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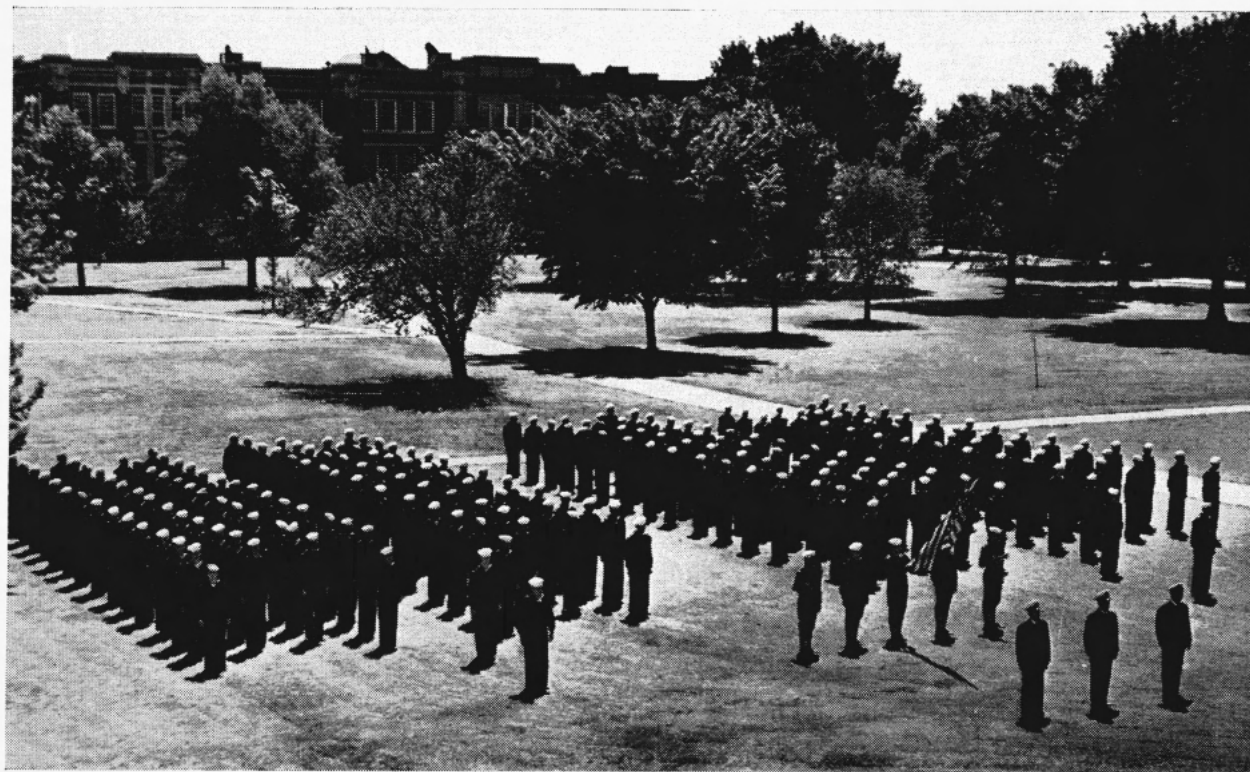
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THE EDUCATIONAL LEADER

COMMERCE AND BUSINESS ADMINISTRATION,
FOREIGN LANGUAGES, and MUSIC NUMBER

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



The U. S. Navy V-12 Battalion in Review on the Oval at Kansas State Teachers College.

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Vol. 8

MARCH, 1945

No. 2

The Educational Leader

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directed by WALTER S. LYERLA

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Vol. 8

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No. 2

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The Spoken Tongue

SAMUEL JAMES PEASE

For the first time in many decades of educational history, the study of spoken modern foreign languages is increasing by leaps and bounds. Theorists, administrators, teachers, students, and the public are uniting in a great forward movement which has thrown overboard many theories, practices, courses, and habits. International commerce, industry, politics, diplomacy, and travel furnish economic stimulus. All have combined to give the public what it demands, and curiously enough always has demanded, a fluent mastery of the spoken tongue. University, college, high school, and private courses share in the new effort. Military educational training has made a definite contribution. Book publishers are sending lists of dozens of books for teaching the spoken language, and are preparing literally hundreds more in many languages. Already the outlines of the new advance are evidenced in many college curricula planned for the postwar period, marking radical changes in the length and structure of courses. It may be of interest to study why and how this came about, beginning

with a review of origins and trends.

Man is a speaking animal. Ever since our first parents introduced themselves to each other six thousand or six million years ago, the spoken tongue has been the basis of all language. If we may believe our psychologists, anthropologists, philologists, and archaeologists, the spoken tongue, combined with signs and actions, was man's only means of intercommunication for millions of years. Man's drawing, design, and decoration may be a quarter of a million years old, but written language dates back only a bare ten thousand years or so. Unquestionably therefore the spoken word is the original foundation of all "speech," in the broadest sense.

A SHIFT OF EMPHASIS

We sometimes forget this. We read, write, hear, speak, memorize, analyze, and synthesize in turn. The stress in our study is directed now to the one aim, now to the other. Ten years ago the pendulum was swinging in the direction of extensive reading, to the extent that even our military French and German became a series of pure reading courses,

and in some language courses in certain universities basic grammar was confined to a two-week series of lectures. Now the pendulum has swung back to the opposite extreme, and the stress has changed to the spoken word. No one is so foolish as to believe the final word has been spoken on changes of trend, but it is certain that speaking will always be a vital element in modern foreign language study. Before we discuss the present and possible future, we may well take a retrospective view of trends which have occurred within the memory of men still actively engaged in teaching.

From the early Middle Ages on, preparatory schools for the European universities taught a very little Greek and Hebrew by the grammar-translation method, as these were but little spoken in western Europe. During the same period Latin was used as the medium of instruction in preparatory schools; it was the universal language, spoken in Church and University, a *sine qua non* for scholars and international communication. Consequently, speaking, as well as reading and writing, was practiced assiduously. In the church Latin was — and still is — intoned with Ciceronian rhythm and oratorical fervor and effect.

In the early modern period, especially in non-ecclesiastical schools, the grammar-translation method was extended to Latin. Several hundred tags from Lily's Latin grammar, a reprint of which is promised soon, are among the most abundant evidences of Shakespeare's "little

Latin," actually a six or eight year course. Scholarly writing was continued, as evidenced by the fact that Milton's Latin is far superior to his translations from Latin into English.

In the United States, until toward the end of the nineteenth century, there was an almost complete break between the university and college practice, which extended the grammar-translation method to French, German, and other modern languages, and the methods and principles of certain more "practical" schools. Among the latter must be reckoned the German language schools of the Middle West, which operated until the outbreak of World War I.

