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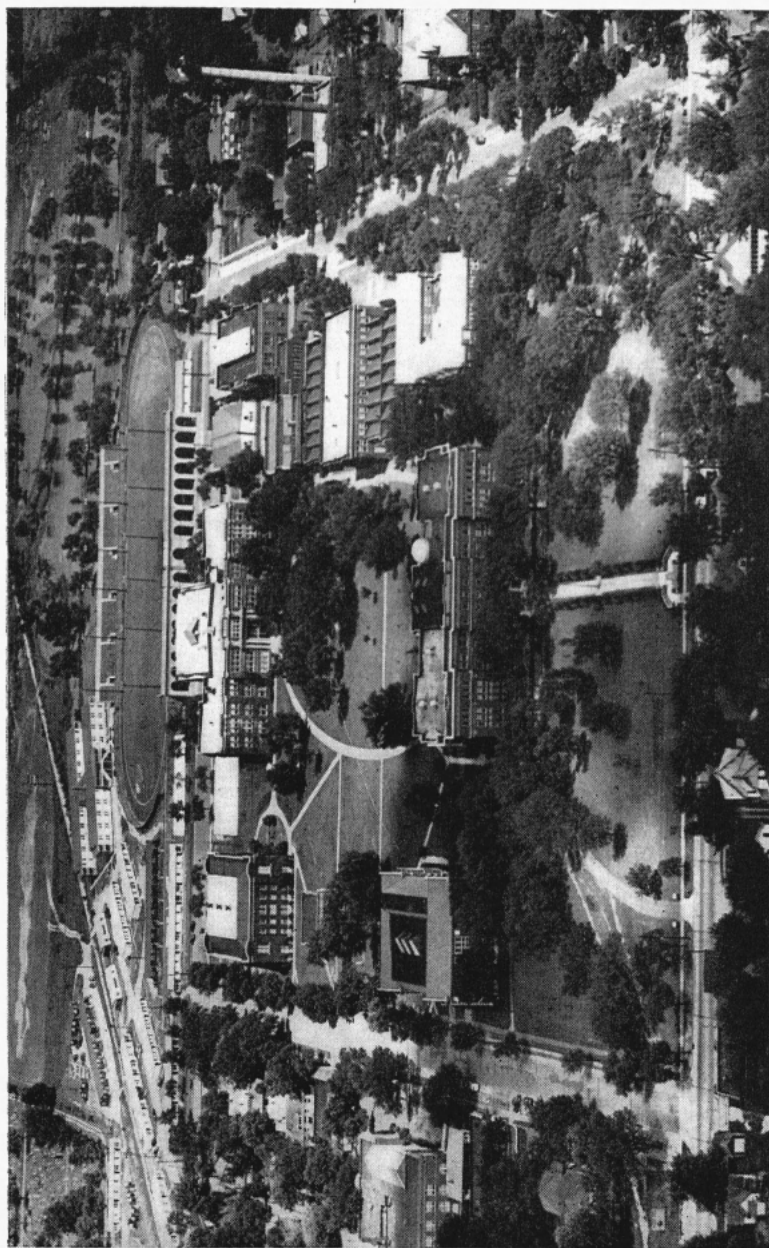
# THE EDUCATIONAL LEADER

Published by the Faculty of the  
KANSAS STATE TEACHERS COLLEGE  
Pittsburg, Kansas

Vol. 13

NOVEMBER, 1949

No. 1



Aerial view of the campus of Kansas State Teachers College, Pittsburg, looking east.

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# The Educational Leader

WILLIAM T. BAWDEN, Editor

VOL. 13

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

# The EDUCATIONAL LEADER

Vol. 13

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## Education for International Understanding and Co-operation

JANE MORROW CARROLL

At the Kansas State Teachers College, Pittsburg, during the Summer Session of 1948, a workshop on "Education for International Understanding and Coöperation" was held from June 7 to July 2. It was sponsored and directed by the Kansas State Teachers College and the State Department of Public Instruction. Sixteen Public-school teachers and a staff which included consultants in education, social science, and audio-visual education made up the working group.

The purpose of the workshop was to give teachers a better comprehension of how the whole school program might at different levels in all its activities promote better understanding and appreciation of other peoples, their ways of living and thinking.

The persons participating in the workshop were concerned in finding what might be done to promote international coöperation and understanding in various subjects and activities from the elementary

school through the junior college. The majority of persons enrolled were elementary school teachers, although the high school and junior college were represented.

The daily schedule of the workshop was planned both to give information and to allow for individual and group participation. At least one lecture period was held each day followed by a discussion period. Persons who participated in this part of the program included Carl Tjerandsen, of the Institute of Citizenship, Kansas State College, Manhattan; Hon. Captain Cotton H. Minchin, of the British Consulate, Kansas City, Mo.; Dr. Merle C. Prunty, Director of Extra Class Activities, Stephens College, Columbia, Mo.; Dorothy Espenlaub and Dorothy Smith, representatives of the U. S. Civil Aeronautics Administration, and Dr. Henry Stanton, atomic scientist, of Chicago. Faculty members who made contributions were President Rees H. Hughes; Dr. Ernest Mahan, dean of instruc-

tion; Dr. William A. Black, head of department of education and psychology; Dr. Jane M. Carroll, professor of education; Dr. Claude W. Street, professor of education; Dr. Elizabeth Cochran, professor of history; Mrs. Etelka Holt Vincent, assistant professor of geography, and O. F. Grubbs, professor of economics. Mrs. Perva M. Hughes, assistant professor of elementary education, Miss Ursula Henley, director of curriculum, State Department of Public Instruction, also made worth-while contributions.

The leaders of the workshop were Miss Nelle E. Bowman, assistant director of curriculum development, city schools, Tulsa, Okla., and Dr. Helen Mackintosh, senior specialist in elementary education, United States Office of Education, Washington, D. C. Miss Bowman has assisted Dr. Howard Wilson in International Relations Workshops in Washington, D. C., and Harvard University for the past five years. Doctor Mackintosh spent a part of the past school year in Austria coöperating in the development of a curriculum for the children in that country.

The outcomes of the workshop are the reason for its existence, according to Doctor Mackintosh. She states further,

"What happens to each individual as a person in changing his habits of thinking and patterns of working is of the utmost importance. Perhaps these results will not be evident until he returns to

his classroom or his office. But there should be some suggestions that will serve as a guide in making use of workshop experiences."

#### DEVELOPMENT OF SOUND CONCEPTS

The results of this summer's workshop may be summarized as follows:

I. Believing that sound concepts of the inherent dignity and rights of all peoples, coupled with an earnest desire to see these concepts well established in human conduct and relationships, are necessary to effective work in the preparation of instructional materials, members of the workshop developed together basic concepts to be considered in international understanding and coöperation in the schools. The concepts as developed are:

1. We must comprehend the fact of interdependence in group life, community life, national and world affairs.

2. Children must be led to realize that one of the highest attributes of a democratic society is to respect and appreciate the rights of others without regard to differences among races.

3. Free discussion and exchange of ideas is essential to securing and maintaining world peace.

4. We should encourage by example the practice of democracy and fair play in our own daily lives before we can project democracy on a world scale.

5. We should encourage a sense of curiosity and responsibility in

children by aiding them to develop individual attitudes which impel them to ask "What can I do" to further good will among people in our land, as well as among the peoples of other lands?

6. Children should be led to understand that helpfulness, sharing, courtesy, kindness, responsibility, and dependability are necessary for happy coöperative living among all peoples in all places of the world.

7. We should learn that there are more basic similarities among peoples than there are differences.

8. Science teaches that there is no superior race; that there are superior individuals in all races.

9. Different peoples have developed different cultures as a result of varying environments and historical experiences.

10. The present so-called white man's civilization is built upon contributions made by many peoples.

11. The basis of world understanding is faith in the worth and the dignity of human beings; upon a firm belief in the equal rights of all mankind, and of all nations, large or small.

12. There is no preferred religion, race, sex, or language; each deserves the respect of all of us, as we deserve the respect of each of them.

13. Realistic education is necessary in order to avoid undue stress on the exotic, the picturesque, the unusual, or merely sentimentalizing about little-known peoples and areas.

14. Materials of instruction should be selected with care to avoid stereotyped ideas of other peoples or of perpetuating prejudices.

15. The world-minded American believes that education can become a positive and powerful force for the achievement of international understanding and world peace.

16. Through studying, supporting, and using the organizations set up for international coöperation, we can more nearly insure their success in bringing about permanent world peace.

17. Since wars originate in the minds of men, we must do all in our power to substitute a desire for peace in the minds of all men.

18. We are facing ever-widening physical and mental horizons. A complex industrial society is necessarily global in character.

19. We must realize that healthy, well-fed, productive neighbors are necessary in a world where exchange of goods is becoming increasingly necessary and desirable.

20. Economic nationalism hinders world economic welfare. We must buy as well as sell to insure a healthy economic life and avoid international rivalry and conflict.

21. We should be thoroughly aware of the destructiveness of modern warfare and its effects on human welfare.

22. Young people should become alert to the influences at work in the world and recognize and

choose for action those that are basic and true.

23. Man has developed knowledges and techniques that enable him to exert increasing control over his environment.

24. The best hope for a peaceful and happy world lies in developing our spiritual resources as diligently as we pursue our material interests.

