of other colleges and universities.

II. THE PROBLEM OF SCHOOL-DISTRICT REORGANIZATION

A. The rural-school situation.

1. Tremendous changes have taken place in the rural-school situation by developments in communication and transportation, decrease in population, increase in tenancy, the mobility of population and shift to the cities, and failure to meet the increased need for and broadening of a sound educational philosophy regarding the problems of rural education both on local and state levels.

2. There are tremendous differences in valuation and size of school districts.

3. There are thousands of schools with small enrollments. Many of these schools are undemocratic, inefficient, and expensive.

4. There are thousands of closed districts. Some have been closed for many years. These have shifted the responsibility of taxation for education onto their neighbors. Vast areas in Kansas are virtually untaxed for elementary-school purposes.

5. The shift of community organization and interest from the rural school to the town in which the high school is located has lessened the importance of the rural school as a community center. Decreasing population in many rural school districts has left only a few persons vitally interested in the school. The annual school meeting, long held as the model for local democratic control of schools, has in many cases become a mere formality. With the increasing complexities of school laws and finance, it is becoming more difficult to induce competent persons to serve on rural-school boards.

B. The high-school problem.

1. The various types of high-school organization (rural high school, county-community high school, high school in connection with an elementary school) result in a lack of understanding and unity.

2. The large number of extremely small high schools often produces a low level of quality in education, an impoverished curriculum, and undue per-pupil cost.

3. Extreme variations in size and valuation of high-school districts produce wide variations in quality of education possible and unequal tax loads.

4. Varying methods of finance result in wide variation in ability to support schools, competition for students, and lack of unity and cooperation in supporting desirable changes in methods of financial support of schools.

C. The problem of overlapping school districts.

Many children are compelled to attend schools in which the elementary school is under the direction of one board and the high school is under another. Many rural children, because they live outside high-school districts, attend high schools over which their parents have no control or direction.

III. THE PROBLEM OF FINANCIAL SUPPORT OF EDUCATION

A. There are wide variations in the size and wealth of school districts.

B. There are wide variations in rates of assessments.

C. Tax-limit laws contribute greatly to the difficulty some districts have in maintaining good schools.

D. Tangible real and personal property of local school districts carries too much of the tax load for the support of schools, because:

1. The greater share of the money brought in through indirect taxes (income tax, sales tax, and others) is not used to help support schools.

2. State support for schools is inadequate.

3. There is a lack of sufficient, properly directed federal aid for public-school education.

IV. THE PROBLEM OF THE CURRICULUM

A. The curriculum of public education should be a growing thing and its revision should be continuous.

B. Curriculum study is primarily a function of the State Department of Education.

1. Not enough funds are made available for curriculum study and revision.

2. Absence of positive leadership in this field has created too great a variation in offerings and standards throughout the state.

C. There is need for better provisions for textbook selection.

V. THE PROBLEM OF INDUSTRIAL AND VOCATIONAL EDUCATION

A. Industrial and vocational education consists of exploratory and terminal training in the fields of trade, distribution, industries, the professions, agriculture, and home-making.

B. It is not provided in many localities, because:

1. The initial expense of equipment and instructional staff is considerable.

2. Many school units are too small to provide adequate enrollments and sufficient types of training.

3. There is a lack of the proper buildings and equipment.

4. There is a lack of properly trained teachers.

5. There is a lack of educational vision and leadership.

C. Kansas schools must meet the needs for vocational education or other agencies will further expand their programs.

D. Kansas has a dual system of industrial and vocational education: that carried on under the State Board for Vocational Education, and that of the public schools under the State Department of Education.

VI. THE PROBLEM OF INADEQUATE BUILDINGS AND EQUIPMENT

A. Kansas has many fine buildings, but many others are old, too small, insanitary, and poorly designed for a modern program.

B. Too many smaller schools consist of a gymnasium with classrooms built around it.

C. Many elementary buildings are old high-school buildings, never designed for the elementary-school child or program.

D. Much of the equipment, furniture, and lighting in older buildings is out-of-date and inefficient.

E. There is a great need for expert assistance in planning and equipping buildings.

F. This problem is directly tied into the problem of reorganization of districts, curriculum offerings, and the financial support of schools.

G. There should be a definite place for school-building planning and construction in connection with any public-works program which may follow the war.

VII. THE PROBLEM OF TRANSPORTATION

A. There is a great lack of uniformity in providing transportation of school pupils.

B. There are abuses in methods of financing pupil transportation.

C. The state provides inadequate administration, supervision, and support of transportation for public-school pupils.

D. Many districts and communities use transportation as an inducement for tuition pupils to attend a particular school, or to build community influence in the trade territory.

VIII. THE PROBLEM OF INTEGRATION OF PUBLIC EDUCATION WITH ALL PHASES OF COMMUNITY LIFE

The school provides only part of the educative experiences of the individual. All activities of the community provide influences which contribute to the education of its youth. Additional correlations of the work of the schools with the desirable features of religion and the churches, government and politics, business and industry, social and recreational agencies, and the home are needed.

PART IV

A PROGRAM OF ACTION FOR EDUCATION IN KANSAS

I. KANSAS CHILDREN CAN BE ASSURED OF GOOD TEACHERS

A. By better recruiting, selection, and training of teachers.

B. By the payment of adequate

C. By improvement of the "social status" of the profession.

D. By bettering the working conditions and security of teachers through provision of better school

facilities, improved living conditions, and more adequate tenure and retirement plans.

E. By a wider understanding of the general qualifications needed by the teachers in a modern school. Among these qualifications are:

1. Ability to use the psychology of child development for the mental health and most efficient learning of the pupils.

2. A broad educational background and a variety of interests.

3. Acquaintance with and ability to use several of the most promising teaching procedures.

4. A background in social understandings.

5. An appreciation and understanding of the unit-problem approach to teaching.

6. Recognition of the importance of record keeping and counselling as a responsibility of every teacher

7. Ability to use modern methods of evaluating teaching and learning.

8. Acceptance of the fact that every teacher should be a teacher of reading, English usage, writing, spelling, library usage, and healthful living.

9. Pleasing personality and personal appearance.

10. Sufficient facility in working with children.

NOTE.—Section F. stressing the need for more and better supervision, and Section G, dealing with the responsibilities of the teacher-education institutions, are omitted.

II. STRONG EDUCATIONAL LEADERSHIP CAN BE OBTAINED

A. Strengthen the State Department of Education:

1. High qualifications as to training, experience, success, and personality are needed by the Commissioner or State Superintendent of Public Instruction. Increased salary should match the increased qualifications demanded. This officer should be appointed by a competent lay board rather than elected, he should be the executive of-

ficer of the State Board of Education, and he should be responsible for carrying out the policies made by that body.

2. The State Board of Education.

3. The State Department of Education ... should be adequately staffed and financed, and should include divisions of curriculum, certification, administration and finance, buildings, elementary-school supervision, secondary-school education, health and physical education, research and reports, school-district organization, and others.