VARIETY OF "METHODS"

But there also sprang up a host of private schools and private methods often advertised with a capital M. Among these the repetitious method of Ollendorff and Otto, the "natural" methods of Gouin and Hensen, numerous different methods known as "direct," which forbade all use of the mother-tongue, not only gained prominence but spread into the college field. A dozen years ago the "reading" method was extensively studied and practiced in various types of schools, sometimes with brilliant results. And "reform" not only made use of "natural" methods, but included an extensive and sometimes exhausting use of phonetics and phonetic symbols.

Regardless of what the schools did, persons who made no fetish of

extreme accuracy continued to listen and speak with wide range of trial and error. Conversation, that is hearing and speaking, has been the most important method of learning any language, native or foreign, from Adam's day to this. Not many years ago in this very neighborhood a young immigrant who had learned English by conversation fell in love with a girl whose father had come from another country and had quite poor knowledge of English. With adequate motive the young man learned the father's language by listening, imitating, and practicing, and "they lived happily ever after."

The speaking methods did not always succeed. I well remember meeting at a Berlin *pension* an American young woman who was studying German by the Berlitz method, who practiced religiously, read German papers, attended German concerts, associated only with those who spoke German, yet apparently made no progress in the use and little in the understanding of the language. On another occasion a visit to a high-school class in Spanish handled by a modern direct method, under a teacher who was considered an outstanding man in his profession and the pride of the system, disclosed the rather surprising fact that only a quarter of a normal sized class participated in the class recitation.

NEW WAR EMPHASIS

The present war has again brought the spoken tongue to the fore. For this the impetus came from Germany, in fact from Gen-

eral Professor Doktor Karl Haushofer's Geopolitical Institute in Munich. Germany had had for a number of years a world plan for modern foreign language study as a part of her effort in Geopolitics.

A special warning is necessary: "Geopolitics" is not simply "political geography"; it concerns all resources, natural, human, or otherwise, and how to get them all. Germany's broadcasts and propaganda magazines constituted a major industry. Her "Facts in Review," for instance, was quoted and voted on in Congress, and gave impetus to conscientious objectors and to anti-war declarations of many youth organizations.

For five years before the war she was sending with her propaganda the magazine *Deutschunterricht im Ausland* (German Instruction in Foreign Countries), containing a series of articles on teaching of the German language to Dano-Norwegians, Dutch, French, Poles, Czechs, Yugoslavs, Ruthenians, Russians, Bulgarians, Romanians and Italians, in fact to all those whom she purposed, as we learned later, to include in her *Europa Germanica*, her Fortress Europe. The actions and methods of her commercial and diplomatic agents, who frequently married native women of high class and expected to remain abroad permanently with double citizenship, placed her in an especially favorable position for the spread of propaganda.

Of German origin, too, were the French, English, American and other "castles," in which the choicest

Nazi youth were trained not only to speak the language faultlessly, but to take entire control of the governmental organization of these countries when conquered, controlling economic, financial, commercial, industrial, scholastic, religious, vital, and biologic matters.

The Japanese also were not idle. Every Japanese colonel had learned enough English in the missionary schools to accept the surrender of San Francisco or Washington. Broadcasts are even now (February, 1945) being sent out to all members of Japan's "co-prosperity sphere." That English is not neglected can be attested by any doughboy in the Pacific area.

England and America started late. But there are now organized thoroughgoing language schools with detailed area studies. For instance, Japanese is studied extensively at the University of Colorado, Turkish at Indiana, Norwegian-Danish at Minnesota. Some of these courses, at universities or elsewhere, come under the head of Army Student Training Program (ASTP), some under the United States Armed Forces Institute (USAFI), using courses prepared by the Linguistic Society of America and the intensive language training program of the American Council of Learned Societies. Two of our leading publishers have the exclusive rights to publish the public (civilian) editions of these courses, something over thirty in number, beginning with *Spoken Iraqi Arabic*. These courses are revolutionary. They embrace all

phases of the spoken language; they demand adequate time and superior ability and application; they have the appeal of practical vocational or professional use; they are supported by records and visual devices; and they concentrate on the main point, the spoken tongue.

But the intensive courses are not yet final. Already the publishers are giving warning that they do not satisfy all the requirements of some military students and will still less satisfy civilian students after the pressure of war motives is removed. But in the postwar period the "informant," or native speaker, and the professor, or trained teacher, will continue to collaborate; there will be class periods for reading and laboratory hours for oral practice and conversation; there will be courses for concentrators, with perhaps fifteen contact hours per week, on at least three levels; and there will be thorough area studies.

In the light of glowing reports

NECESSARY CAUTIONS

on the success of these methods certain cautions demand the attention of students, teachers, administrators, and above all the public. These must bear in mind several points.

First, persons chosen for the military language schools have very high language quotients, that is, far greater ability than most foreign language teachers.

Second, the work is concentrated and continuous, demanding the student's whole time and attention.

Third, They have the spur of war aim in addition to all peace-time motivation.

Fourth, much use is made of visual and aural equipment in great variety.

Fifth, foreign languages as a whole are among our most complicated subjects. Not only must there be much memorizing, enormous practice of eye, ear, brain, and tongue, physiological training, habit-formation, but differences of time as small as a fiftieth of a second must be accurately caught.

At present, the attainment of reasonably accurate pronunciation and reading with understanding, whether orally or silently, is all many college courses as now organized have time to attempt. On the contrary aural perception and oral response, both requiring established and ready habit, are usually the sole test of the stranger or native. Both are readily attainable if instruction is so aimed. But they demand long-continued concentration several times as great as our prewar college or high-school courses.

Above all, we must allow adequate TIME.

Finally, people will be willing to pay well, especially for the kind of foreign language study demanded for great new postwar tasks, with special emphasis on the spoken tongue. Short-sighted advice to students cannot keep ambitious young men and women from adding to their technical, commercial, or scientific accomplishments a professional use of an increasing number of foreign languages. Within the past year or two a single small mid-west industrial organization has had business dealings with Brazil, Turkey and Russia. Our army and navy men wish they had more knowledge of one or the other modern language, or even of Latin or Greek. Our postwar merchant marine, radio, and air lines will do away with any smug, self-satisfied, provincial attitude toward foreign language study. Only our schools, by adding to foundation study a concentrators' course for precise fitting, can adequately satisfy the new requirements.

Consumer Education

WALTER SAMUEL LYERLA

Much has been written in the last decade on the topic of consumer education, and while the relationship of the subject has been interwoven into the activities of the general public, many know little of its vast scope and influence upon all persons. Consumer education, as such, has attained importance only in the last few years.