#### PRACTICAL OUTCOMES

II. The members of the group received much material in the form of books, pamphlets, lists of reading material, and the like, which are considered of great value in developing international understanding and coöperation with the children assigned to them this coming year.

III. The persons participating reported that through this four-week course they became more aware of the world problems as they are today and recognized the need for overcoming prejudices and ignorance as found among children at an early age.

IV. Units of work planned by members of the group stressed the international viewpoint, and were worked out in different areas, such as music, English, social science, and others, with the view to use in these fields in the high school and in an integrated program in the elementary school.

These source units were compiled and edited by the State Department of Public Instruction

under the direction of Dr. L. W. Brooks, Miss Ursula Henley, and C. E. Birch, and distributed to all teachers in the elementary schools in Kansas last year. They are try-out units and were presented by the State Department of Public Instruction with the conviction that what they lack in pedagogic wisdom, technique, or skilled authorship is to a significant extent compensated for by the sincerity and earnestness of purpose with which they were developed.

#### PLANS FOR THE FUTURE

After an evaluation of the workshop made by the teacher-participants and staff, representatives of the College and of the State Department of Public Instruction are convinced that a good beginning in this field of education for international understanding and coöperation has been made, but that more should be done. Consequently, plans were developed for another workshop in this area of understanding and appreciation of other peoples, which was held during the summer of 1949.

Teachers who participated in the workshop were: Mae Borders, Freida Brown, Margaret Carl, Willard A. Catron, Eva Frederick, Cora Hannon, Harold D. Hardy, Maye Hembree, Katherine Malory, Mott Nichols, Carl A. Parker, Mrs. Edgar Richards, Edith Robinson, M. B. Robinson, Mrs. Mamie Scott, and Marie Storey.

The procedures used in the workshop were those designed to promote among the teachers the ability to work with others in solving group problems. In the administration of the workshop one thought was kept in mind at all times—"Our most important job in American education is to make democracy work."



# The Cornerstone of Our Faith

PAUL GHORMLEY MURPHY

I was much impressed some years ago with the ideas expressed in an article written by Philip Cabot, professor of business administration at Harvard University, wherein he stressed the gravity of the threat presented by the efforts of the totalitarian states to conquer the world. The war is over, of course, and the fundamental weakness of the totalitarian doctrine has been exposed, but Mr. Cabot's arguments are still to the point, it seems to me.

The sentences that so impressed me were these: "They (the totalitarian dictators) have defied the State, denied the dignity of the individual, and even his right to life. This doctrine is pure fiction. There is no such reality as the State. Only the individual is real, and the State is his servant. To us, the totalitarian doctrine is abhorrent, because it destroys the dignity of the individual, which is the cornerstone of our faith."<sup>1</sup>

## NEW APPRAISAL NEEDED

There has been much loose thinking in recent years concerning the relative importance of the individual and society. We have heard so much about social welfare, social security, social planning, social virtues, social prob-

lems, social this, and social that, that we often forget that the individual and not some vague abstraction such as the State or society is the actual reality. And, having made this assumption, the next step in our thinking is to conclude that since society is the important thing the individual counts for little or nothing. This leads to the further conclusion, of course, that since the person counts for so little it is of small consequence what he does, and when we get to this point in our thinking we certainly have the makings of a serious breakdown in personal responsibility.

And not only so but we have lost sight of what Mr. Cabot calls the cornerstone of our democratic faith. Furthermore, the constant emphasis on the social aspect of this, that, and the other has created the impression in the minds of many that there is some sort of conflict between the welfare of the individual and the welfare of society, that social welfare is to be achieved only at the expense of the individual's welfare and vice versa. And this conclusion is just as untrue as the idea that society is more real than the person.

Let us consider these two conclusions for a moment and see how absurd they really are when we subject them to closer scrutiny.

1. "Will the Sleeper Awake?" A Letter from a Stockholder to His Fellows of the Jewel Tea Company. August 13, 1940.

First, take the idea that society is everything and the individual is nothing. Is it true that if all the individuals making up a city, state, or nation were to be suddenly bombed out of existence that there would still remain some vague, nebulous entity that could be designated by the name of society? Of course not. It is true that groups of individuals do certain things as groups that no one person could do by himself, such as setting up governments, and making laws, and establishing customs, and so on, but those things would certainly cease to exist too if the persons making up such groups were to disappear.

#### INVALID DISTINCTIONS

As a glaring example of our inclination to draw an unreasonable distinction between society and the individuals making up that society, consider the statement that we hear every once in awhile to the effect that the German people as individuals were never in sympathy with Hitler's tactics and that if they had had their way World War II would never have been fought. If this be true then I would ask how Hitler came into power originally. Why, with the consent and encouragement of the majority of the German people, of course. It just does not stand to reason that if a majority of the German people had been opposed to the brutal and inhuman tactics of Hitler he could have risen to power. He had shown his hand

before he took over the German government. The German people knew what he stood for, yet in spite of this knowledge they acceded to his demand for power. They are all sick of their bargain now, but the fact remains that the responsibility for the Nazi atrocities and outrages will have to be shouldered by the German people individually and collectively and cannot be shifted to any such vague abstraction as the German nation.

By the same token each person in the United States must bear an equal share of responsibility for events that take place on this side of the Atlantic Ocean. It is difficult to convince ourselves of this fact many times, impressed as we often are by the insignificance of the role we play in the affairs of this great nation. But, as Mr. Cabot pointed out in his article, the supremacy of the individual represents the very cornerstone of democracy and until we convince ourselves of the truth of this statement and act as though we do believe it we cannot be said to have caught the true spirit of democracy.

#### NO REAL CONFLICT

The idea that there is some sort of conflict between the welfare of the individual and that of society is not so easily disproved, perhaps, because it does appear in certain cases that the welfare of society is to be advanced only at the expense of certain individuals, or the other way around. For example, the



point is sometimes made that certain wealthy persons in our society have amassed their fortunes only at the expense of their fellow men, by paying low wages and selling their products for all the traffic would bear. The implication is, of course, that if they had paid fair wages and sold their products for a reasonable price they would not have been able to accumulate such vast fortunes and therefore would not have been able to benefit themselves to the extent that they did by preying on their fellow man. This line of reasoning would appear to be based on some highly questionable assumptions.

#### QUESTIONABLE ASSUMPTIONS

In the first place, it assumes that financial gain is the final measure of all benefits, both individual and social, and I doubt this very much. As a matter of fact, the concern that some of these extremely wealthy individuals showed during the latter years of their lives for reinstating themselves in the good graces of the public would seem to indicate that even they were not wholly content with money, that they came to feel eventually that there are some things more desirable than money, one of which is the esteem and approval of one's neighbors.

The second assumption that I would question is that one can go on preying indefinitely on other people. Everyone has his own theory as to what was responsible for the depression of the '30's, but

I cannot help believing that it was due, partially at least, to the greed and avarice of certain persons, which blinded them to the economic maladjustments created by the concentration of a large part of the country's wealth in the hands of a few individuals. Insofar as this is a fact, it emphasizes again the complementary rather than conflicting nature of social and individual welfare.

And I cannot avoid the belief that this is the conclusion to which we are inevitably driven by every consideration. Anything that benefits the individual person will benefit society and anything that reacts to the welfare of society is bound to react to the welfare of the person. Any exceptions to this general rule are only apparent rather than real, as we have just shown, and they grow out of our tendency to evaluate the desirability or undesirability of conduct in terms of immediate rather than long-time results.

If we are willing and able to back off and size up matters from the point of view of their ultimate consequences we often realize that what appeared at first glance to be a conflict between the individual and society was actually nothing of the sort, and that the appearance of a conflict was due to the short-sightedness of our view. Furthermore, if it is true that society is nothing more than an aggregation of individuals, as is being argued here, then, it would necessarily follow that whatever bene-

fits society will benefit the individual, and vice versa.

#### SOCIAL SECURITY

The whole problem of so-called social security is an excellent illustration of the point under discussion. We talk of social security, but I wonder if it isn't personal and individual security that we are really interested in. You say that of course everyone knows that, but I wonder if this is so. It seems to me that we often lay so much stress on social security that we forget that security is something that exists only in the hearts and minds of individuals and not in some abstract entity that we call society.

#### DIGNITY OF THE INDIVIDUAL

This same thing can be said of our thinking concerning the relative importance of social and personal organization. As individuals we are bewildered and confused in these chaotic days and our inclination is to blame this state of mind on the turmoil of the environment in which we live. In other words, we feel that the disorganization of society is responsible for our per-

sonal feelings of confusion and befuddlement, but I often wonder if the reverse is not the true sequence of events; that is, I wonder if the chaotic state of the world today has not been created to a large extent by and is not a reflection of our lack of personal organization. If this be true, and I believe that it is, then we will have to set our personal lives in order before we can hope to solve the problems of society. All of which brings us back to the idea with which we started. The individual is the fundamental reality and must serve as the starting point in all our endeavors to improve society and the world in general. This is the principal point of difference between the totalitarian and democratic ways of thinking and insofar as we lose sight of it we will be moving in the direction of totalitarianism. No matter how many wars we win, unless we keep our eyes firmly fixed on the supremacy of the individual we will have lost the victory. The dignity of the individual constitutes the cornerstone of our democratic faith. Let us never become blinded to that fact.