B. Strengthen the office of County Superintendent of Schools:

1. Raise the present low qualifications required for the office of county superintendent of schools.

2. Raise salaries to levels commensurate with the increased qualifications and duties.

3. Finance the office so that supervisory assistants may be provided in counties with large school enrollments and sufficient clerical help may be employed.

4. Consider the advisability of the county-unit system of organization with a lay board of education, and an appointed county superintendent of schools.

5. The state should participate in the financial support of rural-school administration and supervision.

6. Reorganization of sparsely settled localities of the state into county units of much larger size would make for efficiency and economy.

C. Strong administrative officers should be obtained for large units.

.....

III. SCHOOL DISTRICT REORGANIZATION MUST COME

A. Rural, high-school, and city districts should be reorganized into units of sufficient size to provide:

1. Valuations high enough, which, when coupled with other forms of support, will guarantee a good program of education without confiscatory levies on property.

2. Enrollments large enough to provide a democratic social group in which a proper curriculum may be followed without excessive expense per pupil.

3. An administrative and supervisory staff sufficient in size and competence.

B. How schools should be supported:

1. Local taxes should provide a basic portion of needed school revenue.

2. A minimum base program for elementary schools through the county unit would provide a partial solution to inequalities in assessments and wealth.

3. The state has a definite obligation to assist materially in the support of public education. Many of the newer forms of indirect taxes which can be collected only by the state yield large amounts of revenue, part of which should be used to provide additional support for the public schools.

C. Kansas pupils should be provided transportation if living at undue distances from school.

1. With reorganization of districts, the transportation of pupils should be provided in many areas.

2. A county system of pupil transportation provided for both elementary and high school pupils is desirable.

3. Good roads will facilitate the development of good schools, and must accompany the reorganization of school districts.

4. The state should assume a part of the direction, supervision, and expense involved in the transportation of pupils to and from school.

5. Where transportation is not possible, dormitories or other suitable living quarters should be provided with financial assistance by the state.

IV. INDUSTRIAL AND VOCATIONAL EDUCATION

A. The program of industrial and vocational education has expanded rapidly during the war years. It should be maintained and further expanded where desirable.

B. Post-war possibilities:

1. Each local system should have basic courses in industrial and vocational education commensurate with the needs of the community and the size of the school.

2. Area vocational schools.

3. In sparsely settled areas, state trade schools, under the supervision of the State Board of Education, should be operated in connection with certain high schools, with the state participating in the costs of their operation and the housing of non-resident students.

V. EXTENDED ACTIVITIES

A. After-school, Saturday, and holiday activities should be provided, including clubs, hobbies, intramural sports, and organized recreation.

B. Summer activities:

1. Academic work should be provided as a part of the regular year-round program.

2. Recreation and hobbies should include: supervised play, crafts, home projects, music, art, dramatics, swimming, and others.

Chemical Industry and Technical Education in Postwar America

OLIVER WENDELL CHAPMAN

Prior to 1900 chemical industries in the United States were practically unknown, the term chemist had little meaning, and but relatively few of our young men, and practically none of our young women, studied chemistry in our schools. At the time of the outbreak of World War I we were dependent upon foreign countries, especially Germany, for such essential commodities as fine chemicals, pharmaceuticals, dyes, chemical glassware, lenses, and fine instruments. When our sources of supply were closed, we were compelled to depend upon our own factories. Almost overnight we were converted from an essentially agricultural nation to an industrial one, from a debtor nation to a creditor nation. This conversion has resulted in the attainment of world leadership in industry, research, finance, and trade. So great has been the change that at the outbreak of World War II, our national income was greater than the combined incomes of Germany, France, and Great Britain.

With the beginning of the first war, American industries were converted to the manufacture of munitions and other commodities used by our armed forces. Most of these new industries were chemical, and the conversions marked a surge to chemical thinking. One result was an enormous increase in enrollment in courses in chemistry and chemical

engineering in our schools following the war. This interest continued until 1942, when the vagaries of the selective service system led to the depletion of our schools and plants of prospective scientists, needed for the tremendously important developments that will be upon us with the defeat of the Axis Nations.

The growing might of the Allied Nations forces renders evident ultimate victory, but at the same time, makes postwar planning an immediate problem, with many questions to be answered. What does the future hold in store for the United States? Can the transition from war industries and the business of fighting be made rapidly and smoothly enough to prevent unemployment of our present workers and returning service men? Can we continue to hold our place among the nations in world trade as the war-torn countries heal the scars of war and re-enter competition in the world's markets? These are paramount questions challenging every American. While the problems are appalling, we are equipped to solve them more efficiently than we were in 1918, as we have learned much in our progressive march during the intervening years.

CHEMICAL INDUSTRIES IN WAR

Science has played a major role in the present war. Chemists have been

responsible for the production of such substances as munitions, synthetic rubber, aviation gasoline, and a host of war-time substitutes for materials that have become unavailable. Physicists have played a part in this war to a degree never before dreamed of, and such developments as radar are of inestimable importance. Biologists and medical men are making significant contributions to the war effort, but the full extent of developments in nutrition and medicine will not be known until the close of the war. Engineering achievements have been phenomenal. Enormous plants have been designed and constructed in a short time, ships built at an unbelievable pace, superior airplanes and other devices of war designed and produced at a rate that spells certain defeat for our enemies.

THE RECONSTRUCTION PERIOD

For years great areas have been subjected to systematic destruction which has resulted in the loss of manufacturing facilities, the interruption of agricultural pursuits, the death or incapacitation of factory workers and farmers. Now the world faces the grave problem of reconstruction. America has escaped the scars of direct destruction of war and has the enviable position of becoming the leader in the rebuilding period, a position that can be achieved and retained provided that there is no interference by a policy of isolation.

It is predicted that following the war a great many of our young men will be retained in armies of occupa-

tion. Possibly as many as two and a half million will be needed. Our navy will continue to be the world's largest. The armed services thus will continue to require a large number of men, but an even greater number will be returned to civilian life. Added to returning service men will be the men and women no longer required by industries operating on war contracts. The prompt re-employment of these persons in peace time endeavors is a problem that now faces our nation.

America will then have two grave problems following the close of military operations: employment and her part in world reconstruction. By taking the lead in the second problem, America may well solve her first problem.

OUTLOOK FOR FOREIGN TRADE

As has been pointed out, previous to the period preceeding the first World War, America was largely dependent upon foreign countries for shipping and most manufactured goods. Since that time, however, America has become a world leader in both industry and trade. After this war America may well extend this leadership. We have vastly extended shipping facilities, we have learned how to manufacture articles of commerce, and we have vast natural resources, and may well be able to add to our raw materials by foreign trade. We will possess greater manufacturing facilities and more skilled labor than ever before. Thus America is well equipped to enter quickly into world trade.