From early times the ability to sell goods has been looked upon as one of importance and since so many persons found themselves cast in the role of salesman, there was the natural inclination to learn and acquire methods which would make the individual a better salesman. Classes in salesmanship were organized in the public schools to teach boys and girls how they could best induce a prospective customer to buy the goods which were for sale. The salesman was taught to "size up" the customer as he entered his place of business, to determine how he could best approach and interest him in the product for sale. Many were the methods put into practice which had been tried by experienced salesmen who had been successful in selling. It was learned that honesty in selling was far more effective in the long run than dishonesty, but the salesman, particularly the high-powered one, often sought to substitute his own thinking for that of the customer who many times found himself "out-talked" by the

salesman, and therefore bought what he later would not have bought had he not been "high-pressured."

SALESMANSHIP

The study of salesmanship is a worthy study and continues to hold a place in the preparation of men and women for business positions. Emphasis was placed upon selling, but it was the seller who was being educated, with no thought of educating the consumer to defend himself and to improve his own buying methods. In 1935 the *National Business Educational Quarterly* devoted the entire issue to the trends in teaching merchandising. The contributors, however, did stress the importance of good buymanship on the part of the customer. A course in salesmanship, it was stated, not only makes a person a better seller but through the recognition of certain important values it also makes him a better buyer. Eventually there dawned upon the thinking public that not only was it well to train the seller but the customer also had some rights which were bound to be respected, since the consumers are in the majority. We are not all sellers but we all belong to the consumer group. It is therefore, probably of more importance that we be good buyers than good sellers.

The buyer is often at a disadvantage when dealing with the seller. The latter knows his goods; he can emphasize the good points of his product, and he can anticipate the queries which the customer may make, and thus be prepared to answer any pertinent questions of the customer. There was a time when the housewife could determine the value of a piece of cloth by feeling its texture, or know the quality of foods by examination. Manufacturers have now become so clever in their ability to imitate that the uneducated customer is easily fooled in thinking the imitation is the genuine product. It is not easy through a cursory examination to distinguish imitation wool from real wool, or artificial maple syrup from the genuine, or real leather from imitation. Many are the things done to confuse the customer and sell him something which he later may find is only an imitation. The manufacturer or the producer has made a study of his product and knows well how to palm off his goods upon the public. The consumer, on the other hand, makes buying only a side issue and utilizes his time and energies to make the money with which to buy the products.

THE DEPRESSION

During the depression, a decade ago, the consumer had little money in his pocket, and when he spent his dollar he realized that he must get his dollar's worth. Often he found himself unable to choose wisely the things which he had to buy because of his lack of training

in buymanship. There was a real need for the consumer to have a better understanding of the things for which he spent his money and better methods of selecting his purchases. Schools took up the study of consumer education and its study was urged in all departments. At the outset consumer education was taught as a part of other courses mostly on the college level and in home-economics classes, but it soon became a part of the secondary-school curriculums where it was taught as a specialized course. The value of consumer education was thus recognized as a vital part of education. Large sums of money were made available for its study particularly under the Sloan foundation where ten million dollars were set aside, a part of which was to be used to organize and carry on research in this field. A magazine, *Consumers' Guide*, was published by the Department of Agriculture at Washington and distribution made free in limited numbers to citizens throughout the United States; its purpose being to render to adults particularly, aid in learning to choose wisely the things they must buy. Consumer unions have also been organized in some districts in order to render consumer information to their members.

CHANGED CONDITIONS

At the outbreak of the war conditions rapidly changed. Instead of there being a lack of employment and low wages, there became a great demand for workers with prevailing wages high. More money was in

the pocket of the average consumer and he was eager to spend it. The war activities increased the necessity for war materials with a corresponding decrease in consumer goods available to the public. Thus the emphasis of the consumer shifted from care in spending his dollar to care in the selection from the few products available.

There was an estimated 192 billion dollars of income for the year 1944 with only 90 billion dollars worth of goods. With only a limited amount of goods to be distributed, care had to be taken to choose only the bare necessities and to pay only a reasonable price. It is therefore, just as important that the consumer be taught to buy wisely in a period of war activities where there is a scarcity of goods as in a period of depression where there is a scarcity of dollars. The Federal government has realized the importance of this, for through the Office of Price Administration and other governmental agencies it urges the schools to emphasize the study of consumer education on all levels from the elementary schools to the college or university. Consumer literature is available for aid in organized study and is free for the asking. It is only an educated public that can fully understand the efforts of the government to control prices and consumer goods. The government is seeking to combat the inflation of prices by educating the consumer to curb his expenditures for unnecessary goods and to abide by the prices set up by the government.

The study of consumer education has probably received more attention among our secondary schools than is realized. In a recent study made among a selected group of high schools in second class cities it was found that consumer information was offered to the boys and girls incidentally in many classes.¹ Items were drawn from the fields of study — foods, shelter, clothing, health, leisure-time selection, and economics — and questionnaires were sent to these schools to determine the degree of presentation of consumer information. The study showed that English teachers presented more items in leisure-time selection than in other fields, while mathematics teachers offered more information in economics and housing. Social science teachers stressed food and clothing more than any other field; while the physical education teachers gave information as to health and food items, and the commerce teachers presented more economics items, such as the study of prices, budgeting, and financing. Twenty per cent of the schools studied offered special courses dealing with consumer education.

CONTRIBUTIONS OF SEVERAL DEPARTMENTS

There has been some rivalry among the departments in secondary schools and colleges in the teaching of consumer education. This is

¹Hazel Weare: A Study of the Teaching of Consumer Education in High Schools of Kansas Second Class Cities. (unpublished Master's thesis, Kansas State Teachers College, Pittsburg, 1941), abstract.

unfortunate, for it matters not where the student gets his information as long as he has it. So far, the departments which have offered specialized courses in the field are the departments of home economics, industrial arts, business, and social science. The department of home economics is probably the pioneer in the field of organized study of consumer education and probably more time has been devoted to its study than in any other department. The offering in home economics, however, is largely limited to girls in the department and thus reaches only a few of the ultimate consumers. There is good reason why consumer education should also be taught in the department of industrial arts. Here information is given particularly in the purchases of building materials, tools, equipment and furniture for the home, things in which the industrial-arts student is vitally interested. But here again, only industrial-arts students, mainly boys, have the advantage of this training.

In recent years consumer education has been offered as a specialized course to both boys and girls in the department of business, providing training for both sexes. This, however, does not reach all students as all do not study business. Likewise, those who might study the course offered in the department of social science are likely to be only those who major in social science.

Under the present situation there may be some duplication of the subject in the various departments. There is probably less duplication of

content, however, than may seem despite the fact that the course may be taught in several departments as consumer education. Each department will stress the consumer information in which its students are interested and which presumably the students will later have occasion to use. Furthermore, girls are more interested in the buying of foods and clothing, while boys prefer the emphasis to be placed upon the more durable goods, as building materials, furniture, or machinery.

There are those who would make the study of consumer education compulsory for all students in the secondary schools, confining the content to that of a very general nature. This procedure has three distinct disadvantages. First, not all students are interested in the same content and thus find a general study too broad to be of the greatest value. Second, the curriculums are now so crowded with "essentials" that it is difficult to see how another subject could be added without eliminating something already thought to be necessary. Third, the subject is so broad that scarcely any course could contain all the elements, and it is doubtful if any teacher could teach all that should be given in the study.