# Current Changes in Faculty Personnel at Kansas State Teachers College

WILLIAM THOMAS BAWDEN

In the following pages are brief biographical sketches of individuals involved in changes in faculty personnel for the period March 1, 1948, to February 28, 1949. This series of sketches continues the record begun in November, 1947, at which time the period of approximately two years following the close of World War II was covered, or from July 1, 1945, to February 28, 1947. See, also, Vol. 12, No. 1, November, 1948, pages 16-44, covering the period from March 1, 1947, to February 28, 1948.

Following is a summary of the changes recorded in this issue:

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4. U. S. Veterans Administration...	2
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7. Special appointments of leaders of Workshops and Conferences for the Summer Session, 1949....	21
Total number of changes....	63

## 1. Appointments

R. Paul Bartolini was appointed librarian at Kansas State Teachers College, Pittsburg, September, 1948.

He is a native of Illinois; graduate of Illinois State Normal University, Normal, B. Ed., 1942, and of the Library School of the University of Illinois, Urbana, B. S. in L. S., 1946, and M. S. in L. S., 1947. He also completed two quarters of study at the University of Utah, Salt Lake City.

While a student at Illinois State Normal University he was holder of a State Teacher-Training Scholarship for four years. He also

held an assistantship in the Graduate School of the University of Illinois for one year. He is a member of Pi Kappa Mu, national honorary fraternity in Social Science, and Kappa Phi Kappa, national professional society for men in Education.

He is a member of the National Education Association, American Library Association, Mountains-Plains Library Association, Kansas Library Association, and the Pittsburg Kiwanis Club.

His experience before coming to Kansas State Teachers College included one year, 1946-1947, as

reference librarian in the library of the University of Illinois, Urbana; and one year, 1947-1948, as assistant librarian, University of Wichita, Wichita, Kan.

His World War II experience included three years, November, 1942, to January, 1946, in the South Pacific theater of operations, U. S. Army.

He has been a frequent contributor to *College and Research Libraries*, and the *Library Journal*.

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Julia Ross Christie was appointed reference librarian, Kansas State Teachers College, September, 1948.

She is a native of Kansas; graduate of the Junior College, Fort Scott, 1936; and of Kansas State Teachers College, Emporia, B. S. in Education, with Library Certificate, 1938.

Her teaching and library experience includes one summer, 1938, as assistant in the Public Library, Fort Scott, Kan.; two years, 1938-1940, as district supervisor of the WPA Library Project in fifteen counties of southeastern Kansas; also, under the same WPA Project, two years, 1940-1942, as Bookmobile Librarian in Bourbon county, Kansas. For four years, 1942-1946, she was instructor in the high-school department of the Kansas City College and Bible School, Overland Park, Kan.; served as principal one year, 1943-1944; and as librarian and registrar for the high-school and college departments, four years.

She was employed as order librarian in the library of the University of Kansas City, Kansas City, Mo., in the summer of 1946; and as medical librarian one year, 1947-1948, in the library of the Kansas State Sanatorium, Norton.

In the summer of 1945, she was employed in the pay-roll department in the airplane engine plant of the Pratt and Whitney Corporation, Kansas City, Mo.

She is a member of the Kansas State Teachers Association, and of the Kansas Library Association.

---

Angela Ruth deGagné was appointed instructor of Spanish and French in the Department of Language and Literature, Kansas State Teachers College, Pittsburg, September, 1948.

She is a native of Minnesota, and completed undergraduate credits at De Paul University, Chicago, Ill.; College of Mines and Metallurgy, El Paso, Tex.; and at McGill University, Montreal, Quebec, Canada, where she was awarded the Special Certificate, 1942. She is a graduate of the University of North Dakota, Grand Forks, degree B. A. *Magna cum Laude*, 1943; and of the University of Southern California, Los Angeles, degree M. A., 1944. She also completed one semester and one summer session of graduate work at the University of Wisconsin, Madison. She was a member of Grey Gowns, honorary society for juniors, at the University of North Dakota, where she also held an instructorship in

French for two years, 1941-1943, and was awarded Department Honors in French.

She was awarded junior membership in Phi Beta Kappa, international honorary scholastic society, and an honorary membership in Alpha Mu Gamma, national honorary society in Foreign Languages. She is also a member of Phi Kappa Phi, Sigma Delta Pi, and Pi Delta Phi, social sororities; and the Newman Club.

She is a member of the National Education Association, Kansas State Teachers Association, Modern Language Association, American Association of Teachers of French, American Association of Teachers of Spanish and Portuguese; American Association of University Professors; American Association of University Women.

Her teaching experience before coming to Kansas State Teachers College, in addition to the instructorship at the University of North Dakota, included: one year, 1944-1945, instructor of modern languages, Senior High School, Yreka, Cal.; one year, 1945-1946, same, Custer County High School, Miles City, Mont.; one year, 1946-1947, instructor of French and Spanish, Extension Division, University of Wisconsin; one year, 1947-1948, instructor of French and Latin, Eastern Illinois State College, Charleston, Ill.

Gilbert Garver Fites, Jr., was appointed circulation librarian in the College Library, Kansas State Teachers College, Pittsburg, September, 1948.

He is a native of Ohio; graduate of Kent State University, Kent, Ohio, degree B. S. in Business Administration, 1947; and of the College of Librarianship, University of Denver, Denver, Colo., degree M. A. 1948. While a student at Kent State University he was employed as assistant in Rockwell Library.

His World War II service included three years, 1942-1945, as Corporal, Company H, 103d Infantry Regiment, 43d Division, U. S. Army, at Guadalcanal, New Georgia Group, Aitape, New Guinea.

He is a member of the National Education Association, American Library Association, Kansas Library Association, and the American Legion.

---

Ruth Regina Fleischaker was appointed assistant professor of education and psychology, Kansas State Teachers College, Pittsburg, September, 1948.

She was born in Kentucky, reared in Missouri, and is a graduate of Kansas State Teachers College, Life Certificate, 1923, B. S. degree, 1934; also of Teachers College, Columbia University, New



York, M. A. degree, 1938. She has completed additional graduate work at Kansas State Teachers College, University of Chicago, University of Missouri, and University of Kansas City. She held an assistantship in kindergarten supervision, Kansas State Teachers College, Summer, 1926; also a scholarship, Teachers College, New York, Summer, 1936. She was the only woman student on the original Stadium Committee, K. S. T. C., 1923-1924.

She is a member of Kappa Delta Pi, international honorary society in Education; Psi Chi, national honorary fraternity in Psychology; and Delta Kappa Gamma Society, national honorary organization of women teachers. She is also a member of Alpha Sigma Alpha, social sorority.

She is a member of the National Education Association, Kansas State Teachers Association, Missouri State Teachers Association, American Association of University Women, Missouri Mental Hygiene Society, Kansas City Mental Hygiene Society, Kansas City Safety Council, National Geographic Society, Crippled Children's Association, American Epilepsy League, Kansas Mental Hygiene Association, International Council for Exceptional Children, American Association for Childhood Education, Association for Supervision and Curriculum Development, National Society for the Prevention of Blindness, American Association of University Professors.

Her teaching experience includes one year as teacher of first grade, Neodesha, Kansas; one year, kindergarten, Great Bend; one summer, assistant supervisor of kindergarten, K. S. T. C.; four years, first grade, and five years, sight-saving class, Joplin, Mo.; instructor, State School for the Deaf, Fulton, Mo., 1941-1944; instructor, sight-saving class, San Diego, Cal., 1944, and Kansas City, Mo., 1945-1948. She had charge of a sight-saving demonstration class in the summer session, Teachers College, New York, 1940. She was acting supervisor, Horace Mann Laboratory School, in the summer sessions of 1944, 1945, and 1946.

Other experience includes one year as girls' recreational director, Homewood Terrace (an orphanage), San Francisco, Cal.; and five years in retail department store executive work. In the summer of 1943, she was acting supervisor on Extended School Services Program, State Department of Education, Jefferson City, Mo.

She is co-author, with Cecil Floyd, of a *Safety Manual*, published jointly by the American Book Co., New York, and the American Safety Council, Chicago. She has been a frequent contributor of articles on education of the exceptional child to professional journals, P. T. A. News Letters, and daily newspapers.

She has been in demand as a speaker on subjects related to the education of the exceptional child, child health, home and school relations, over the radio, and before

audiences of teachers and school administrators, boards of education, organizations of parents, civic clubs, religious organizations, and others, and for demonstrations of modern techniques and methods for dealing with the exceptional child.

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Gladys Charlotte Galligar-Sperry was appointed assistant in the Department of Biological Science, Kansas State Teachers College, Pittsburg, in June, 1948.

She is a native of Illinois; graduate of James Millikin University, Decatur, Ill., A. B. 1931; and of the University of Illinois, Urbana, A. M., 1932, and Ph. D., 1934. She holds two certificates from the Long Island Biological Laboratory, and has done postdoctorate work at the University of Wisconsin, Madison, and at Columbia University, New York.

While a student at James Millikin University she held a scholarship during the freshman year, and the A. A. U. W. scholarship during the senior year. For two years, 1928 and 1934, she held the Dorothy Frances Rice Scholarship, Long Island Biological Laboratory. While enrolled in the Graduate School at the University of Illinois, she held an assistantship for two years, and a graduate fellowship for one year.