The first market for American

goods will be those countries that have felt the torch of war. We will need to provide relief, rehabilitation, and economic stability, especially in Europe and the far East. Immediately after the war, we will have little competition, as we will have the most goods to sell. While it is obvious that for a time we will have no competition, it is not so easy to see how our customers can pay. Some of our allies will have to continue to receive Lend-Lease aid, but many others have built up with us a large cash reserve, so no doubt the problem of payments can be solved.

Competition in the world markets will not be long in coming. England, whose life depends upon such commerce, will become a competitor soon, as she has been able to repair much of the damage of the Nazi bombs during the time that has elapsed since the ascendancy of Allied air power. Britain's entry into world trade will be followed by a resurgent Russia, and while it may not be for several years, we may eventually expect an increased activity from such countries as France and other European allies and neutrals, and finally Germany. Not much is to be feared from the East, for no doubt Japan will be thoroughly crushed, and competition from China is not to be expected for many years.

Since America will not long have any monopoly on world trade, we will do well to establish ourselves firmly in the markets of the world. China offers a fertile field since her needs are great, and because she can pay in raw materials. After the im-

mediate demands of the war-torn countries are met, Latin America offers a promising field for development. Not only will trade with these countries provide an outlet for our goods, but we may well lay an anchor to the windward in event of future world conflicts, for from South America we may obtain such strategic materials as rubber, hemp, cinchona, and others. A supply of these tropical commodities will be available in time of war only if we encourage their production in time of peace by some reciprocal trade agreement in which we exchange our goods for those produced by our neighbors to the south.

NATURE OF POSTWAR CHEMICAL INDUSTRY

Many industrial plants have been rebuilt to meet the needs of war, and many new plants have been constructed to meet the needs peculiar to the emergency. Many of these will be dismantled, many will be reconverted to their original use, while others may continue to operate producing goods for national and world trade.

Strictly chemical industries, in many instances, enjoy the distinct advantage of having their products in demand in both war and peace time; consequently they face no problem of conversion. In other instances, the effect of the war will be reflected in chemical industries. For example, the world's supply of natural rubber may be limited for many years to come because of destruction of the rubber plantations. Chemical industries will be ready to fill this

gap with synthetics. High octane motor fuel will be available if it proves practical to build suitable motors to use it. Many new resins are becoming available, new plastics, new insect repellants, new solvents, and a host of substances that now are no more than dreams. Light metal alloys may replace the metals upon which we now depend.

BIOLOGY, MEDICINE, AND PHYSICS

Sciences other than chemistry are likewise making marked advances during this war period. For security, many of the developments remain unannounced, but we learn rather vaguely something of the progress that is being made. The immediate benefit of discoveries in the field of medicine has been the ability to lower the loss of life resulting from wounds and diseases peculiar to combat areas. These same and continued advances will be of benefit to all mankind following the war.

Physicists have been so prominent in the present conflict that it often has been called a physicist's war. The discoveries of the past few years have been applied to the business of fighting, but these, too, will be further developed and extended to a peacetime world in such a way as to create great changes in our mode of living.

WORLD RESEARCH

In the scientific world, Germany for many years was the leader. This position of supremacy has been gradually slipping away, with America and other countries surging to the front. Positions of leadership in the scientific world are the result of re-

search, consequently the attitude of nations to scientific research will play a major role in the success of these nations in the postwar world.

America now occupies a prominent position in research, and has been responsible for the development of a great host of new commodities in many fields. After the war we expect lively competition from old and new quarters. Russia is expected to enter this field on a large scale, and may well become a world leader. England is urging more research, and Germany may not yet be counted out. Even in Japan interest has been aroused in research, and laboratories have been established. It appears that the supremacy of the research in the United States will be challenged, and that its position can be maintained only by further progress and expansion.

TECHNICAL EDUCATION

During the period of the present war, especially in the earlier stages, there has been a tremendous demand for skilled workers. This demand was met by means of technical training, that is, training workers for repetitive operations. Much of this was accomplished by means of pilot schools and by courses supported by the government. The government's ESMWT (Engineering, Science, Management, War Training) courses trained approximately one and a half million men and women at subprofessional levels. Most of these found their way into industry, as did thousands of others who received intensive training in machine-shops and welding schools. A similar

type of training has been carried out in service schools, to prepare men for the immediate needs of the armed forces.

While industry needs more training of men and women at the present time at this level, there is a greater need of technical education. Some objectives of this type of training, as pointed out by H. S. Rogers, are: mastery of basic knowledge; discipline in scientific methods of thought; indoctrination in attitudes common to all professional groups; and some preparation for the exercise of worthy citizenship. Colleges and universities have had programs designed to enable students to acquire mastery of knowledge planned around basic principles and fundamental application of science, and have given attention to methods of scientific thought, habits and skills of industry, thoroughness, orderliness, accuracy, and facility in the solution of new problems. The effectiveness of such thorough training has been evidenced in the conversion of many peace-time industries, di-

rected by technical men, to war-time pursuits.

Chemistry programs in our schools no doubt will continue to stress the points as listed by Mr. Rogers, and perhaps expand their programs to train for the responsibilities of supervision and management. It appears, however, that the emphasis in chemistry training programs will, in the postwar period, be placed upon graduate study. Probably there will be a more formal course organization for the Master of Science degree, and an expansion of work for the doctorate. The basis of this prediction is that an expanded national research program will require an ever-increasing number of men trained to conduct research projects.

It thus appears that postwar America will be in a position to become a world leader in industry and world commerce. An expanded program of research is necessary to retain this leadership, and this can be maintained only by an extended technical education program in American educational institutions.

When Johnny Comes Marching Home

GEORGE DEWEY SMALL

Some day in the not too distant future the thousands of young men and women now in the Armed Services will lay down their arms and return to civilian life. Thoughtful individuals now studying the problem are almost unanimous in their opinion that many of these youthful veterans will find the adjustments they will be called upon to make upon their return to civilian life far more difficult than the adjustments they were called upon to make when they left civilian life for a "hitch" in the Armed Forces. It seems logical, therefore, to ask the question as to whether or not we will be ready to aid these young people with their adjustment problems when they do return home. Since thousands of ex-service men and women will eventually find their way to the college campus this is a particularly pertinent question for educators to answer. The re-orientation to civilian life will be doubly hard for ex-service personnel if civilians in key positions are not adequately prepared to aid them make their adjustments.

This is not a problem which can be shifted to a committee or to a centralized bureau or personnel office or to some individual designated as coordinator. Every individual who comes into contact with these students must be prepared to share the responsibility with those of the faculty who are assigned specific duties

in the program. The classroom teacher is not only likely to inherit many of the problems which the ex-service man brings to the campus but he will be in a strategic position to act as counselor for many of these students. The adjustment problems of teachers, therefore, as they prepare themselves to serve in this program, will in many instances, be as severe as those which ex-service men and women experience.