TWO POSSIBLE METHODS

Consumer education deserves a place in our educational program. It is broad enough to demand the attention of all who are capable of contributing to its understanding. The teachers of no particular de-

partment, however, have the training or knowledge sufficiently broad to teach all phases of the subject.

Two methods may be utilized in presenting consumer information, both of which have been previously mentioned. First, consumer information may be given as a part of other courses emphasizing that part of consumer education which lies within the students' major interest. Who is better able to teach consumer buying or selection of foods and clothing than the teachers of home economics, or the selection and use of building material than the teacher of industrial arts? Second, consumer information may be taught as a specialized course in which the whole of the course is de-

voted to the study of consumer education. For a number of years the department of business in the secondary schools has used this method to teach boys and girls applied economics in its relation to money management, budgeting, shopping and buying, selection of goods, and many others. Much success has no doubt been accomplished through this method of teaching. There is, however, no single department which can adequately teach all phases of consumer education. The subject is broad enough to challenge any teacher whose interest lies in giving valuable information to consumers that will make for a more intelligent and enlightened citizenry.

Music in the Junior High School

EDWINA FOWLER

A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul. — Goethe

There is still a difference of opinion as to whether any of the music classes in the junior high school should be compulsory. A fair majority of students of the subject believe in required choral music, and I quite agree with them.

Influences which are soothing, curative, inspiring, essentially maternal, must be fostered in the United States if a national life is here to be permanent. The directed or educated play-impulse acts like a health-giving physical gymnastic. It eliminates the clogging poisons of grossness. It induces the mood that animated Robert Browning, when he wrote, "God's in His heaven—All's right with the world!"

Subconscious aspirations apparently create in the mind of even the barbarous man unrest and anxiety comparable with those sensations which are occasioned by the want of food, as evidenced in the infant and in the animal. In obedience to this impulse, the specifically gifted and instructed externalize their emotions and trains of thought in music and other arts.

If the junior high school child has received the proper training in the

preceding grades, he will apply for entrance into music classes because of aroused enthusiasm and appreciation. But this is too rarely true—strange, isn't it?, since the kindergarten child can be taught to sing beautifully before he can paint, read, or write.

The adolescent child should not be allowed to go through this age of emotional development without music, because it is a fluent, free, and beautiful form of expression for those deeper impulses which are denied expression by words. The relation between music and life is an intimate and vital one.

Since it is obviously desirable that all children should love music, and, since few of them ever attain satisfactory proficiency in playing instruments, the chief aim is to develop their tastes and thereby keep their allegiance. Then, teach them to sing.

Singing beautiful songs prepares children by the best possible means for an intelligent understanding of the compositions of the great masters, which, for lack of this preparation, many adults never comprehend. When children sing together their natures are disciplined, and each child at the same time expresses his own individuality.

Singing is simply prolonged speech on specified tones. The pure singing tone is one that may be used to express all normal, healthful

emotions. When there is no resistance, the voice runs naturally into the proper channel. The music teacher can do much to create a desire for good tone production if the teacher is clear on fundamentals. I firmly believe that a tone, correctly produced, may be high or low, loud or soft, with the same ease of production, and that it will not harm the mechanism of the voice-producing organs. The teacher must, of course, be able to test accurately the different groups, and know definitely the extreme ranges of their voices. A refined, sensitive ear, a knowledge of how to produce the tone correctly, and the ability to convey this knowledge are essential assets of the teacher.

The junior high school voice group is the most interesting, in many ways, and at the same time the most difficult laboratory of the public school music teacher. If well handled, it is the most fertile, most plastic, and most appealing age of the child. But it is difficult because the average school program does not allow the time for working out a program of music that would be most effective in dealing with the individual differences that are inevitable in adolescent groups.

The courses included in the music curriculum will depend upon the size of the school and its teaching facilities. Every junior high school, regardless of size, should employ at least one good music teacher who understands the junior high school child, and should have no less than four class periods each week.

There should be separate glee clubs for the boys and girls part of the time. Boys like to sing together; they like to sing with the girls, too; but they do not know this, and they are more timid in the presence of girls. They will sing with more self-assertion and assurance if given songs that bespeak a rollicking bit of boy-life that makes them live the song and forget themselves. Then, too, boys' voices need very close attention at this stage of development, and the alert teacher can detect changes more easily and quickly when he hears the boys' voices alone. The girls, often slighted because the change of voice is not so apparent, will receive better and more individual attention if given some class periods alone. They can do some lovely three-part work with a beautiful stringlike quality. This can be worked very nicely by having the two clubs meet separately for two days each week, or one, if the program does not allow more time, and then meet as a mixed chorus for other class periods.

In this manner they can also learn their separate parts or read through them enough so that they will not waste time or lose interest during mixed chorus rehearsals. In a junior high school where the children are young, and where many beautiful unchanged voices are found, there is no extracurricular activity more lovely than a glee club with unchanged voices of both boys and girls. The quality of voice is without peer, and the music material is rich in quality and abundance.

Music appreciation should be a part of every music period. Whether music is in song, from a recording, or by the symphony orchestra, the teacher should strive to make it understood and therefore appreciable.

The youth problem for some time has been receiving the attention, not only of every serious-minded educator, but of the clergy, the bar, the statesmen and many laymen as well. Much of this interest or attention was forced by the juvenile crime wave which has swept our country.

The adolescent youth is sweet and lovable though it would never do to let the boy know that he is thought to be either sweet or lovable. He reminds me of a big, growing puppy, and I have found him to have much the same clumsy capacity for master-worship, longing for and responding to understanding affection. Not fondling or coddling but good wholehearted fellowship that invites and respects his confidence. Puppies love to romp and run, love to have their ears pulled and their backs slapped. If taught patiently and understandingly, they will learn to do many things well, but if left to run at will, without this understanding, fellowship and training, they will steal and best friend — not maliciously, but because of a natural instinct for activity.

In music, as in everything else, the boy should be allowed to do the thing he likes to do without too much stress being placed upon technicalities. When you have gained his confidence, you may lead him

where you will. Let him sing lustily his rollicking songs of the roving life that appeals to his imagination. Later produce your songs with their finer feelings and shadings. Explain the text of the song. I find it easier to tell it in story or verse, using the shadings for expression that I shall want in the song as much as is possible.

Talk to the boy about his changing voice and cite for him the living examples of men artists of today who have made a place for themselves with their voices. Get him to see what is to be gained by using his voice correctly and he will be a great aid to you when voice testing must be done.