She is a member of Phi Beta Kappa, international honorary Scholastic Society; Sigma Xi, international honorary fraternity in Science; Phi Kappa Phi, national

honorary fraternity in Arts and Sciences; Kappa Society, scholastic honor society at James Millikin University; Phi Sigma, national honorary society in Biology; Sigma Delta Epsilon, national honorary society for women in Science; and Delta Kappa Gamma, national honorary society for women in Education.

She is a member of the National Education Association, Kansas State Teachers Association, American Association for the Advancement of Science (Fellow, since 1940), Botanical Society of America, American Society of Plant Physiologists, Wilderness Society, Illinois Academy of Science, Society of Illinois Bacteriologists, American Association of University Professors, American Association of University Women, Crawford County Historical Society, Pittsburg Garden Club.

Her teaching experience before coming to Kansas State Teachers College included five years in rural schools; two years as assistant in biology at the University of Illinois; and fourteen years at James Millikin University, Decatur, Ill., where she was appointed assistant in Biology in 1928, and, after several intermediate promotions, she became acting head of the Department of Biology in 1947. She taught classes in physiological chemistry and bacteriology for two years, 1943-1945, in the Nurses School at the Decatur and Macon County Hospital, Decatur, Ill. Her World War II service included part-time teaching of classes in

mathematics for cadets, U. S. Army Air Corps, on the campus of James Millikin University, 1942-1945.

She has contributed numerous articles on biological subjects and scientific research to the *Transactions of the Illinois Academy of Science*, *Plant Physiology*, *Ecology*, and other professional journals. She has been in frequent demand as a lecturer and radio commentator on educational and scientific topics.

---

Kenneth Lynn Hillier came to Kansas State Teachers College, Pittsburg, as instructor in the Department of Commerce and Business Administration, in September, 1948.

He is a native of North Dakota, and a graduate of the Senior High School, Hoople; studied one year, 1934-1935, at Concordia College, Moorhead, Minn.; and is a graduate of State Teachers College, Mayville, N. Dak., A. B. degree, 1939. He is a graduate of the U. S. Army Technical School, Grand Rapids, Mich., 1943, with the rating of Forecaster-Meteorologist. He studied one year, 1946-1947, at the State Agricultural College, Fargo, N. Dak., as an adult special student, majoring in agricultural economics and business administration. He is a graduate of the University of Minnesota, Minneapolis, degree M. S. in Agricultural Economics and Business Administration, 1947.

He is a member of Omicron Chapter, Pi Omega Pi, national

honorary commercial teachers' fraternity; Sigma Alpha Epsilon, social fraternity at Concordia College; Lettermen's Club at North Dakota State Teachers College; and others. He is a member of the National Education Association.

In 1940, he established a new Department of Commerce, with one assistant, in the Senior High School, Cooperstown, N. Dak., and served as coach of athletics. He was director of athletics, Hatton, N. Dak., one year.

In 1944-1945, he was Staff Weather Officer, in charge of pilot education in meteorology, overseas. In 1947-1948, he was educational director, Coöperative Educational Association, Mille Lacs county, Minnesota, working at employee training and adult education. He also organized rural coöperative activities, serving as county coöordinator.

His experience outside of teaching included one year, 1936-1937, as foreman and timekeeper in a commercial warehouse; one year, 1941-1942, as bookkeeper and accountant, U. S. Army Post Exchange; two years, 1943-1945, as Staff Weather Officer and Forecaster, U. S. A. A. F. He also established, managed, and directed for one year *The Community Builder*, a county coöperative newspaper, and acted as feature writer.

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Emery Gilbert Kennedy was appointed associate professor of education and director of guidance



services at Kansas State Teachers College, Pittsburg, September, 1948.

He is a native of Missouri; a graduate of Northeast Missouri State College, Kirksville, B.S., 1930; and of the University of Missouri, Columbia, M.A., with major in secondary education, 1932, and Ed.D., with major in educational psychology and guidance, 1939.

His teaching and administrative experience includes three years, 1925-1929, as teacher in Missouri rural school; one year, 1930-1931, as superintendent of schools, Humphreys, Mo.; two years, 1936-1938, as vocational coordinator and director of guidance in the public schools, Sedalia, Mo.; three years, 1938-1941, as principal of junior-senior high school, Sedalia; and three years, 1945-1948, as vocational counselor and assistant professor of education, University of Kansas, Lawrence.

Other experience includes one year, 1932-1933, as institutional psychologist, Alcoa Farms, State Reformatory, Jefferson City, Mo.; two years, 1934-1936, as casework supervisor and executive secretary, Federal Transient Bureau, St. Joseph, Mo.; two years, 1941-1943, as supervisor of War Production Training, Division of Vocational Education, State Department of Education, Jefferson City, Mo.; temporary assignment, in 1943, as Relocation Officer, U. S. War Relocation Authority, St. Louis, Mo.; and two years, 1943-1945, as Chief,

Vocational Advisement and Guidance Subdivision, Rehabilitation Service, U. S. Veterans Administration, Kansas City, Missouri.

He has contributed articles on subjects related to guidance, psychology, and personnel work, to *School Activities*, and *School and Community*.

He is a member of the National Education Association, Kansas State Teachers Association, National Vocational Guidance Association, Kansas Association for Exceptional Children, American Association of University Professors; Phi Delta Kappa, national honorary graduate fraternity in Education; and Kiwanis.

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Eugene David Larkin came to Kansas State Teachers College as instructor of art, in September, 1948.

He is a native of Minnesota, and a graduate of the University of Minnesota, Minneapolis, B.A., 1946, and M.A., 1949. While a student at the University of Minnesota, he held an assistantship in the Department of Fine Arts for two years, 1946-1948. He also served one year, 1945-1946, as assistant to the director, University Gallery of Fine Arts.

He is a member of Delta Phi Delta, national honorary fraternity in Fine Arts, and of the College Art Association of America. He has been a contributor to *The Palette*, official journal of Delta Phi Delta.

Hazel Clare Meek came to Kansas State Teachers College, Pittsburg, September 1, 1948, as secretary to the president, and instructor in the Department of Language and Literature.

She is a native of Kansas and a graduate of the University of Oklahoma, A. B. degree, with Certificate in Journalism; and of the University of Michigan, M. A. degree. She also studied in the Business Institute, Pontiac, Mich., and completed one summer session at the University of Colorado.

She is a member of Theta Sigma Phi, national honorary women's fraternity in Journalism; of the Women's Literary Society, University of Oklahoma; and of the American Association of University Women.

Her teaching experience includes English, journalism, and other subjects in high schools and junior college in Oklahoma and Kansas. Other experience includes newspaper work, business machines, and office work. She has done feature writing for newspapers, and has traveled widely in the United States, Canada, and Europe.

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Charles Minelli was appointed assistant professor of music and director of the College bands, Kansas State Teachers College, Pittsburg, September, 1948.

He is a native of Minnesota; graduate of the Junior College,

Virginia, Minn.; and of the University of Minnesota, Minneapolis, B. S., 1940, and M. Ed., 1948. While enrolled in the Graduate School of the University of Minnesota, 1947-1948, he held an assistantship in the Department of Music, and served as director of the Varsity Concert Band, director of the Reserve Officers Training Corps Band, and director of the College Pep Band. While enrolled as an undergraduate student at the University of Minnesota, 1939-1940, he held an assistantship in the Department of Music, and served as assistant conductor of the University Bands. He was also enrolled as a special student at the Cincinnati Conservatory of Music, Cincinnati, Ohio.

He is a member of Phi Mu Alpha Sinfonia, national honorary fraternity in Music; Ancient Free and Accepted Order of Masons; Ancient and Accepted Scottish Rite; Order of the Shrine.

He is a member of the National Education Association, Kansas State Teachers Association, National College Band Directors Association, Kansas Music Educators Association, American Federation of Musicians.

His experience before coming to Kansas State Teachers College included seven years, 1940-1947, as director of instrumental music, public schools, Tower-Soudan, Minn., and one year, 1947-1948, as assistant conductor of the University Bands, University of Minne-

sota, Minneapolis. He has had extensive experience as a professional musician, in bands, and orchestras, as conductor and guest conductor, and as judge of music contests and auditions.

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Ulf Oestergaard is a native of Denmark, and came to Kansas State Teachers College, Pittsburg, in September, 1948, on leave of absence, to serve as visiting professor in the Departments of Language and Literature and Social Science. He was invited to the College for the purpose of cultivating through him and his family international acquaintance and understanding. He was accompanied to America by his wife and two young children. The invitation to Kansas State Teachers College was extended by President Hughes as the result of the acquaintance formed in Paris, France, in the summer of 1947, where both men represented their countries in a seminar on international education sponsored by UNESCO.

Mr. Oestergaard's home is in Copenhagen, Denmark, where he has been a teacher in the State School of Gentofte for the past five years. On August 1, 1949, he returned to his home and position in Copenhagen.

After graduating from one of the Danish secondary schools, he entered the University of Copenhagen where for seven and a half years he studied Latin, Greek, German, and Dutch literature, phil-

osophy, and history. He speaks fluently Danish, German, Dutch, and English, and reads French and Swedish.