How can college teachers and administrators prepare themselves for this task? Fortunately educators are not without experience in dealing with problems of the ex-service man. Thousands of them were in the colleges following the last war. Many types of programs were devised by the colleges to aid in handling their problems. The office of the dean of men as a permanent administrative office came into being on a large scale immediately following World War I. The first meeting of the National Association of Deans and Advisors of Men, held at the University of Illinois in 1919, was given over entirely to a discussion of the problems confronting the colleges because of the returning soldiers. The first orientation programs were initiated at this time. The testing movement now found in all colleges also received its greatest impetus as a post-war measure of World War I. The curriculum was greatly broadened and expanded and many new teach-

ing methods devised. All these programs represented a direct attempt on the part of the college to handle the problem of the ex-service man as well as the increased number of students who flocked to the campus at this particular time. No doubt the postwar period which is just ahead of us will see other measures of similar nature initiated.

While we should be alert to utilize all the experiences gained in handling problems of the ex-service man of 1919, we should realize that the problems of the veterans of the present war will in many ways be peculiar to them alone. Some of the factors which we should be cognizant of have already manifested themselves and are important enough to list here.

1. *There will be many more ex-soldiers returning directly to the campus after the present war than in 1919.* After World War I only the wounded and incapacitated soldier was on the campus at government expense. As a result the ex-soldier while present in large numbers on some campuses was still in the minority. College faculties, therefore, were able to continue to function in terms of the students coming from high school. Few adjustments were made necessary to serve the veterans alone. At the conclusion of the present war the government plans not only a rehabilitation program (students are already entering college under this program) but they plan to aid financially the return to college of ex-service men who would have been in college were it not for the war. For a few years

after the Armistice they may be the majority male group on the campus.

In numbers alone, then, the ex-service man will be an important factor in planning the educational program of the future. Some colleges have already made surveys which give some indication of what to expect. Oklahoma University expects 80 per cent of the ex-service men who had their education interrupted during the war years while attending that institution to return to continue their work when the war is over. Iowa University, which normally has an enrollment of 7,500 students, expects 10,000 shortly after the Armistice is signed. Minnesota expects her student body to increase from 17,000 to 27,000. Three prominent private colleges with limited enrollments, Colgate, Bucknell, and Dartmouth, expect to have waiting lists of more than 1,000 students annually for at least five years after the war.

2. *Students returning from World War II will be more mature both physically and mentally than soldiers of World War I and the student body which the colleges are accustomed to handle.* As a group, war veterans will be young people who are developed physically, emotionally, and intellectually far beyond their years. The man who returns to college for the fall semester after three or four years of hunting the Japs or Germans in a P-38 or a B-17 over the jungles and plains and mountains and oceans of Europe and Asia will be a different individual, no matter on what rung of the educational ladder he is classified,

than the boy who has nothing more behind him than three months in the harvest field or a three-months' turn in some industrial plant. The educational program in all its aspects serving the ex-service man must be geared to this higher maturity level.

Because of their added maturity they will likely be in a hurry to finish their college work. Many will be married or wanting to get married, and will be looking for all the short cuts available so that they can enter upon their careers at the earliest possible moment. They will be impatient at many college standards which seem to defeat their own purposes and goals. Pressure to arrange courses to fit their own individual needs (*sic*) will be felt from all sides. They will be impatient also with "busy work" assignments of the classroom. Their army training courses have dealt with fundamentals, with all unnecessary details thrown in as "padding" left out. Acceleration, therefore, is likely to be a pattern in education for some years to come. But more than this, the quality of what is offered to these men and women will have to stand the test of maturity. Their specific needs will also demand that subject matter be practical and serviceable. Frequent questions will arise over the problem of credit for military service; why certain courses are required in their particular program of studies; why so much attention is attached to absences; the practicability of completing just so many hours and no more or less for graduation. Guidance and counseling programs will have to meet the

same level of maturity as the academic program.

3. *The veterans of World War II have been in service over a longer period of time and consequently faced longer periods of tension in combat zones than veterans of World War I. This is a significant factor in educational planning for the future.* It means, first that their break from civilian life has been more complete than most of us realize. The road back to living on a normal civilian basis will be a difficult one. While their educational opportunities have been far superior to those offered in World War I, most of their education and training came early in their service career. They will be mentally rusty. Tutorial systems and refresher courses (we may need to be careful in using this word) will have to be established for many. The nature of their service experience may have been so full of thrills and dangers and adventure as to make the tempo of college life seem dull in comparison. Restlessness and nervous tensions no doubt will be a distracting influence in their first days on the campus.

Second, men who have been out of touch with the civilian world for some time are bound to face a difficult period of moral adjustment. Moral standards maintained by men in service are different from those maintained in civilian life. Army discipline, while strict with regard to military affairs, has interfered little with the strictly social and moral aspects of the soldier's life. Consequently the soldier has been free to

establish his own moral standards. The almost total anonymity of their lives has minimized restraints which the individual feels as a civilian member of society. This, combined with the fact that they are under tension during the training and combat period of their service experience, has caused many of them to seek exceptional types of relaxation where and when they can find it. There are several behavior patterns which we can therefore normally expect the returning veteran to bring back to the college campus with him:

(1) Judged by experience gained after the last war, there will be an increase in drinking, gambling, and smoking.

(2) There will, in the early period after his demobilization, be a period of resistance against supervision. This will, of course, be a revolt against army discipline. This period should pass quickly as a soldier re-orientates himself to civilian living, but college rules and regulations will be tested thoroughly.

(3) Because of government allowances, they will have more money to spend than the average student and will in many instances set the pattern for social living on the campus. Younger students will no doubt look up to them and be perfectly willing to follow them. The ex-soldier has a very grave responsibility in this respect. This, however, may be the soundest basis upon which the college can appeal to him. The fact that so many of them are likely to be married will be another stabilizing factor.

(4) They are likely to be careless in their speech. After the last war there was also a great deal of carelessness in dress which again is purely a revolt from army discipline.

(5) They are likely to be irked by the slow tempo of college life and seek much of their recreation away from the campus thus holding themselves aloof from the college social program.

(6) Again judging from experience gained in the last war, there will be a lot of "griping" and just plain negativism. When given a chance to talk out their problems with sympathetic and understanding teachers and counselors this attitude should disappear. Open forum meetings where the veteran is given a free opportunity to express himself is also good therapy for negativism, as is wholesome participation in college activities.

Third, the long period away from civilian life is likely to make many of them vocationally uncertain. Army and navy statistics show that a very high percentage of the men now in service do not want to return to their civilian vocations. They have found something in their service experience which challenges them more. Many courses of study launched before the war will have to be abandoned and a new start made. This must be done with as little loss of credit as possible. Further, those who want to take up where they left off when their studies were interrupted by their call to service will have to be re-orientated in their own field in order that they may become aware of the changes which have

taken place in their absence from civilian life. In many instances their military training may have placed them in such close touch with these changes that they may be far ahead of their instructors.