While the voice change in the girl of this age is not so perceptible, the personality changes are very marked in many instances. The little girl of the elementary school has become a self-conscious, often boy-conscious, young lady. She no longer wants to be treated as a child but desires and responds to a more grown-up approach. She likes music that befits her new station. Here again, the music teacher, through her selection of the right music and sympathetic understanding of the individual girl, may do much to overcome that trying transitory period of "the-world's-against-me" of the adolescent girl.

Love the junior high school boy and girl. Try to understand them, and above all make them want to sing. They will be happier, you will be happier, and the world will be better for their songs.

No school curriculum can afford to exclude instrumental instruction from its list, for there is no subject comparable in producing the highest type of citizenry; making alive all other forms of instruction; cementing the whole school; creating a wholesome atmosphere; giving the child an emotional outlet; performing the highest type of service to the community; exercising wholesome thoughts in leisure time; promoting extraordinary and promising talent; rounding out the musical education of our youth; leading the individual child to take his place as the wise sympathetic, appreciative head of a family; and developing the child into the highest type of citizen that will stand for the cultural aspects of his community.

The band is one of the strongest, happiest disciplinary forces that a boy can meet. Orchestra playing is the highest type of playing ensemble. Begun when young, it is a constant source of pleasure and a constant stimulation to the best endeavor. Continued, it is the finest experience of intellectual and social activities. In years to come, orchestra playing lingers when the great part of the child's early education is forgotten.

Small ensembles should be encouraged in the schools, homes, and neighborhoods. A small ensemble affords a pleasant and profitable way to spend leisure time, creates a love for good music within the home and

locality, and is something to which the locality may point with pride; it leads oftentimes, to a well-merited vocation.

The vocational values and opportunities of music are, today, practically limitless. The vast number of artists and aspirants, including a rapidly growing number of the very young, who are heard in our concert halls, operas, over radio, in professional orchestras and bands, are ample proof of this. Added to this are professional composers, arrangers, directors, and music educators.

One may scoff at the idea of classing the popular song writer and orchestra arranger and many radio performers as professionals. One may even prefer to call theirs a *racket*; but one must admit that, from a financial standpoint, their *line* proves more lucrative than that of many other professionals. Vocation means one's calling or profession, and we find that many are called and many chosen whom we cannot call professionals but must be reckoned as having vocational outlets through some type of music.

If we are to eliminate these outlets, we must replace them by educating, musically, the oncoming generation to demand nothing but the best. We must continue to hear what the majority prefer.

The music educator's task is a great one but no greater than are his opportunities.

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Are Accelerated Courses Here to Stay?

MARY LEE HAGEMANN

A great deal has been said and written about the possible revolutionizing of educational processes and the shortening of time necessary for learning after the war. These ideas, of course, have been brought about largely by the use of many intensive training courses in connection with government and military training programs.

The question in the minds of many instructors has been this: Are short courses or "accelerated courses" here to stay? Just as this question has arisen in connection with many other types of training, so has it arisen concerning stenographic training. Many commercial schools or commercial departments have considered it essential to organize accelerated courses in stenographic training. There is no doubt that they have proved to be worthwhile during this critical period of shortages of office help, but the question of whether or not short courses should be maintained after the war is one calling for much consideration. If they have been effective, it would seem that they should be continued; but there is an existing doubt as to their ultimate effectiveness. Can such "wonder courses" train good stenographers? It is possible perhaps, but there are many "ifs." If the student is of above-average intelligence, if that student is willing to do intensive studying and put forth concentrated

effort, and if that student has a good background of English and broad general information, then it may be possible for him to complete an accelerated course in stenography and become an efficient stenographer. It should be pointed out, however, that even under the above-mentioned favorable circumstances there is still much to be desired.

TAKING DICTATION

Many individuals seemingly do not have a full realization of all that is involved in "taking dictation at a fair rate of speed and the transcription of shorthand notes." It takes a great deal of study and an enormous amount of practice to acquire the ability to take dictation at 100 words per minute. Furthermore, it is quite obvious that those notes are worthless unless the stenographer can transcribe them. This process of transcription not only means recognizing the shorthand symbols and turning them into words, but at the same time spelling the words correctly, anticipating punctuation, dividing words properly at the end of the line, and giving attention to the form and placement of the letter on the page. Transcription alone is a complex process made up of a blend of several skills and knowledges. Surely an appreciation of all that is necessarily involved in the mastery of this complex process presents a very

strong argument against short courses. It takes just so long for a skill like shorthand or typing to "sink in" — and you cannot rush it too much. With diligent effort and patience a good student could probably absorb a semester's economics, or geography, or history in a month. All he has to do is read and read, and read some more. But that is not the case with shorthand and typewriting. You can put in profitably only so much time when the law of diminishing returns and wandering attention sets in. That is one of the strongest arguments against so-called short courses where a student enters one day and is led to expect that he will become a competent stenographer in a very short time. There is a definite danger in offering courses so short that we cannot do a good job of training.

EMPHASIS ON BREVITY

It must be admitted that during the past two or three years some short courses have proved to be effective. Several factors have aided materially in bringing about their success. Publishing companies have organized and published a wealth of material and have made it available to instructors to assist in giving effective training in short courses — material such as the most-used navy, army, and aviation terms written in shorthand, and material for war emergency courses. One company published thirteen or more such books or pamphlets. In many cases these materials have proved to be of great help.

Another factor is that of the psychological stimulus brought about by the war emergency. We must realize, however, that this contributing factor is a temporary one. That stimulus now created by the "working-under-pressure" idea will not be effective after the war. We cannot anticipate that it will be carried over into peacetime.

A third contributing factor — and without question the strongest in the case of the strictly military programs — is that of the very rigid discipline connected with those programs. That type of discipline will not be a part of our peacetime educational system.

HIGHER QUALIFICATIONS

Another inevitable postwar change will be that of employers being more exacting in their requirements for the qualifications of stenographers and in the standard of work required of their office force. Many stories have been told concerning inefficient help now to be found in the average office. Perhaps one of the best is the one which tells of a new employee at the WPB office in Washington who took orders literally. The boss told her to send a letter to a regional WPB office and a carbon to a brass and copper company. That explains how an official of the company received a letter containing a single piece of carbon paper — and nothing else. It will not be so easy for poorly trained individuals to keep a job as it is now. In the postwar period employers will have every right to retain only the more efficient and

more thoroughly trained help. Here again we find an argument for more thorough training rather than for more speedy training.

Obviously, in short courses there is scarcely time for the proper mastery of even the basic skills required in stenography. There is no time whatsoever for remedial work in English, punctuation, word division, spelling, and the many other items involved in turning out a mailable letter. A stenographer needs a good knowledge of English to be able to transcribe intelligently her shorthand notes and to correct the possible split infinitives and ambiguous wording of her employer. The story is told of a robber who refused to sign his dictated confession until the grammatical errors were eliminated. Most business men are just as particular about having their letters free from grammatical errors as the robber about his confession. If the stenographer presents letters that must be returned for grammatical correction, the time comes when the businessman severely criticizes the stenographer who is guilty of the errors and (either directly or indirectly) the school and the teachers who were responsible for the training of his stenographer.

