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THE EDUCATIONAL LEADER



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THE EDUCATIONAL LEADER

VOLUME XVIII • NUMBER 2

"The Wisdom principle must be matured . . ."

An Essay on Education by JOHN ALLEN BRENTS

EDITOR'S NOTE: John Allen Brents was born in 1833 in a log cabin in Clinton County, Kentucky. After attending country schools he studied at Cumberland Academy, Monticello, Kentucky, and was for a time in the early fifties a rural school teacher. In 1854-'55 he attended law school in Louisville and was admitted to practice in the spring of the latter year. During the Civil War he supported the Union and helped recruit Company "C" of the First Regiment Kentucky Volunteer Cavalry; he was commissioned a major in that organization. Serious illness in his immediate family led to the resignation of his commission in mid-1862 after a year of field service in his home state and in Tennessee. During and after the war Major Brents was active in civic affairs and in Republican politics, and he held a variety of elective and appointive offices including county attorney, district judge, member of the state legislature, and United States commissioner. Civic-minded and public-spirited, he strove always "to raise higher the standard of morality, to encourage industry, economy and the development of the resources" of his native county, particularly as publisher of the Albany, Kentucky, *Banner* during the last decade of his life.* He died in 1900 at Albany.

Major Brents' essay on education was probably written in the spring of 1855 while he was a law student in Louisville. Like many of his contemporaries, he kept a "common-place book" in which he set down from time to time his ideas and observations on a variety of subjects from drunkenness to gambling (he opposed them) to polygamy, sectarianism, and slavery (he opposed them). In addition, Brents copied into his book a series of letters exchanged with his friend, L. B. Tabor. In these letters the young men discussed law, religion, and "moral philosophy." The education essay is typical in language, tone, and sentiment of the other discussions in the book and of the letters preserved there.

The Brents "common-place book" is a small (six and a half by seven and a half inches), leather-backed notebook of the type often used for the keeping of notes and simple accounts. There is internal evidence that Brents used it as his personal account book, although some pages have been cut out to leave only the essays and letters. The material is written in ink with some penciled corrections probably made by one of the Major's family. In preparing the education essay for publication, the original language has been followed.

* "Maj. J. A. Brents," *The Gleaner*, Albany, Kentucky, May 4, 1899.

The book is in the possession of the author's granddaughter and grandson, Miss Virginia Allison Brents and Harry Lee Brents, of Pittsburg. Their father, John Allen Brents, Jr., came out to Kansas in the 1880's, and they were born and have lived all their lives in Southeast Kansas. John Eastwood, a graduate student in the Social Science Department of Kansas State Teachers College, Pittsburg, brought the book to the attention of Dr. Dudley T. Cornish, assistant professor in that department, after Miss Brents had shown it to Mrs. Eastwood. Doctor Cornish examined it and, concluding that the essay on education might be of interest to educators in 1954, he suggested its publication in this journal. It is presented here as the expression of a young Kentuckian of a century ago who was convinced of the vital importance of education.

EDUCATION

This subject is one that should interest all persons of whatever class or nation. It should not only interest individuals whose destiny depends upon their education but should engage the attention of nations, for their destiny depends upon the intelligence of the people, especially in a republican government.

At the first existence of the human race it was very low, it was in darkness, and like a new borne babe ushered in[to] the world, its store of knowledge was very small—it knew not the truth to any great extent.

Men differ as to the manner [in which] the depraved condition of man was brought about—a great many believe by the fall of Adam—but my opinion is this—that man possessed the *Love* principle, which was a desire to do, the *Will* which made him act; he possessed the *Wisdom* principle but it was not sufficiently developed to guide him in the proper walks of life, consequently he continually erred. I can substantiate this position by various arguments, but I do not deem it necessary to introduce them. Therefore I do not believe in the fall of man but that he came into the world like all other things weak at first and had to mature. And by this principle we can account for the great number of murders, the oppression of man to his fellow creature, slavery, idolatry, fornication, adultery, the severity of parents, the severity of kings &c of ancient times. It was owing to the weakness of the *wisdom* principle that man formed incorrect ideas of his Maker, his duty towards Him, his fellow man, and himself.

The *Wisdom* principle must be matured and that by education. By education the thinking powers are brought into activity, the mind formed and the reason developed.

It is education that renders man superior to the brute. It is education that renders the civilized nations superior to the savage nations. O what a difference! It is education that makes one man superior to another in the same situation in other respects.

We see that it makes man think and by thinking all the useful sciences and arts are invented. It is by education that man is taught his duty towards his God, his fellowman and himself.

How rough and useless the marble in the quarry [sic], but when polish[ed] how beautiful and useful! View the many kinds of beautiful and useful apples and think by cultivation they have all sprung [from] the wild sour crabapple.

Compare the wild flowers and blossoms of the woods with the beautiful and sweet-scented flowers and blossoms of the garden. Compare the wild and vicious animal of the forest with the tame and useful domestic animal. Compare the low hut of [the] savage with the s[t]ately and beautiful mansion of the civilized man. Compare his rude implements of war with the civilized man's useful utensils for farming—his rude and savage government to that of the civilized man's, his scanty and rude way of living to the well cultivated farms, the towns and cities, steamboats, ships, commerce, railroads, the steam press &c of the civilized nations, and we can see some of the benefits of education. Should not parents educate well their children?