His academic attainment is comparable to our Ph. D. degree and carries especially high credentials. His major interests are literature, philosophy, history of the ancient world, international affairs, and the position of Danish civilization in western Europe.

Besides teaching in Denmark, Mr. Oestergaard has written extensively for educational journals and newspapers, and has made speeches on international relations on the Danish National Broadcasting System. Also he was a translator of books and consultant for publishing companies.

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Alvin Horace Proctor was appointed associate professor of history at Kansas State Teachers College, Pittsburg, June, 1948.

He is a native of Kansas; graduate of Kansas State Teachers College, Pittsburg, B. S., 1935, and M. S., 1936; and of the University of Wisconsin, Madison, Ph. D., 1948. While enrolled in the Graduate School of the University of Wisconsin he held a graduate assistantship; at Kansas State Teachers College he held a graduate fellowship, and was awarded the Master's degree with highest honors.

His teaching experience includes three years as instructor of social science in senior high school; three years, 1940-1943, instructor of his-

tory, Junior College, Pratt, Kan.; and five years, 1943-1948, as assistant professor of history, Fort Hays State College, Hays, Kan.

His World War II experience included two years, 1944-1946, U. S. Naval Reserve, as radar officer in the Pacific theater, with rank of Lieutenant.

He is a member of the National Education Association, Kansas State Teachers Association, Mississippi Valley Historical Association, Kansas History Teachers Association, Crawford County Historical Society, and the Pittsburg Kiwanis Club.

He is a member of Kappa Delta Pi, international honorary society in Education; Phi Alpha Theta, national honorary fraternity in History; Sigma Tau Delta, national honorary fraternity in English; and Sigma Phi Mu, national honorary fraternity in Social Science.

He has contributed articles to the *Journal* of the National Junior College association, and the *Kansas Teacher*; and has been in frequent demand as a speaker on historical and current events subjects before professional meetings of teachers, civic clubs, and other general audiences, and in radio broadcasts.

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Lillian Gladys Marian (Gay) Saar was appointed assistant in art, in the Department of Industrial Education and Art, Kansas State Teachers College, Pittsburg, September, 1947.

She is a native of England, and was a student at the Municipal Art School, Manchester, England, where she won distinction by earning 100 percent maximum grades for the year's examinations. In 1936 she was awarded a Royal Exhibition Scholarship at the Royal College of Art, and while a student there she won prizes for excellence in textile and costume design, stage settings, plant and animal drawing, still life, and water color. Some of her drawings and paintings were retained for exhibition in the Royal College Gallery. In 1937 she earned the highest marks in the South of England exhibit of life drawings. Some of her textile designs were purchased by the Coiton Printers' Association. She came to the United States to become the wife of Ted Saar, Jr., Pittsburg.

In 1939 she was awarded the Art Teacher's Degree, graduate status, by the British Board of Education; was made an Associate of the Royal College of Art (ARCA); and from the London City and Guilds (the equivalent of the medieval guilds of craftsmen) was awarded Technological Certificates for embroidery, bookbinding, and tailoring.

She is a member of Kappa Pi, national honorary society in Fine Arts, and of Delta Kappa Gamma, women teachers' sorority.

Her teaching experience includes seven years, 1939-1946, as instructor of art in the Newbury Girls' School, Newbury, England, where she taught needlework, embroidery, dressmaking and tailoring,

and crafts; adult classes in dress-making and tailoring under the government program; also book-binding, weaving, and embroidery as occupational therapy in a military hospital.

She has had considerable experience as a commercial artist with various London firms; bookbinding for the British Museum; binding and repairing rare books and manuscripts for the Records Office and Law Courts; also repairing, arranging, and cataloguing historic embroideries, textiles, and costumes.

The outbreak of World War II interrupted the Traveling Scholarship, awarded her by the Royal College of Art, which provided for a year of study of textile design and production in France.

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Eugenia Hortense Smith was appointed instructor in the Department of Commerce and Business Administration, Kansas State Teachers College, Pittsburg, September, 1948.

She is a native of Kentucky; graduate of the University of Kentucky, Lexington, B. A., 1932, and M. A., with major in Business Education, 1948. While a student in the Graduate School of the University of Kentucky she was awarded the Margaret Voorhies Graduate Scholarship, which is awarded each year to fifteen graduate students who rank highest in scholarship, personality, and research ability. The same year she

was cited for outstanding scholarship and leadership in the Annual Honors' Day Convocation. She served one year, 1947-1948, as Counselor on the staff of the Dean of Women, University of Kentucky.

She is a member of Kappa Delta Pi, international honorary society in Education; Delta Pi Epsilon, national honorary graduate fraternity in Business Research; Pi Omega Pi, national honorary fraternity of Business Teachers. She is secretary of the Advisory Board, Y. W. C. A., Kansas State Teachers College, Pittsburg.

She is a member of the National Education Association, Kansas State Teachers Association, National Business Teachers Association, United Business Education Association, American Association of University Women.

Her teaching experience before coming to Kansas State Teachers College included fifteen years, 1932-1947, as teacher of English and business subjects in Senior High School, Horse Cave, Ky.; Visiting Instructor, Department of Office Administration, University of Mississippi, Summer Session, 1948.

Her business experience included secretary, Millett Hardwood Lumber Co., Louisville, Ky.; Secretary, The Armored Force School, U. S. Army, Fort Knox, Ky. She also served one year as treasurer, Kentucky Business Teachers Association; one year as social chairman, Alpha



Gamma Chapter of Kappa Delta Pi; and one year as treasurer, Nu Chapter of Delta Pi Epsilon.

Ronald Wray Strowig was appointed assistant in counseling and guidance at Kansas State Teachers College, Pittsburg, on August 15, 1948, assigned to duties as psychometrist, counselor, and instructor. He is a native of Kansas and holds the A. B. degree from Kansas Wesleyan University, Salina, 1942, and M. A. degree from the University of Kansas, Lawrence, 1948.

While enrolled as a student at Kansas Wesleyan University he held a two-year Honors Scholarship, 1938-1940. He served as part-time assistant in the Music Department, teaching band instruments, Sacred Heart High School, Salina, 1939-1941. During the summer of 1941, he was director of the city and high-school bands, Beloit, Kan. While enrolled as a graduate student at the University of Kansas he was for two years psychometrist and occupational information librarian, 1946-1948.

He is a member of Phi Delta Kappa, honorary graduate fraternity in Education; of Psi Chi, national honorary fraternity in Psychology; and was represented in *Who's Who in American Colleges and Universities*, 1941-1942. He is also a member of Pi Sigma Epsilon, social fraternity.

He is a member of the National Education Association, Kansas

State Teachers Association, National Vocational Guidance Association, and the Kansas Guidance Association.

His World War II service consisted of three and one-half years in the U. S. Naval Reserve, 1942-1946, in which he is now on inactive status, with rank of lieutenant. He served on shipboard in the Pacific theater, 1943-1945; was executive officer on a submarine chaser, 1944-1945; on shipboard duty in the Caribbean theater, 1945-1946; executive officer and commanding officer of a patrol-craft submarine chaser, 1945-1946.

He has had additional practical experience as stock clerk and salesman in bookstore, Salina, Kan., 1938-1941; as a member of a group engaged in school building surveys, under the Department of Education, University of Kansas, 1947; and as observer for the Kansas State Teachers Association at the 1947 session of the Kansas state legislature, concerning school legislative measures.

Verne I. Thomas was appointed instructor of automotive and Diesel mechanics in the division of vocational education, Kansas State Teachers College, Pittsburg, September, 1948.

He is a native of Kansas, and has had twenty-four years of practical experience in automotive and Diesel mechanics, as shop foreman and service manager in dealer service departments. During World War

He was general shop foreman in charge of Diesel and automotive equipment in the Jayhawk Ordnance Works, Pittsburg.

He is a graduate of the University of Kansas, degree A. B.; and

of Kansas State Teachers College, Pittsburg, degree M. S., 1948.

He is a member of the American Vocational Association, the Kansas Vocational Association, and the Knights of Columbus.

## 2. Promotions

Laurence Gilpin Cutler came to Kansas State Teachers College, Pittsburg, as assistant in printing in the fall of 1935, and was promoted to the rank of instructor, September 1, 1948.

Prior to coming to the College, he was engaged in printing and newspaper work, having served on the Abilene *Kansas Reflector*, the University of Kansas *Journalism Press*, and the Newark, Del., *Ledger*. He was also for a time manager of the Messenger Printing Company, Caldwell, Kan.

He holds a life membership in Sigma Delta Chi, national professional fraternity in Journalism. He is a member of the National Education Association, the Kansas State Teachers Association, American Vocational Association, Kansas Vocational Association, and Epsilon Pi Tau, national honorary fraternity in Industrial Arts.

Edwina B. Fowler was appointed instructor of public-school music, Kansas State Teachers College, Pittsburg, in September, 1929, and was promoted to the rank of assistant professor in September, 1948.

She is a native of Oklahoma; a graduate of Kansas State Teachers

College, Pittsburg, B. S. degree with major in music, 1929; and of the American Conservatory of Music, Chicago, Mus. M., 1938. While enrolled in the American Conservatory of Music she made the honor roll and was awarded the citation honorable mention.

Her teaching experience before appointment at Kansas State Teachers College included three years, 1922-1925, as instructor, and one year, 1927-1928, as supervisor of music in the senior high school, Fort Scott, Kan.