PROOFREADING ABILITY

Even the most meticulous dictator will make an error occasionally, and the stenographer should be on the alert for those mistakes and take whatever action seems necessary. The process of catching and correcting her own errors and a dictator's errors should be drilled on to

some extent in stenographic courses, but there is no time for such training in short courses. Neither is there time for training in proofreading—something that most teachers of stenography will agree is a "bug-bear" even in a full-time training program. Making an error or two or or more errors is no crime provided they can be corrected without re-typing, but they have to be found first. Not finding them is one of the most common stenographic misdemeanors of which business men complain. Somebody (and he must have been talking to his stenographer at the time) once said, "I don't blame you for making a mistake, but for not catching it."

It requires constant and thorough training to develop proofreading ability in students. It also requires constant effort on the part of the instructor to instill in them the habit of referring to the dictionary and various reference books to verify their spelling and interpretation of words. In our English language there are many pitfalls. There are many words which are pronounced alike but which have different spellings and widely different meanings. To make matters still worse, we have many words spelled and pronounced alike but having several different meanings—to say nothing of the words spelled alike but pronounced differently. For instance, one prospective stenographer in transcribing an article discussing the system of government in New York City turned in a transcript stating that New York City is divided into "burrows." Perhaps had

one ever been lost in the maze of the New York subway he might not feel that she was so much in error; nevertheless, "boroughs" was the word intended.

Volumes could be written concerning punctuation alone, but it seems there is never time for sufficient training in punctuation. A rather comical error appearing in a newspaper advertisement of a rummage sale gives evidence of the necessity of proper punctuation. The ad read something like this: "The Ladies' Aid will have a rummage sale of hats and cast off clothing in the church basement." All that was lacking in the punctuation was a hyphen in the word "cast-off," but to say that the meaning had been distorted would be a mild statement.

DRILL REQUIRES TIME

It is regrettable that in short courses a great deal of training in transcription skill must be omitted, which, if it could be retained, would help to produce much better stenographers. Also, in a full-time course an instructor has more of an opportunity to prepare her students for actual office situations by anticipating such situations and passing on to her students many helpful hints. For instance, should an employer consistently refer to a statement dictated in an earlier part of the letter and ask that something be added, it is well for the stenographer to form the habit of writing on every other line of her shorthand notebook, thus leaving space for the annoying additions.

While no instructor can prepare students to cope with all possible emergencies (and obviously not all students would be confronted by identical emergencies), she can vary her classroom dictation as businessmen would vary it. Some dictation should be fast and some of it should be a mixture of fast and slow dictation all in the same letter. This gives students training in what is known as "word-carrying ability." Students should be made aware also of the "word-anticipation" short cut. As they find a dictator consistently using certain expressions, a stenographer can develop a very definite short cut for writing such expressions. Perhaps that can be done for entire sentences or even for short paragraphs. Any number of possible short cuts and helpful hints of which the teacher is aware can and should be passed on to her students if time will permit.

DESIRABLE ATTAINMENTS

Stenographers should know how to cope with technical vocabularies. A good stenographer will have attained:

1. A high degree of automatization on the common words of the English language.
2. Ability to construct outlines "on the fly" for the less frequently used (though not necessarily technical) words.
3. Familiarity—both orthographic and stenographic—with the technical expressions peculiar to the type of business which employs him.

The third item is not an easy one to attain. While instructors can de-

man who cannot write shorthand with some degree of facility. A man who writes shorthand can very often jot down verbatim what a witness says. If not verbatim, he can get down far more than he could if he had to make his notes laboriously in longhand. The Securities and Exchange Commission in New York does not require that its investigators and its lawyers know shorthand, but those investigators and lawyers

recognized the value of shorthand in their work and several years ago organized a class among themselves in personal-use shorthand. It is time we realized the opportunities shorthand can offer to young men and do more about it in our schools and colleges.

In light of all the foregoing, it would seem that stenographic courses should, if anything, be lengthened instead of shortened!

The Mad King Who Financed Wagner

MARJORY JACKSON

In 1864 there came to the throne of Bavaria a young man who was a shy, aloof lover of books and solitude. In his youth he had had no exercise, no youthful companions, no practical problems to solve—he had not even had pocket money to spend until a year before he became king of Bavaria.

But he had dreams, this young Ludwig, of some day giving to the world the genius of Richard Wagner. When he was sixteen he had seen *Lohengrin* experimentally produced. Its effect on him was tremendous, especially since the adventurings of the Swan Knights actually took place around Castle Hochenschwangau, where Ludwig had spent practically his entire boyhood. At this time he happened to read the words Wagner had written commenting on the hopelessness that *The Ring* ever would be performed: "Is there a prince to be found who will make possible the representation of my work!" Prince Ludwig exclaimed, "When I am king I will show the world how highly I prize his genius!"

The year before Prince Ludwig came to the throne of Bavaria, Wagner was wandering about giving concerts. He was fifty years old, discouraged, embittered, beset by debts, abandoned by his wife, and had almost no faith left in himself. Then the miracle happened. He was

offered leisure, freedom from worry over debts, encouragement, and—what meant almost more than all these things—his poetic ideals were lavishly appreciated. Within a month after Ludwig's coronation a courier was sent to find the fugitive Wagner. Three days later he was presented to Ludwig who impulsively promised to meet his debts, to take care of his future, and to back his dramas. The promise was an expensive one, but Ludwig was spending his subjects' money. Twice he met the heavy deficits of Wagner's operatic ventures, and then made Wagner's fondest dream come true with the construction of the playhouse in Bayreuth where Wagnerian dramas have been produced annually ever since.

The extravagances piled up, and eventually jealousy and intrigue were directed toward both Ludwig and Wagner. The King of Bavaria became an obstacle in the path of the Prussians, who seized upon his wild excesses for propaganda. They thought him a lunatic. Stories were circulated of wild midnight rides he took in his coach up and down the roads about Castle Neuschwanstein, where he dwelt in seclusion. Tortured by insomnia he would command singers and musicians to perform for him alone parts of the Wagnerian music dramas in the royal concert hall in the palace. He

lavished priceless gifts upon such artists as struck his fancy. He had gardens constructed on a scale suited to *Lohengrin*, where in antique boats in surroundings that looked like a stage setting, he would imagine himself the hero of a thousand adventures.

In 1886 an official medical commission appointed by the Council of State in Munich declared him insane and unable to conduct public

affairs. He was banished to his boyhood home of Hohenschwangau.

His captivity was short. On the third day he and the physician who was his jailer took a walk along the shore of a lovely little lake nearby. They never returned. Their bodies were found in shallow water several hours later. So ended the life of the man who befriended one of the greatest musical geniuses the world has ever known.