Vocational maladjustment because of injuries received in service may also cause a great deal of shifting in courses. In most instances, however, it can be assumed that rehabilitation students will be given a great deal of vocational counseling and testing before they arrive on the college campus and will, therefore, have reconciled themselves to whatever changes they will need to make in light of their new status.

SUGGESTIONS FOR DEALING WITH PROBLEMS OF RETURNING VETERANS

1. Refresher and orientation courses should be arranged in each department of the college for students who have been away from academic pursuits over a long period of time. Since many men will be mustered out of service regardless of the opening date of college, the time between their mustering-out date and the opening of the next term of college would be a good place for these courses. The refresher courses likely to serve these men should present a rapid review of the basic material needed as a background in their field of study. Orientation courses should be confined to vocations, adjustments, habits of study, and necessary educational and personal guidance.

2. Care should be exercised to place returning veterans at an academic level at which they can

achieve. The results of Army tests which the Armed Forces Institute has promised to make available to college and high-school counselors should be utilized for this purpose. Army tests should be supplemented by appropriate intelligence, achievement, and vocational tests. College regulations should be revised to permit shifting of students in various classes in order to facilitate their adjustments.

3. Personal contacts will be important. Teachers should be careful in their own attitudes. Sarcasm, paternalistic attitudes, and dogmatic handling of subject matter is likely to be challenged. A few don'ts should prove helpful:

(a) Don't place the ex-service man on exhibition. American boys don't like to be placed on exhibition. They only want to be let alone. Accept them as regular members of your class.

(b) Don't "kill them with sympathy." They want understanding, but they are not looking for "canes" or "crutches" or "walking-sticks" that take away their initiative entirely, especially when these devices are denied other students.

(c) Don't label them as problem children.

(d) Don't point them out as cases.

(e) Don't let them use their war experience as an excuse to do the thing they want to do but which may run contrary to your standards for other students.

(f) Don't separate them into "veterans' groups." They are already adjusted to each other. Their ad-

justment must be made to civilian life and civilian standards.

(g) Don't use military methods or tactics with them. On the other hand, don't attempt to win them by methods which are entirely informal. In the latter case, they may take the reins of discipline completely out of your hands.

4. Give them responsibility. This may be their salvation as they attempt to adjust themselves to the postwar world and most certainly will be one means of avoiding the moral and spiritual letdown which has plagued soldiers after other wars. Impress on them the fact that they may be heroes to the younger students, and therefore have a responsibility to uphold the dignity of American life and citizenship.

5. Regarding matters of discipline, insist that there are minimum standards of good conduct that every good American citizen should be expected to conform to, and insist firmly that they conform to these standards. When administered wisely, discipline may become a stabilizing factor in their re-orientation.

6. Keep them busy at worthwhile projects. Attempt to make peacetime pursuits as practical and energy-consuming and as interesting as war-time activities.

7. Be definite in counseling rela-

tionships. Utilize fully their service experience wherever practicable.

8. Encourage them to supplant any discipline with ability to make personal and free decisions intelligently. Expect and insist that they meet minimum rather than maximum discipline standards. At the same time, be patient in giving them time to adjust.

9. Aid them in reshaping their philosophy of life. Most of them have had most of the values which gave them security in civilian life cut from under them. Lines must be re-drawn, and much of their service experience re-absorbed into a philosophy of life which will serve them in peacetime. Here again patience and understanding may be needed on the part of teachers.

10. Encourage them to use their initiative. Remember they have, as a rule, been used to taking orders, and may be slow in acting on their own. Assignments should be clear and specific. Challenge them to go beyond minimum requirements. Teachers should be patient with them until they have developed confidence in their ability to go ahead under their own resources.

11. Encourage them to go out of their way to participate in college activities and seek wholesome, cheerful companionship with both men and women.

Planning as a Continuous Function

PAUL GHORMLEY MURPHY

Inherent within many of the present-day discussions of postwar educational planning and reconstruction would seem to be the implication that we are here confronted by a new phenomenon that is unlike anything we have ever had occasion to deal with before. Many proposals make it appear that the author is suggesting an entirely new design for dealing with problems the like of which man has never seen before. Of course, a moment's thought will reveal the fallacy of any such assumption, but the failure to realize this reflects a blind spot in our mental makeup which has undoubtedly been responsible for many of our past mistakes and which, unless dispelled, will prevent us from functioning at peak efficiency in the future. In other words, we should have been doing more educational planning than we have and will certainly have to do more in the future if we are to keep up with the caravan of progress. If we continue to think of planning as something to be done only in times of emergency then we will have missed the whole point of the situation that now engages our attention; for, if it has a point, it is that more thought for the future during the past two or three decades might have averted many of the difficulties of the present moment.

There is nothing new about planning. From time immemorial man

has been confronted with the problem of attempting to anticipate what the next moment, the next day, or next year will bring forth, and devising ways and means to meet the emergencies and events of the future. Originating in the crudest sort of guesses and superstitions, the planning function has developed into the imposing discipline of modern science, the primary function of which is prediction and control. Such observations are so trite as to sound platitudinous, but sometimes the platitudes are most in need of repetition. Our failure to recognize their applicability to the present situation is probably to be accounted for, partially at least, in terms of the preoccupation of science with phenomena of an objective, material nature. Nevertheless, social planning, in which category educational planning falls, while much more complex and subjective than the prediction of physical events, is just as feasible, and is destined to assume an increasingly important role in the developing order of things.

Industry had demonstrated to its own satisfaction the feasibility as well as the practical necessity of taking thought for the future of social behavior a good many years before World War II broke out. Sizeable sums of money were spent on consumer research in an effort to anticipate the future demands of the public, and even during the de-

pression years plans were being made and money spent in preparation for the day when good times would return. And one of the most interesting sidelights on this planning program was that numerous faculty members from many of our colleges and universities were engaged by industry to carry on the research that provided the basis for such planning. In other words, educational institutions, which were in most respects equipped to gage the direction of social trends and to plot their courses accordingly, were doing the least planning, even while their resources were being utilized for this very purpose by others. This probably explains in part why industry is moving so much more rapidly and confidently than education toward the formulation of postwar plans at the present time. Practice may not make perfect, but it certainly makes for the development of greater ease and skill in any performance.

Furthermore, the general nature of the problems that confront us is not much different from those we have had to deal with, or should have dealt with, in the past. While conceding the truth of the argument up to this point, the reader may find himself sticking on this statement. And yet, have we not preached the doctrine that planning to be effective must take account of the social environment, that fundamentally the purpose of planning is to effect the best adjustment of the individuals making up society to the world in which they live? And is this not the fundamental nature of the plan-

ning problem that demands our attention at the present moment, that of working out an educational program that will help all who choose to take advantage of it to solve the problems of everyday life most effectively? True, many of the specific problems are new and unusual, but so are the problems of any day or year or age. One moment is never the same as any other. It is a unique entity in itself. Realistic education has always faced the truth of change as an all-pervading principle of life and has taught in terms of general principles rather than the problems of the moment.