She is a member of the National Education Association, Kansas State Teachers Association, Music Educators National Conference, Music Teachers National Association, Kansas Music Educators Association, American Association of University Women; Sigma Alpha Iota, national professional fraternity for women in Music; Delta Kappa Gamma, national honorary sorority in Education.

In addition to maintaining a studio for private instruction in esthetic dancing and dramatic art, she has appeared in musical and Indian costume recitals, and has had wide experience in church and Masonic choirs. She has organized

and directed music festivals for county teachers institutes; and has written, arranged, and produced many concerts, pageants, and operettas for children in Horace Mann

Laboratory School and other schools. She has contributed articles on musical subjects and music criticism to *The Educational Leader*.

### 3. Resignations

Phyllis Ann Bate was appointed assistant professor of social science, Kansas State Teachers College, Pittsburg, September, 1948. On June 1, 1949, she resigned her position to be married.

She is a native of Indiana; graduate of Purdue University, Lafayette, Ind., B. S., 1940; and of the University of Chicago, M. A., 1946, and Ph. D., 1948. While an undergraduate student at Purdue University she was a "distinguished student," held a university fellowship in the Department of Social Sciences, and graduated with honors. While enrolled in the Graduate School of the University of Chicago she held successively a Social Science Research Council Fellowship, a graduate scholarship, the Encyclopedia Britannica Fellowship in English History, 1946-1947, and an American Association of University Women National Fellowship, 1947-1948.

She is a member of the American Historical Association and the Mississippi Valley Historical Association.

Frances Lawrence Baxter was given a temporary appointment as instructor of fine arts, Kansas State Teachers College, Pittsburg, Sep-

tember 1, 1947. She resigned her position at the close of the Summer Session, July 30, 1948. For a biographical sketch, see Vol. 12, No. 1, November, 1948, page 16.

Frank Vallette Hill was appointed assistant professor of instrumental music and director of the College Band, Department of Music, Kansas State Teachers College, Pittsburg, January 26, 1948. He resigned his position, effective at the close of the Summer Session, July 30, 1948. For a biographical sketch, see Vol. 12, No. 1, November, 1948, page 23.

Jack Leeper Lambert was appointed instructor of physical science at Kansas State Teachers College, Pittsburg, September 1, 1947. He resigned his position at the close of the Summer Session, July 30, 1948. For a biographical sketch, see Vol. 12, No. 1, November, 1948, page 27.

Guillaume Michel Severin Mombaerts was appointed instructor of piano in the Department of Music, Kansas State Teachers College, Pittsburg, September 1, 1945. He



resigned his position at the close of the second semester, May 31, 1948. For a biographical sketch, see Vol. 11, No. 1, November, 1947, page 14.

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Charles Harrison Morgan was appointed instructor of physical education and athletic coach, September, 1931; was promoted to the rank of assistant professor in 1945; and resigned his position as coach on May 1, 1949. Effective September 1, 1949, he was appointed assistant professor of industrial education.

He is a native of Kansas, and a graduate of Kansas State Teachers College, Pittsburg, degree B. S., 1926, and M. S., 1945. He completed one summer session, 1926, of graduate study at the University of Michigan, Ann Arbor; one summer session, 1920, at the Stout Institute, Menomonie, Wis.; and one summer session, 1931, at the Coaching School, Northwestern University, Evanston, Ill.

His teaching experience includes seven years, 1914-1921, as coach of athletics, Senior High School, Hiawatha, Kan.; and nine years, 1922-1931, in a similar position, Senior High School, Pittsburg, Kan.

He is a member of the National Education Association, the Kansas State Teachers Association, and Kappa Delta Pi, international honorary society in Education.

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Esther Ailleen Park was appointed reference librarian at Kansas State Teachers College, Pitts-

burg, September, 1931. She also taught courses in library reference methods. In August, 1948, she resigned to accept a position as assistant librarian, State Teachers College, DeKalb, Ill.

She is a native of Missouri, and a graduate of Southwest Missouri State College, Springfield, Mo., B. S. degree, 1926; also of the Library School of the University of Illinois, Urbana, degree B. S. in L. S., with honors, 1931; and A. M., 1941.

Her teaching and library experience includes one year as student assistant in Greenwood Training School, and one summer as instructor of art in the College, State College, Springfield, Mo.; one summer as student assistant in the Education Seminar Library and one summer in the Classics Seminar Library, University of Illinois Library; and two years as instructor in the public schools, Springfield, Mo.

She is a member of Delta Kappa Gamma, national honorary fraternity in Education (Corresponding secretary of Rho Chapter, two terms; Chairman of Committee on Initiations, 1946-1947), and Sigma Sigma Sigma, social sorority (cosponsor and keeper of grades, Chi Chapter).

While employed at Kansas State Teachers College she was an active member of the National Education Association, Kansas State Teachers Association, American Library Association (member of the National Committee on the Junior Members Round-Table Project, *Local In-*

*dexes in American Libraries*, published by F. W. Faxon Co., New York, 1947), Kansas Library Association (President, Junior Members Section, 1938-1939), American Association of University Women (Treasurer of Pittsburg Chapter, 1938-1940; Chairman of Program Committee, 1946-1947).

She is author of *Mural Painters in America, 1800-1947: A Biographical Index*, published as a bulletin by Kansas State Teachers College, Pittsburg, 1949, and has contributed a number of articles to professional journals.

She has lectured before Art Clubs, Sorority and Fraternity Chapters, Women's Clubs, College classes, and teachers' conventions on "Mural Painters in America" and "Use of the Library." She has collaborated in the preparation and broadcasting of radio programs on the services and use of the library, also in assembly programs, and

lobby displays. She organized and for many years supervised the "Recreational Reading Collection" in the College Library.

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Florence Penn came to Kansas State Teachers College, Pittsburg, at the opening of the second semester, January 28, 1948, as assistant professor of art, and resigned her position at the close of the Summer Session, July 30, 1948.

She is a graduate of Kansas State Teachers College, degree B. S., 1930, and of Teachers College, Columbia University, New York, degree A. M., 1938. She also completed advanced graduate work at the Art Institute, Chicago, Ill., and at the Art Students League, New York City. Before coming to Kansas State Teachers College she was instructor of art in Miami University, Oxford, Ohio.

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#### 4. U. S. Veterans Administration

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Harold James Froning was appointed chief of the U. S. Veterans Administration Guidance Center, on the campus of Kansas State Teachers College, Pittsburg, September 1, 1948. Effective September 4, 1949, he resigned his position with the Veterans Administration.

He is a native of Kansas; a graduate of Southwestern College, Winfield, Kan., degree A. B., 1938; and of Kansas State College, Manhattan, degree M. S., 1940. He has

completed additional graduate work at Kansas State Teachers College, Emporia, and at Teachers College, Columbia University, New York.

His experience before coming to Pittsburg included six years as teacher and principal in high schools in Kansas and Missouri.

He is a member of the National Education Association and of the Kansas State Teachers Association.

## 5. Kansas State Board for Vocational Education

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Hazel Eirene Buck came to Kansas State Teachers College, Pittsburg, in September, 1948, as itinerant teacher trainer of vocational homemaking, under the Kansas State Board for Vocational Education, and state adviser to the Kansas Association of Future Homemakers of America.

She is a native of Kansas, and a graduate of Kansas State College, Manhattan, B. S. degree with Major in Home Economics, 1930; and M. S. degree with Major in Home Economics, same, 1938. She also completed two summer sessions of additional graduate work: 1942, at Colorado State College, Fort Collins; and 1947, at Iowa State College. She is a member of Delta Kappa Gamma, national honorary society in Education.

She is a member of the National Education Association, Kansas State Teachers Association, American Vocational Association, Kansas Vocational Association, American Home Economics Association, Kansas Home Economics Association.

Her teaching experience includes seven years, 1930-1937, as teacher of vocational homemaking, Senior High School, Beverly, Kan.; one year, 1937-1938, same, Senior High School, Gardner, Kan.; one year, 1938-1939, as head of the Homemaking Department, Senior High School, Sayville, Long Island, N. Y.; and nine years, 1939-1948, as teacher of vocational homemaking, Senior High School, Cherryvale, Kan.

## 6. Special Appointments of Instructors for the Summer Session

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Following is a list of special appointments of instructors for the Summer Session, 1949:

Lee Hinton Agnew, Department of Health and Physical Education.

Jesse B. Allen, Washburn University, Topeka, Kan., Department of Social Science.

Gladys Copen, head of department of Business Education. Northeastern Oklahoma A. & M. College, Miami, Okla., Department of Commerce and Business Administration.

William Corporon, Wyandotte High School, Kansas City, Kan., News Bureau.

T. E. Davis, Senior High School, Pittsburg, Kan., Department of Mathematics.

Logan Duncan, sixth-grade teacher, Horace Mann Elementary Laboratory School.

Robley C. Guy, dean of Junior College, Garden City, Kan., Biology Department.

Victor Klotz, principal of Senior High School, Coffeyville, Kan., Department of Education and Psychology.

Margaret Oliver, Senior High School, Pittsburg, Kan., College Library.

Margaret Ramsdale, Kansas State College, Manhattan, Kan., Department of Home Economics.