Record Keeping or Bookkeeping, Its Social and Business Values

LOGAN CICERO GUFFEY

Go back as far as we may, we find man using some plan for recording business transactions. True, some methods were very crude while others were very systematic giving an up-to-date record or history of every phase of a business enterprise over a given period of time. The simplest form of record-keeping concerns itself with personal records, small social groups, or activities of various non-profit bodies, but it is the forerunner of bookkeeping and accounting. In contemporary times, John D. Rockefeller, Sr., is a striking example of a record-keeper; in fact, he used a small notebook to record his first receipts and disbursements of cash, which often were less than a nickel. Thus from the very beginning, he reduced all business transactions to a systematized record. It paid him nice dividends in the form of correct habits and financial success throughout his business career. The main object of record-keeping is to reduce to written form the oral business transactions. It is easy to forget transactions by word of mouth, but if reduced to writing the burden of proof rests with the complaining party.

EARLY ORIGINS

Recorded history drops into obscurity if we go too far back. But,

quoting from the *Encyclopedia Britannica*, 14th edition, "some form of keeping accounts has existed from the remotest of times." Babylonian records written with a stylus on small slabs of clay have been found dating back as far as 2600 B. C. or about 4,500 years ago. So records were kept long before we began putting them into bound books. In its earliest stages the day-book was all that was needed to keep business records. As business became more complex and expanded, the plans for properly recording and relating the kind of business engaged in by man — bookkeeping, or record-keeping — likewise called for a more detailed exhibit of means of keeping investors informed as to the actual status of their business. So, gradually new books for keeping the records of the business in an up-to-date condition were introduced until there were journals for cash, merchandise purchases, merchandise sales, and a general journal. To make record-keeping more simple and complete, the general ledger was added, into which all accounts from the various journals were carried. All cash transactions were collected under the heading of cash; all merchandise sales under the heading of merchandise sales; and so on, until all entries recorded in the journals were transferred to the book called

the ledger or book of final entry. A careful study, therefore, of the historical development of record-keeping from its simplest forms to its most elaborate forms convinces us of the important role it has held and still holds in both the social and economic fields.

DEFINITION

Webster defines bookkeeping as the art or practice of keeping a systematic record of business transactions to show their relations and the state of the business. Quoting from the 20th Century Text of *Bookkeeping and Accounting*, published by the South-Western publishing Company of Cincinnati, Ohio, "Recording business transactions is referred to as bookkeeping." Again, the text by Elwell and Toner says, "The systematic recording of business transactions is called bookkeeping. To be complete, however, the record must show value received and value parted with." Hence, we have the double-entry system of bookkeeping. At the outset then we introduce some formulas for those high-school boys and girls who seek information in this field of learning.

Assets — Liabilities = Proprietorship

\$5,675 — \$2,460 = \$3,215

(a) Assets, as defined, represent property owned by the person or company conducting the business, or all property having a money value.

(b) Liabilities are defined as debts owed by the person or company.

Aside from its utilitarian value, bookkeeping or record-keeping has a stimulating effect upon the social

status of the home and family. There should be at least one member in every household in the nation who knows how to keep an accurate record of income and necessary outlays of money by the family. If this is done, a workable budget may be set up and equitably carried out. If religiously adhered to, the salary of the bread earner may be made to take care of financial matters and bring peace and reasonable contentment to all concerned. It is reasonable to assume that if the members of the family can see that a sane plan is set up for the disbursement of the money earned, all will respond in a cooperative way, and the budget will in most cases be balanced, and all concerned be happy. By this approach to business problems, boys and girls get a perspective of matters of vital concern in the home, the community, the state, and the nation. Thus the seeds of thrift are sown in productive soil—the youth of America. Budget-balancing in the home begets budget-balancing in the community, and budgeting becomes a policy in the state and nation.

VARIETY OF TECHNICAL TERMS

The beginning student in bookkeeping is introduced to such words and phraseology as debit, credit, assets, resources, liabilities, profit, loss, income, expense, accounts receivable, accounts payable, proprietary interest, merchandise purchases, merchandise sales, trial balance, financial statement, work sheet, gross profit or gross loss, net profit or net loss, and many others. He must fa-

miliarize himself with these terms in order that he may under all circumstances talk intelligently with customers and creditors of his business.

The accomplished bookkeeper or accountant must be able to record in the proper journals all transactions and to post these recorded entries under their proper headings, in the book we call the ledger. Then, through the work-sheet, profit-and-loss statement, financial statement, and a post-closing trial balance, one may lay before the employer an exact and comprehensive picture of his business during a definite fiscal period. These "checkups" may be made every month, bimonthly, or whenever the proprietor may wish to know the exact status of his business.

In dealing with the public he becomes an analyst of human traits, and of individual reactions to this or that line of reasoning. So, we may say that the successful *bookkeeper* meets and deals with every type of individual imaginable, including the hard-to-please and the affable types. He has had real training not only in bookkeeping but in mathematics, psychology, practical English, and spelling; but greatest of all studies, perhaps, has been his study of human relationships with men and women in business. So whether in business or personal record-keeping, systematic habits are formed. Valuable character traits are promoted in the form of honesty and accurate dealing with the public. Orderly procedure and business discipline are the natural re-

sults of systematized procedure followed "year in and year out."

The controlling motive for business endeavor is profit. Certainly no hit-and-miss or trial-and-error plan can flourish in this age of keen competition. It matters not in what field people find themselves, their activities require some form of record-keeping. A short history, whether in the form of minutes of the meetings or a statement explaining the nature of a business transaction, is always recorded. These recordings range from individual record-keeping to the most intricate and highly specialized form of accounting in merchandising, banking, and insurance, requiring and making use of the most expert mathematicians, the most skilled lawyers and the most efficient accountants.

BOOKKEEPING MACHINES

The machinery and other equipment used in the beginning of record-keeping were meager, but as in the case of early methods of record-keeping, so with the machinery and other equipment. But they were the forerunners of our present modern machinery and equipment used in the most advanced and complicated forms of bookkeeping and accounting yet conceived in the master minds of commerce and industry calling for the best brains of inventors. Hence, in the field of modern business we have all kinds of computing and recording machines at the disposal of bookkeepers and accountants.

This article deals with bookkeeping as a high-school subject, yet

record-keeping is basic and fundamental in the field of higher accounting. If the record-keeper or bookkeeper has the requisite ability, ambition, foresight, and non-flinch-

ing will to go forward, he may climb the ladder to the very top, even becoming head of the institution. "To get to the top of the hill, one must climb."

CAMPUS ACTIVITIES

At a meeting of the general faculty on Tuesday, January 16, President Rees H. Hughes announced the following changes, to take effect July 1, 1945:

Dr. Oris P. Dellinger will retire as dean of the college and of the graduate school and will continue with part time duties. He came to the College in 1909 as head of the department of biology, and became dean of the college and graduate school in 1939. He was acting president between the time of the death of President Brandenburg and the appointment of President Hughes. After July 1 the duties which have been performed by Dr. Dellinger will be divided, and the title, dean of the college, will be discontinued.