In passing, however, it should probably be pointed out that there is one respect in which the present situation might be said to differ from those of previous years. And here we probably have another clue to the popular inclination to view planning as something new and unique. I refer to the urgency of the need for a solution to our problems. Or, to put it more properly, a greater sense of urgency on the part of a larger number of people than have ever felt it before. More people are giving thought to the needs of the world, from which it follows in the minds of many that the problem is new. The fact of the case is, of course, that the need for a solution to the world's problems, in the sense of averting catastrophe, was just as great during the early years of the century, and even before, as it is now. The only difference lies in the greater number of people who are impressed with the necessity of doing something about the situation.

Which may be a superficial or a fundamental difference, depending on how you look at it. From a purely objective point of view, the difference is a superficial one, in the sense that the urgency of a problem is in no way determined by how many people or how few people are aware of it. On the other hand, from the very pragmatic viewpoint of getting something done about it, it makes a great deal of difference whether many or few people are excited about a problem.

To come back to the original point, though, let it be repeated, there is nothing new about the planning function, or even about the general nature of the problems with which we are at present confronted. The changing social scene undoubtedly has precipitated some specific problems that are peculiar to this day and age, but the general method of approach to the solution of these problems, *i.e.*, scientific planning, is tried and proved. And even the problems themselves may not be as new as we sometimes imagine, since they are outgrowths of situations and phenomena that have been in the making for some time and with which we are all familiar. To see the problems of postwar planning and reconstruction in any other light than this is to confuse the issue unduly, to cut ourselves off from resources that can be of immeasurable assistance in solving our problems, and to delimit our vision unnecessarily. Let us recognize the process for what it is, or at least what it should be—a continuous activity, having its roots in the past, demanding our

present attention, and looking toward the solution of future problems.

Actually, of course, the ideal and the reality are not synonymous. Even while recognizing the continuous nature of the planning function we are forced to recognize our failure to make proper provision for it in the past. Does this mean then that there is no place at which a beginning can be made, no point at which it is possible to cut into the circle and embark upon a planning program? Not at all. Planning programs are being initiated every day by all sorts of agencies and organizations. The conclusions that have been adduced up to this point, however, would appear to mean that those programs that are solidly rooted in practice and experience can be expected to be more successful than new ventures in the field. As has already been pointed out, planning is a skill that develops through use.

It should probably be emphasized also that, not only must the process of planning be continuous in order to be maximally successful, but the products of the process must manifest a considerable degree of orderly systematic development. In other words, plans that are made on the spur of the moment to meet a temporary emergency without any consideration for their place in the long-time scheme of things cannot be expected to operate as successfully as those that have been developed on a more adequate foundation. Successful postwar programs will be those for which thought is being taken and foundations laid right now. There

are numerous preliminary preparations that must be made if our postwar plans are to be successful, and unless these are made in the near future our efforts at postwar readjustment will lead only to confusion and frustration.

We are being told by our leaders that we must strike the shackles from our minds and learn to think in new patterns, that the old educational patterns are outmoded, and that a new society demands a new form of education. As a matter of fact, we are being threatened with extinction as a social agency by some unless we learn to live more dangerously and blaze some new trails for society. All this has the ring of truth to it, but at the same time it must be remembered that evolution rather than revolution is what we are striving for, that the new can most advantageously grow out of the old, that it must necessarily grow out of the old. It is impossible to decide today that tomorrow we will forego all our previous conceptions of education and begin anew. A moment's effort in this direction will convince any reasonable person of its futility; which brings us back again to the conclusion that if modifications are needed the stage must be set for them. More specifically, the best guarantee of an effective educational program for returning service men is an effective educational program here and now. If our educational houses are in order at present, or are put in order soon, relatively few changes will have to be made to meet the needs of the postwar period, and those that will be necessary can be

made naturally and systematically in the normal process of evolutionary development rather than in an atmosphere of opportunism and confusion.

Let it be said, however, that the principle of continuity that links the present to the past should not be interpreted as an argument in favor of maintaining the *status quo*. Plans for the future need to take cognizance of what has gone before, but consideration has to be given also to the changing nature of our civilization. New ideas grow out of old conceptions, but progress is contingent upon the development of new ideas that go beyond those from which they are incubated, and that are new in the sense of adding something to our knowledge and information.

Nor in our planning should we be afraid to propose advances that go beyond the immediately expressed wishes and desires and conceptions of the individuals that made up our clientele. Public opinion can be modified, and there would seem to be no agency better fitted than education to undertake such a process of modification, both by reason of its resources and its comparatively objective attitude toward significant issues. Industry has not hesitated to propose new styles in automobile bodies, clothing, architecture, house furnishings, and a myriad of other objects, recognizing that there is a vast reservoir of unexpressed potential human desires and preferences which can be crystallized by the right techniques. No more should education feel altogether bound in

making its plans by what society professes to wish and believe. Surely, one of the functions of education is to help people become more articulate, and in the process to become aware of the deeper and more fundamental urges of life. Like the industrialist, we should approach this problem with due caution and not expect society to move too rapidly from one position to the next, but new leads must be proposed from time to time if we are to meet our full responsibility as educational planners.

Of course, the stock objection to such a suggestion, or even to the proposal that we plan at all, is that no one knows quite in what direction we are moving; or, assuming that we are to be leaders instead of followers, in what direction we ought to move. True enough, but it is extremely doubtful if this justifies complete passivity in the face of our problems. It would seem rather to indicate that planning entails risks, and that anything that can be done to reduce those risks to a minimum is all to the good. If we wait, though, until we can be absolutely certain of the outcome of any line of action we shall never lift a finger this side of judgment day.

Other agencies have not been de-

tered from anticipating the future and making changes by the risk factor. And errors of judgment have been made. Witness, for example, the *faux pas* made by the Chrysler Motor Company some years ago in trying to rush people into the acceptance of the tear-drop design in automobile body construction. Such errors have not dampened the enthusiasm of the planners nor convinced them of the futility of planning, though. In most cases it has merely motivated them to scrutinize their techniques for analyzing trends a little more closely with a view to refining them and increasing the accuracy of their predictions.

So let us not be deterred by the possibility of making mistakes. Mistakes we will make, and plenty of them, considering the complexity of the situations with which we are dealing; but certainly no error could equal that of trying to sit tight and do nothing. Planning is here to stay. So let us accept it, recognize its continuous nature, and realize that it is not a game we are playing for the moment as an exercise in postwar reconstruction only, but that it is a process to which we should have devoted more attention in the past and for which we must make more adequate provisions in the future.

Rehabilitation For War Veterans

WILLIAM HENRY MATTHEWS

The Kansas State Teachers College of Pittsburg is getting well started with a program of rehabilitation for the returning veterans of this war. This program is similar to the one that was very successfully conducted by this institution following World War I. However, it will be more widespread. Undoubtedly a great many other schools will have a part in the program, the personnel of which has had no experiences that will aid in solving some of the problems that such a program offers.