Warren Seeley, State Board for Vocational Education, Topeka, Kan., Department of Industrial Education and Art.

Earl Shaffer, Southwestern College, Winfield, Kan., Department of Language and Literature.

Grace Starlin, Senior High School, Newton, Kan., Department of Social Science.

## 7. Special Appointments of Leaders of Workshops for the Summer Session

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Following is a list of special appointments of leaders of Workshops and Conferences for the Summer Session, 1949:

Dr. Harold Allen, director of communications program, University of Minnesota, Minneapolis, Minn., leader of the Workshop on English Communication.

O. H. Beatty, State Board for Vocational Education, Topeka, Kan., leader of the Workshop for School Custodians.

Frank Browne, educational consultant, Omaha, Neb., leader of the Workshop on the Teaching of Art.

Dr. Howard Athalone Dawson, director of rural service, National Education Association, Washington, D. C., leader of the Conference on Improving the County School System.

Dr. Harl Roy Douglass, director, College of Education, University of Colorado, Boulder, Colo., leader of the Conference on Life Adjustment Education.

Violet Eckhoff, teacher of art, Teachers College, Columbia University, New York, leader of the Workshop on the Teaching of Art.

Dorothy Espenlaub, principal, John J. Ingalls School, Kansas City, Kan., leader of the Aviation Education Workshop.

Dr. Clifford P. Froelich, specialist in occupational information and guidance, U. S. Office of Education, Washington, D. C., leader of the Guidance Conference.

Ruth Kittle, author of the Kittle Penmanship System, Kittle Publishing Co., Topeka, Kan., leader of the Penmanship Workshop.

Ruth Mellor, field representative in Kansas, American Junior Red Cross, Midwestern Area, St. Louis, Mo., leader of the Junior Red Cross Adult Leadership Workshop.

Ulf Oestergaard, Guest Professor from Denmark, leader of the Conference on International Understanding and Coöperation.

John Patterson, consultant for aviation education, and assistant to the regional administrator for aviation training, Fifth Region, Civil Aeronautics Administration, Kansas City, Mo., leader of the Aviation Education Workshop.

Dr. Merle C. Prunty, head, extra-class division, and director of student personnel, Stephens College, Columbia, Mo., leader of the Workshops on the Junior High School and the Junior College.

Dr. Delbert J. Pugh, assistant director, American Junior Red Cross, Midwestern Area, St. Louis, Mo., leader of the Junior Red Cross Adult Leadership Workshop.

Marlin C. Schrader, formerly state supervisor of guidance services, State Board for Vocational Education, Topeka, Kan., leader of the Guidance Conference.

Warren A. Seeley, state supervisor of trade and industrial education, State Board for Vocational

Education, Nashville, Tenn., leader of the Short Course for Vocational Teachers and Supervisors.

Mason Arthur Stratton, County Superintendent of Schools, Atlantic County, Mays Landing, N. J., leader of the Conference on Improving the County School System.

Dr. Carleton Wolsey Washburne, director of information service, U. S. Department of State, Washington, D. C., leader of the Conference on International Understanding and Coöperation.

Dr. Edmund Griffith Williamson, professor of psychology and dean of students, University of Minnesota, Minneapolis, Minn., leader of the Guidance Conference.

L. W. Winkle, State Board for Vocational Education, Topeka, Kan., leader of the Workshop for School Custodians.

W. W. Wright, director of the school lunch program, State Department of Education, Topeka, Kan., leader of the School Lunch Institute.



## Campus Activities

### CONFERENCES AND WORKSHOPS

The 1949 Summer Session at Kansas State Teachers College was again marked by a rich and varied program of conferences and workshops that brought to the campus a number of distinguished educational leaders and inspiring speakers. The spread of opportunities made a strong appeal to a wide variety of interests. Following is a list of the conferences and workshops with the beginning date of each:

June 6. Second annual workshop on problems, methods, organization, and functions of the Junior High School.

June 6. Second annual workshop on specific problems having to do with the objectives, planning, organization, and administration of the Junior College.

June 6. Third annual Short Course for Vocational Teachers and Administrators, conducted in cooperation with the Kansas State Board for Vocational Education.

June 6. Workshop for School Custodians, in cooperation with the Kansas State Board for Vocational Education.

June 14. Third annual workshop on Problems of Art Teaching in the Public Schools.

June 20. Third annual Guidance Conference, to consider problems in counselor training.

June 20. Second annual workshop on English Communication.

June 21. Second annual School Lunch Institute, in cooperation with the Kansas State Department of Education, with special attention to problems of planning, preparing, and serving school lunches; food and labor costs; selection, use, and care of equipment.

June 27. Second annual workshop on International Understanding and Cooperation, with application to subjects and activities from the elementary school through the junior college.

June 28. Second annual Book Week, in cooperation with the Kansas Bookmen's Association, with special reference to state-adopted textbooks, and the effective use of teaching aids of all types.

June 28. Second annual Special Short Course for Teachers of Driver Education and Training and Highway Safety, in cooperation with the American Automobile Association.

June 30. Conference on Life Adjustment and Education.

July 6. Conference on Health

Education, sponsored jointly by the Kansas State Board of Health, the Kansas Health Education Council, and Kansas State Teachers College.

July 11. Second annual Junior Red Cross Adult Leadership Workshop, with emphasis on the place of the activity program of the Junior Red Cross in the schools; organization, international activities, community service, production, health, and safety.

July 12. Sixth annual conference on Audio-Visual Education, consisting of lectures, discussions, and demonstrations dealing with subjects and levels from the kindergarten to adult groups.

July 18. Fifth annual Penmanship Workshop.

July 18. Aviation Education Workshop.

July 20. Thirtieth Annual Education Conference, with special attention to the problem of "improving our county school system."

#### KANSAS PAINTERS EXHIBIT

In the spring of 1949 Kansas State Teachers College announced an exhibit of the work of Kansas painters. The exhibit was open to all artists who are working in Kansas, and to all artists who were born in Kansas, wherever they may be working at present. Entries were received during the first two weeks of May, and displayed in the College Library building during the entire month of June.

The chief juror of the exhibit was James Lechay, associate pro-

fessor of art, University of Iowa, Iowa City.

Kansas State Teachers College set aside the sum of \$900, to be used in Purchase Awards, the paintings becoming the property of the College, to be displayed permanently in appropriate places on the campus.

Following the original exhibition in Pittsburg, a display of 67 selected paintings was placed on public exhibition as a Kansas Painters Show at the William Rockhill Nelson Art Gallery in Kansas City, Mo., during the month of September, 1949. On Sunday, September 25, from 2:30 to 5:30 p. m., a reception for graduates, former students, and members of the faculty, was held at the Gallery. Among those in attendance were President and Mrs. Rees H. Hughes, Dean and Mrs. Ernest Mahan, ten other members of the College Faculty, and more than 250 alumni and former students from the Kansas City area.

#### EVENING AND EXTENSION CLASSES

For many years Kansas State Teachers College has offered instruction by correspondence, evening classes on the campus, and extension classes in nearby communities, for the purpose of bringing opportunities for college study to employed teachers and others who cannot attend the regular sessions. Classes such as these are of great advantage to students who need only a limited number of credits to complete the requirements for a



degree, or to enable them to complete the requirements in one semester or one year of residence study.

The opening of the first semester, 1948-1949, brought more requests than usual for evening and extension classes. Following are some of the courses for which the demand was sufficient to warrant the organizing of classes.

Beginning September 20, three evening classes were organized by the Department of Commerce and Business Administration, one in business machines and filing, one in typewriting, and one in management of small business. The classes met five evenings each week.

Beginning September 21, the Department of Education and Psychology offered two evening courses for teachers in service: a course in educational sociology for senior-graduate credit, and a course in rural sociology for sophomore credit. Also, meeting at 9:00 o'clock on Saturday mornings, courses were offered in methods of research for graduate credit; problems in teaching reading for senior-graduate credit; and civic education for sophomore credit.

Beginning September 27, the Department of Industrial Education offered three evening courses: a class in silversmithing, from 6:00 to 8:00 o'clock two evenings each week, a class in woodworking, from 4:00 to 7:00 o'clock five evenings each week; and classes in welding, from 5:00 to 8:00 o'clock and from 8:00 to 11:00 o'clock, five evenings each week.

Beginning September 29, the Department of Education and Psychology conducted an extension class for teachers in visual education. This class met from 7:00 to 9:00 o'clock one evening each week, at Central School, Columbus, Kan. Also, two extension classes met one evening each week at Labette County Community High School, Altamont, Kan., one in educational sociology and one in the essentials of reading.

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Dr. Walter McCray, who retired September 1, 1947, as head of the Department of Music, was engaged as director of the symphony orchestra, Independence, Kan., for the concert season of 1948-1949. For the past three years Doctor McCray has been engaged as director of the Pittsburg Municipal Band, which plays a series of concerts each year in Lincoln Park and in the municipal auditorium.

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Dr. Robertson I. Strawn, head of the Department of Language and Literature, was reelected chairman of the Pittsburg Public Forum for 1948-1949. This was the fifth year of the Forum. The Forum is financed each year by the sale of fifty sponsoring memberships at \$2 each. The Forum meets at the Public Library on the third Thursday evening of each month, October to May, and a program committee is appointed for each meeting.