Dr. Paul Murphy will become dean of administration, and will continue as acting head of the department of psychology and philosophy. He came to the College in 1932 as assistant professor of psychology and philosophy, and was promoted to head of department in 1942.

Dr. Ernest Mahan will become dean of instruction, and will continue as acting head of the department of social science. He came to the College in 1930 as assistant professor, was promoted to associate professor one year later. In 1932 he

became professor, and in 1939, head of department of social science.

Dr. William T. Bawden will retire as head of the department of industrial and vocational education and will continue on part-time duties. He served as guest professor in the summer sessions of 1933, 1934, and 1935, and became head of the department in September, 1935. Since June 1, 1943, he has been serving as coordinator for the U. S. Navy V-12 Officer Training Unit.

Dr. Otto A. Hankammer will become head of the department of industrial education. He came to the College in 1922 as instructor in drafting, was promoted to associate professor in 1930, and professor in 1937.

Dr. J. Gordon Eaker will become head of the department of English Language and Literature, having served as acting head during the past year. He came to the College as assistant professor of English in 1932, was promoted to associate professor in 1933, and professor in 1937.

Dr. Paul Murphy, head of the department of psychology and philosophy, and, after July 1, dean of administration, was on leave of absence during the months of May and June, teaching educational psychology at Ohio State University.

Dr. J. Gordon Eaker, head of the English Department, attended a meeting in Emporia May 19, of representatives of the colleges of the state who are working on a project to integrate high school and college English.

Dr. William T. Bawden, head of the department of industrial education, has been awarded honorary membership in the Eugene Field So-

ciety, national association of authors and journalists, in recognition of his having "by his writings made an outstanding contribution to contemporary literature." He is widely known as editor for more than 30 years of *Industrial Education Magazine*, published in Peoria, Ill., also as author and editor of numerous bulletins and reports during his service with the U. S. Office of Education in Washington, D. C.

FIELD NOTES

Dr. J. Ralph Wells presided at the meeting of the Missouri Valley Branch of the Society of American Bacteriologists at Topeka December 1 and 2. He was president of the group during the past year, and was elected councilor for the current year.

E. M. (Mack) McCormick, B. S., 1941, Major in Mathematics, served as civilian instructor in electronics in the U. S. Air Force beginning early in 1942. Later, he was inducted, and is now stationed at Fort Lauderdale, Florida, with the rank

of corporal. For a considerable part of the time he has been assigned to research work in electronics, and the January, 1945, number of *Radio* carries an article contributed by him, entitled, "An Unbalanced Bridge RC Oscillator." The published article consists of a report on the results achieved, together with several nomographs provided for solving oscillator networks of this type. The high standards set by this article are a tribute to the excellent basic training Mr. McCormick received in mathematics and physics at Kansas State Teachers College of Pittsburg.

COMMENTS ON BOOKS

Students often ask why, with so much popular education today, there are fewer great writers than in the past. This may or may not be true. Henri Peyre, Sterling Professor of French, Yale University, in *Writers and Their Critics* (Cornell University Press), throws light on this question. Of course, in earlier days only the best works were printed because of the expense involved. Nowadays, everything is printed. But Professor Peyre finds that writers in every age have been misunderstood by their contemporaries. It is much easier to understand an old, well-known writer than to make the mental effort necessary to understand a new writer who may be enlarging the realm of thought. Professor Peyre calls this the fundamental problem of criticism, and gives an amazing number of illustrations of misunderstandings between creators and their critics in England, America, France, and Germany.

* * * * *

Helen Woodbury has edited an anthology of consolation entitled, *The Faith of Man Speaks* (Macmillan Company), which should be helpful to those who have loved and lost, particularly in the war. The profits from the book go to the American Red Cross. The author calls it "a record of man's faith in a

beneficent God and in the indestructibility of his own soul." Almost every sage one ever heard of has said something comforting about death — poets, sacred writers, scientists, philosophers, and many soldiers of the present war. A heretofore unpublished letter of William Allen White after the death of Mary is also included. This slim volume should make an appropriate gift to anyone in affliction.

* * * * *

J. Frank Dobie, Texan who was invited to Cambridge, England, to teach American History to Britishers, has written a very readable book about his experiences over there, *A Texan in England* (Little Brown, and Company). He found that the best way to help England to understand America is for America to try to understand England. He has high praise for the manners and gentility of the English people. They believe, he says that

Kind hearts are more than coronets
And simple faith than Norman blood.

As one who has collected stories of long-horned cattle and rattlesnakes who swallow their young, he set about visiting the common people and collecting their stories. The ability to swap yarns seemed to make friends of all he met. — J. Gordon Eaker.

Contributors to This Number

Edwina Fowler (M. M., American Conservatory of Music, Chicago) is instructor of public-school music in the College and supervisor of music in the Horace Mann School and in the junior and senior high schools. After serving as instructor and supervisor of music in the senior high school, Fort Scott, Kansas, 1922-28, she was appointed to her present position at the College in 1929. She is president and member of the executive council of Theta Province of Sigma Alpha Iota, national professional music fraternity for women, and sponsor of the local Alpha Kappa chapter.

L. C. Guffey (M. S., Kansas State Teachers College, 1933) came to the College in 1919 as instructor of commercial subjects, and graduated in 1928 with B. S. degree, Major in Commerce and Business Administration. He is a member of Pi Omega Pi, national honorary commerce fraternity. He studied also one year each at Southern Normal School, and Western Kentucky Normal School, and two years at Bowling Green Business University, all of Bowling Green Kentucky. Later, he taught commercial subjects in Kansas high schools for five years before coming to Pittsburg.

Mary Lee Hagemann (A. M., University of Iowa) is a graduate of Kansas State Teachers, B. S., 1934, and a member of Kappa Delta Pi and Pi Omega Pi, honorary education fraternities. She taught commercial subjects in the senior high school, Emmett, Kansas, one year before coming to the College as assistant in the Department of Commerce and Business Administration in 1935. In 1938 she was promoted to her present position, instructor.

Marjory Jackson (B. M., KSTC, 1938) came to the Department of Music of Kansas State Teachers College in the fall of 1919, and the following year was appointed instructor in voice, which position she has held continuously since that date, with the exception of two years spent in study with Rosemary Rose, in Milwaukee, and one year in advanced study in Bern, Switzerland, and Bonn, Germany. She was also a pupil of Charles Hackett, Julliard School of Music, and of Dudley Buck, New York City. She has sung leading roles in light operas, oratorios, and other major performances of the Department of Music at the College and elsewhere.

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 A. M. degree, University of Chicago, 1929. Member of the Order of Artus, national honorary economics fraternity. 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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