As an aid to persons who will have a part in this new program, I quote in part from a "Review of the Educational Rehabilitation of World War Veterans," October 15, 1926. First: from "Reflections," by the late President W. A. Brandenburg.

In all, several hundred men were enrolled with us; men of every condition: some shattered by shell shock; some suffering from having been gassed; some with bodies torn and weakened by shrapnel; others with constitutions and general health greatly weakened.

The problem arising from the fact that the previous education of these men was so diversified, so lacking and inadequate, in many instances, as preparatory to what they came here to do, was very great.

We appointed Professor James A. Yates as Counselor, and in justice to his services in this capacity, we must pay him a high compliment. Every member of the faculty who came in touch with this work did all he could, and did it cheerfully. Those who did not come into direct touch with the work were most sympathetic in attitude, so that immediately there was an atmosphere

of welcome to every man who entered the institution; and more than one of the boys expressed to me his great appreciation of that welcome. In fact, without the sympathetic and cheerful attitude of our faculty, we doubt if we could have accomplished one-half what we did for the men.

Notwithstanding the many conditions which made it difficult for these men to do the work for which they came to the institution, we were gratified and thrilled at the splendid efforts which they put forth, and with their surprising accomplishments. Their association on our campus was never anything but helpful. Many of them became leading students in our college life, even to two of their number, Walter Wallack and Floyd Greer, being elected to the presidency of our Student Council, and serving most acceptably in this capacity.

It is a great satisfaction to us when we realize today, that scores of these men are holding splendid positions—positions which they are holding purely by reason of the opportunities afforded them here, and of their response to these opportunities. The positions are being held in many fields of activity, industrial, engineering, professional, commercial, and others.

Second: From the "Report of Work of the College," by the late Professor James A. Yates:

Every professor in the institution was in every way cooperative and assisted in getting the man in the class to which he was best suited, through the cooperation of the head of the department in which the class was found. Classes were organized to suit the needs of the men.

The Counselor advised with each trainee, as an intimate friend, and thus filled the position of Counselor in its broadest sense. He worked with all his power to get the trainee to give all the effort it was possible for him to give to do a high grade of class

work and to become a real part of the student body of the institution.

Very few of the men who were enrolled had completed the elementary grades; however, each one usually had experienced some industrial contact, and had an army training which helped him quickly to adjust himself to his environment in the College. The man's native ability in being able quickly to change his army and civilian habits, and acquire those of a student in College became one of the factors in deciding the feasibility of institutional training. A careful examination of the records shows that eight per cent of the men enrolled completed the College requirements for a degree in education. The records also show that ten per cent completed one of our engineering courses, or needs only a few semester hours to finish it. In case the full course was not completed, the reason was because the trainee was sent to a technical position with a company, where the supervisors of the Veterans Bureau believed the man had the necessary college training to fill the place.

The trainees who have received the degree in education or the life certificate, are employed in educational work. Some of them are filling very responsible positions in the fields of education in a very acceptable way.

The trainees of the group who took one of our vocational courses, also the group who took one of our engineering courses, are usually employed in a line of work indicated in their training objective. They are generally quite successful in the work in which they are employed. Therefore, the institution has had a part in training men who were vocationally handicapped and unable to continue in the work in which they were engaged before entering the service of their country. A different vocation was selected for the man by the Veterans Bureau, and the man was given the educational training which he needed to fit himself for a useful occupation. The man is now a real asset to the economic conditions of our country, and this institution played a part in bringing about this condition of the man whom it trained for the Veterans Bureau.

The "Review" shows that of the 537 men who received training in the program, 40 received college degrees, 6 received life certificates, 44 received engineering diplomas, 7 received sub-collegiate diplomas, 13 received high school diplomas, while others received training in noncredit courses. The records show that approximately 15 per cent of the trainees gave up the training during or at the end of one semester's work.

Following World War II the education of veterans is to be the major activity of the Veterans Administration, as education is now within reach of any person honorably discharged from the armed forces, who entered the service since September 16, 1940, and who was less than 25 years of age at the time of induction, or who can show that his education was interrupted by reasons of the war, regardless of age at the time of induction.

The Veterans' Administration will administer two educational programs. One, under Public Law 16, provides education for any discharged soldier who has a disability of 10 per cent or greater. Under this law the trainee may receive a maximum of four years of training with all school expenses paid for, such as, tuition, fees, books, and the like; a pension of \$92 per month, if single, and \$102 if married. If a vocational course is chosen by the trainee, he usually gets 24 months of institutional training and 12 months of placement training on the job for which he was trained. Public Law 16 also provides that the applicant for training must be given certain

tests to ascertain that training in a particular field is feasible. If these tests are passed successfully, the veteran is then assigned to an approved institution.

The other law administered by the Bureau is known as Public Law 346. This law provides one year of technical training or college to every veteran who has served ninety days or more; plus additional training equal in time to the number of months of service, with school tuition, fees, books, and tools, plus subsistence; provided, the veteran was less than 25 years of age at the time of entering service. The amount paid for subsistence is \$50 per month for a single person, and \$25 extra for dependents.

Application for training must be filed within two years of date of discharge or within two years of termination of this war. The veteran may choose training in any public or private elementary, secondary, or other school furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers colleges, normal schools, universities, and other educational institutions.

There are no minimum educational requirements—the trainee starts

where he is, can finish high school if he likes, or can take any course for which the educational or training school will admit him.

All the veteran has to do is to make contact with the school he desires to enter; fill out Government VA Form 1950; and mail it with a photostatic copy of his discharge to the Veterans Administration office in his vicinity. If he or she is eligible as to age and date of entering service, and the discharge is honorable, then training will be granted.

Under Public Law 16, the prospective trainee has his expenses paid to the office of the Veterans Bureau in his locality, where he will receive vocational tests and advice before entering any training institution. Public Law 346 does not provide such service; however, the official of the Bureau will give tests and advice as to the vocation of the prospective trainee, should he pay his own expenses for such service.

Since testing is optional with the veteran, any vocational school or school of higher learning should provide a very complete testing program if it is really sincere in desiring to have a successful program; otherwise, a lot of time will be wasted in trying to train where training is not feasible.

CAMPUS ACTIVITIES

The Kansas State Teachers College chapter of Psi Chi, national honorary psychology fraternity, initiated eight active members and eight associate members at a meeting held on October 25 at the home of Mrs. E. C. Hood. Officers of the organization for the 1944-45 school year are Jean Bell, Chetopa, president; Carol Graham, Fort Scott, vice-president; Rosabelle Blackman, Pittsburg, secretary; and Pauline Pappas, Parsons, treasurer. The College enjoys the distinction of being the only teachers college among some forty colleges and universities in the country having Psi Chi chapters.