## VISITING PROFESSOR

During the school year, 1948-1949, the faculty of Kansas State Teachers College included a visiting professor, Ulf Oestergaard, who served as instructor in the Departments of Social Science and Language and Literature. He is a graduate of the University of Copenhagen, Denmark, and holds degrees which are the equivalent of Ph. D. in the United States. He has conducted travel tours through Europe during summers, and in 1947 was the Danish representative to the UNESCO Council on Education in Paris. He has also served as lecturer on the Danish state radio network. Among the courses he taught here are Roman History, Etymology, Introduction to Literature, and a senior-graduate course in Scandinavian Literature. He also assisted in conducting the Conference on International Understanding and Coöperation which was held at Kansas State Teachers College during the 1949 Summer Session, from June 27 to July 8.

## RADIO BROADCASTING STUDIOS

Two radio broadcasting studios and a control room have been constructed on the fourth floor of Russ Hall, complete with the best modern radio equipment. For use in broadcasting, radio lines are run to the various buildings on the campus, so that it is not necessary for speakers or musicians to go to the studios. The equipment includes a console, two portable amplifiers, two transcription players, and the necessary microphones and

stands; also one disc recorder and one tape recorder. It is now possible to broadcast from almost any place on the campus over either radio station in Pittsburg, KSEK or KOAM.

The work of broadcasting is carried on by classes in radio program production. When the work started in October, 1947, one program was broadcast each week over KSEK during the first semester. During the second semester, one program was broadcast over KOAM each week and two programs over KSEK. The number of programs will increase gradually until the goal of one broadcast daily is reached. This project is carried on under the supervision of Dr. Robertson I. Strawn, head of the Department of Language and Literature.

## PLAYGROUNDS

Three playgrounds for young children have been equipped in the housing unit area for veterans. The equipment includes slides, swings, sand boxes, and teeter-totters. The sand boxes are protected by movable tilting awnings; and 100 sand buckets, 100 small shovels, and fifty large shovels were provided. The equipment was furnished and installed by the Pittsburg Posts of the American Legion and Legion Auxiliary.

## DRIVER EDUCATION

In coöperation with the American Automobile Association, the College offered a complete course in driver education and highway

safety during the 1948 Summer Session. Professor Harry V. Hartman, supervisor of automotive mechanics, represented the College, and the conductor of the course was Norman Key, educational consultant of the AAA, Washington, D. C.

Kansas State Teachers College of Pittsburg is one of two institutions in Kansas offering such a course, the purpose of which is to qualify instructors of driver training for the high schools. The teacher who successfully completes the course receives a certificate from the AAA, which makes the school in which he teaches eligible for a special dual-control training car loaned by the AAA, and manufactured especially for teaching purposes by the Pontiac, Ford, and Chevrolet automobile companies.

Extensive repairs and improvements in Porter Library during the summer and early fall make the building much more comfortable and cheerful for students who spend many hours there daily. The tile roof and brick walls were gone over thoroughly to make the exterior of the building as good as new again. Inside, the entire building has been equipped with a new and adequate fluorescent lighting system. Ceilings were treated with sound-deadening tile. New ornamental exterior windows were in-

stalled, and the interior was redecorated throughout. The reserve-book reading room and the high-school library received new composition tile floors.

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A new class for the training of nurses began work at the College on Monday, September 13, with an enrollment of thirteen young women. The course lasts three years and is conducted by Mt. Carmel Hospital in coöperation with the College. With the addition of the thirteen new students, there are now fifty-two student nurses in training at the hospital and the College.

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The school affairs committee of the Pittsburg Chamber of Commerce put into effect a new plan for aiding in the support of the athletics program at the College for 1948-1949. This took the form of a sale of season-ticket books of scrip. Each book consists of tickets for six home football games, twelve basketball games, three "B" team football games, and two track meets; total, twenty-three athletic events. The price of the book was \$8.54, including tax. This is an average of approximately 40 cents, or less than half the single admission prices.

## Comments on Books

### *Industrial Arts Design*

By WILLIAM H. VARNUM

The Manual Arts Press, Peoria, Ill., 1916; Revised Edition, 1948; \$4.50.

The artist teacher attempts to project his standards, his scale of values, into the thinking of those individuals with whom he works. In this undertaking he must be careful that the student retains his individuality and initiative. Any means that can help the student develop moral integrity, sincerity, and balance in his development and in his contribution to the society he will serve must have consideration. Creative work is something altogether individual; it is a challenge to the constructive forces and drives within the person who aspires to achieve it.

Good design must develop the best use of the materials of our environment in a pleasing and intelligent way. There are several factors that must be considered simultaneously if high standards of design and individual expression are to be achieved.

*First*, the materials to be used must be understood, their advantages exploited, and their limitations respected. I believe this must come from student experience and intelligent guidance from the

teacher. Any book dealing with design can only indicate general areas of consideration. The primary essential of individuality in design in the practical or industrial arts derives from the way the designer thinks of his materials.

The *second* factor derives from the tools that will be used to fashion the object. Individuality in the use of tools calls for imagination and restraint. Each tool has an individuality and character of its own. It can enhance or kill design character according to the good taste and resourcefulness of the man who uses it. A book on design can do much to direct the thinking of the individual toward the character of specific materials and the tools used to fashion them into useful objects. I think Professor Varnum's book, *Industrial Arts Design*, has definite value in this respect.

To follow the book slavishly would be limiting, and perhaps, in some instances, detrimental to functional efficiency. It is likely that many people could cite examples in which some of the design principles enumerated have been broken and yet the object

fitted easily and naturally into its environment and was rich in design quality. I believe that Mr. Varnum would have acknowledged this fact.

The benefit of the text derives rather in the availability of an objective design analysis check list. Perhaps the designer will break some of the suggestions to achieve his own expression. His decision to do this should be calculated, and design quality attained by exploitation of some other design factor to a marked degree. I sincerely believe that a majority of the design principles enumerated in this text will pertain to any object that commands respect in the industrial-arts field. In order to be successful, however, they must be accompanied by experimentation in materials and critical evaluation of the limitations and essential characteristics of the tools used.

The *third* factor in the designing process is that of stimulation com-

ing from high standards of design and workmanship. I believe these must be derived from the actual objects rather than from cuts and illustrations, although the latter can do much to direct the thinking of the designer. It is unlikely that anyone working in design would agree entirely with the selection of illustrative material that another would use. To find some of the material of a text unsuited to your own particular use does not preclude the use of that which does have significance. In no case will the true designer permit of copy work and imitation. The forms available for design are infinite. They must adhere within a flexible framework of recognizable design criteria. I believe any industrial-arts teacher can profit from selective guidance from Varnum's *Industrial Arts Design*. — BERT ORVILLE KEENEY.



## Contributors to This Number

William Thomas Bawden (Ph. D., Columbia University), head of Department of Industrial Education, 1935-1945; director of College Publications since 1945; editor of *THE EDUCATIONAL LEADER* since 1944. For biographical sketch see Vol. 11, No. 1, Nov., 1947, page 27.

Jane Morrow Carroll (Ed. D., George Washington University) was appointed assistant professor in the Department of Methodology at Kansas State Teachers College, Pittsburg, in the Summer Session of 1918. From 1920 to 1923, she served as primary critic teacher. In 1923, she was appointed professor of primary methods and primary supervisor, and in September, 1927, she was promoted to her present position, professor of education and principal of Horace Mann Elementary Laboratory School. She is a graduate of Kansas State Teachers College, degree B. S., 1920; of Columbia University, New York, degree A. M., 1927; and of George Washington University, Washington, D. C., degree Ed. D., 1939. She is a member of Kappa Delta Pi, international honorary society in Education; also of Delta Kappa Gamma and Pi Lambda Theta, honorary sororities. From March to September, 1943, she held a temporary ap-

pointment as senior specialist on extended school programs, U. S. Office of Education, Washington, D. C.; and served as president of Kansas State Teachers Association for one term, 1946-1947. She is a member of the National Education Association, and Kansas State Teachers Association, and is a frequent contributor to educational journals.

During the months of October, November, and December, 1949, she served as chief consultant for the Kansas State Department of Education in organizing and conducting a series of one-day curriculum conferences for elementary teachers, which were held in 21 cities in all sections of the state.

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Paul G. Murphy (Ph. D., State University of Iowa) came to Kansas State Teachers College in 1932 as assistant professor of psychology and philosophy; was named acting head of the department in 1942; and in 1945 was appointed to his present position as Dean of Students and Professor of Psychology. He served one term as president of the Kansas Mental Hygiene Society, and holds membership in the American Psychological Association, Kansas Psy-



chological Association (President, 1933), Kansas Association of Consulting Psychologists, National Education Association, Kansas State Teachers Association, also Sigma Xi. From 1944 to 1946 he was chairman of the executive committee of the Pittsburg Branch of United Service Organizations. Professional journals to which he has contributed include *Mental Hygiene*, *Kansas Teacher Educational Forum*, and *Psychological*

*Monographs*. During the second half of the academic year, 1943-1944, he was absent on leave engaged in special research in administration at Teachers College, Columbia University, New York. Effective October 1, 1949, he resigned his position at Kansas State Teachers College, to accept appointment as clinical psychologist with the firm of Conwell, Street, and Kurth, practicing physicians, Wichita, Kan.

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