Dr. Paul Murphy, acting head of the Psychology Department, returned to the campus September 1 after several months' leave of absence. He attended courses at the Teachers College, Columbia University, during the second semester of the last school year, and spent the summer months doing research work for the army at the Radio Training School, Camp Crowder, Mo.

Garrett Morrison, who graduated from Kansas State Teachers College in 1937 with major in psychology, now occupies a position in radio as one of the leading sports announcers

of the nation. His program, entitled "Garry Morris on Sports," is heard over station WTPF in Raleigh, N.C. After leaving College, Garrett did graduate work in psychology at Duke University, serving as research assistant there from 1941 to 1943.

Two of the Kansas State Teachers Association meetings of Nov. 3 and 4 were held in Porter Library. The Library Roundtable, held in College High School Library, was in charge of Miss Esther Park. The room contained displays of library aids, Inter-American materials, and free materials. A good many visitors examined the displays and asked many questions during the afternoon.

Some of the new books in Porter Library were on display in the lobby on the second floor during the College Section meeting, which was held in the Reference Room Saturday morning. Dr. Hall had the college museum on third floor open Friday and Saturday.

"Adapting the homemaking program to present and postwar needs" was the subject discussed at the fall district conference of homemaking teachers at the College on October 14.

Twenty-four homemaking teachers from Pittsburg and surrounding

towns were present. Miss E. Louise Gibson of the home economics department was conference leader.

Prof. Leroy Brewington, supervisor of printing at K.S.T.C., who has served for the past two years as editor of *Printing Education*, the monthly journal of the National Association for Printing Education was re-elected at the fall meeting. He was also elected member of the board of directors for a term of three years.

Arthur B. Mays, professor of industrial education at the University of Illinois, and vice-president, American Vocational Association, was guest of honor at a dinner held

by the K.S.T.C. department of Industrial Education at the Hotel Besse on Wednesday, November 1. Professor Mays spoke informally on trends and conducted a roundtable discussion. Dr. William T. Bawden presided as toastmaster. There were thirty-two in attendance from Pittsburg and the surrounding area.

Dr. William T. Bawden, Dr. O. A. Hankammer, and Professor Harry Hartman attended the meeting of the Kansas Vocational Association in Topeka on November 2 and 3. Professor Hartman presided at the breakfast meeting of the K.V.A. and Dr. Hankammer appeared on a roundtable on Visual Education.

FIELD NOTES

Arthur W. Bourlard, who received the M.S. degree in 1939, is the new superintendent of schools at Quincy, Kansas. Mr. Bourlard has been an agent with the Standard Oil Company at Columbus.

Elizabeth Rodda, B.S. 1931, is teaching social science in the senior high school of Salina. Last year she taught in the high school at Elk City, Kansas.

Harold Smith, M.S. degree in 1941, resigned his position as superintendent at Trousdale to accept the position as superintendent at Florence, Kansas.

Felix Shular, M.S. 1944, is teaching commerce in the Shawnee Mission High School. Mr. Shular, formerly taught at Fairview, Kansas.

The new director of Distributive Education of the Hutchinson schools is C. A. Swenson of Atlanta, Georgia. Mr. Swenson received his M.S. degree in 1932.

Lonnie Wood resigned his position as teacher of social science in the senior high school of Coffeyville, Kansas to become principal of the junior high school at Independence, Kansas. Mr. Wood received the M.S. degree in 1941.

Arthur Phelps, B.S. 1944, is the principal of the grades school at DeSoto, Kansas. Mr. Phelps was formerly the superintendent of schools of Labette County and principal of the grades school at Lucas.

Lois Dickey, B.S. 1941, formerly of Fredonia, is teaching Home Economics in Topeka.

Gordon Jones, M.S. 1941, is the drafting teacher in the high school of Hutchinson. Mr. Jones had been teaching industrial arts for several years in Abilene.

Charles Purma is the new coach at Haven, Kansas. He received the M.S. degree in 1932 and had been coaching at Wilson, Kansas.

Alumni reunion dinners were held in each of the sectional meetings of the Kansas State Teachers Association. Representatives from the College were present at each reunion dinner to give the alumni the latest news of their alma mater. Places for the dinners and the College representatives were as follows: Topeka, Senate cafeteria, Dr. C. W. Street and Dr. Ralph Wells; Salina, Casa Bonita, Dr. Ronald Smith; Hays, Lamer hotel, Dean George Small; Garden City, Professor O. F. Grubbs; Wichita, Wolfe's cafeteria,

Dean Jennie Walker and Dr. Paul Murphy; Pittsburg, College cafeteria, Miss Annie Marriot, Miss Odella Nation, and Miss Lula McPherson.

Virginia Dickinson, who is now living in Niagara Falls, N. Y., is manager of the Y.W.C.A. Cafeteria there. For several years Virginia was in State Extension work in Iowa.

Annie Marriott attended a workshop held at Kansas State College, Manhattan, in September. Dr. Ivol Spafford was the leader.

Doris Pennington, a home economics major who graduated in June, 1944, joined the WAVES soon after graduation and is at Hunter College attending the school for Cooks and Bakers for a sixteen-week course. The trainees prepare food

for 6,000 persons three times a day, and the work is most interesting. Six forty-gallon coffee-urns are in use, and the kettles are of 80-gallon capacity.

In August, B. Lillian Nelson, teacher trainer in home economics education, attended a two-week workshop for home economics educators at the University of Minnesota. The forty participants broke up into small groups and worked on pertinent problems confronting home economics teachers at the present time.

Earline Lipscomb, A.S. recently was inducted into the WAVES, and word comes that she is enjoying her work. She is located at Naval Training School, Bronx, New York City.

Contributors to This Number

Oliver W. Chapman (Ph.D., Iowa State College) has been a member of the College staff since 1928, and was appointed professor of organic and bio-chemistry in 1930, and acting head of department of physical sciences in 1942. His teaching experience includes ten years in dairy chemistry, Iowa State College. He is a member of the American Chemical society and Secretary of the Southeast Kansas Section.

Rees H. Hughes (LL.D., Washburn College) came to Kansas State Teachers College as President in 1941 with an outstanding record as an educator. He holds the AB degree, Washburn College, and the AM degree, Teachers College, Columbia University. Following several years of experience in rural schools and high schools, and as principal of high schools, he was for nineteen years superintendent of city schools in Parsons, Kansas. He has served on educational committees of the Kansas State Teachers Association, including chairmanship of the Education Planning Commission. He also served one year as president of the Pittsburg Chamber of Commerce.

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. 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.

Paul G. Murphy, (Ph.D., University of Iowa), professor of psychology, came to the College in 1932. 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 was absent on leave engaged in special research work at Columbia University, New York City. During the summer, 1944, he was engaged in psychological and psychiatric research at Camp Crowder, Neosho, Mo

George D. Small, (Ed.D., Teachers College, Columbia University) is a graduate of Kansas State Teachers College, Pittsburg, BS 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.