Some person[s] toil and work hard and do without the comforts of life so that their children may commence well in the world, as they say, but at the same time keep their children at home. They grow up in ignorance and vice; they have no education, can [hardly?] read and write their name. They are unacquainted with the ways of the world. They know not how to use the property they receive from their parents; they are soon cheated and swindled out of it, and they are left without property or education and they float down with the Common herd to perdition. Will parents wake to a sense of their duty?

They should educate their children and prepare them for usefulness to themselves and their country. God intended every person for some useful purpose. They owe duties to their God, to their country, to neighbor[s], family and themselves, and without education they cannot properly discharge those duties. Parents, riches may be lost, but the effect of education never.

Evaluation in Education

by B. EVERARD BLANCHARD, Professor of Education,
State Teachers College, Plymouth, New Hampshire

A professor of education discusses testing and evaluation in education . . . points out the relation of evaluation to educational objectives . . . but leaves this editor wondering if he should make any changes in his methods of evaluating students—after all, he does try to see the student as a “whole person” and has little time for the keeping of anecdotal records.

The present view is that tests constitute probably the major type of evaluative instruments, but that such other means of measurement as the anecdotal record, the interview, the questionnaire, the rating scale, and such tools as the individual profile, the class record, the cumulative record, and the case study have a significant place in the evaluation of pupil behavior and achievement. The evaluation concept has also doubtless been stimulated by the recent attention of educators and psychologists to the whole child and his behavior. This tendency to consider the child as a whole, rather than as an individual whose behavior and abilities can be catalogued into a number of different compartments, places a responsibility upon the user of tests and other instruments of evaluation for considering the child in this broad sense. It is through the application of the evaluation concept rather than of the narrower concepts of measurement and testing that the result is most effectively obtained.¹

The school, like business, must be concerned with the effectiveness of its program. Determining whether development is taking place and how much growth occurs is one of the most difficult problems in all teaching. In the past, schools have measured the amount of information students memorized by periodic and end-of-semester examinations. This narrowly conceived approach to appraisal was not concerned with genuine changes in behavior nor with the development of attitudes, appreciations, understandings, social skills, or values. Neither did it test thinking processes. Teachers used to believe that they had taught successfully when

1. Greene, H. A., Jorgensen, A. N., and Gerberich, J. R., *Measurement and Evaluation in the Secondary School*. New York: Longmans, Green and Company, Inc., 1946, p. 7. Quoted by permission of the publishers.

their students were able to retain information and whether or not they had ability to use it effectively.²

In evaluating school learning in recent years, however, increasing attention has been given to appraising such factors as the continuing adjustment of the student, development of understanding, ability to use information, development of appropriate attitudes, furtherance of appreciation, and clarification of values. This type of emphasis in evaluation makes it imperative that the school be concerned with the total growth of the student and that his total growth and adjustment be studied in the total environment—the community.³

Brubacher states:⁴ The movement away from measurement to evaluation is a long step in promoting better integration. Measurement has always stood for uniformity, external control, statistical methods, academic situations, and other devices of the subject curriculum. The centers of attention in evaluation are *value* to the learner and how he *behaves* as a result of such value. Since these pupil values are not amenable to statistical quantitative measurement and since pupil behavior is only slightly determined by present quantitative-measurement results, the movement toward a greater consideration of values and behavior means evaluation and not measurement. Since the underlying conceptions of evaluation are closer to those considered important in promoting integrating behavior, the change of emphasis in courses of study must be considered significant.

More recently, public schools have been devoting much time in co-operating with parents, special consultants, laymen, State Departments of Public Instruction, teacher training institutions, and university extension and advisory services in an effort to stimulate a broader interpretation of evaluation.

At this point, we might ask: What procedures are effective in helping teachers, parents, and children use evaluation as a continuous co-operative process which should be an integral part of teaching?

In describing a co-operative action research project involving teachers, Zirbes states:⁵ The procedures employed for studying children gave rise to two problems. Although an effort was made

2. Mendenhall, C. B., and Arisman, K. J., *Secondary Education*. New York: William Sloane Associates, Inc., 1951, p. 278. Quoted by permission of the authors and publishers. (Note: The Dryden Press, Inc., purchased the entire college list of Sloane Associates, Inc., in May, 1952.)

3. *Ibid.*, pp. 278-279. Quoted by permission of the authors and publishers.

4. *Op. Cit.*, p. 408. Quoted by permission.

5. Zirbes, Laura, "Our Research Responsibilities," *Educational Leadership*, Volume IX, No. 8 (May, 1952), p. 493.

to keep the procedures employed in studying children and collecting data about their behavior closely related to the classroom activities of teachers it was difficult to find time to observe and record behavior adequately and to use the scales and projective devices developed. To many teachers the time involved was not the most serious difficulty. They lacked skill in projective devices and making observations, anecdotal records, and questionnaires. They felt what they needed was experience and help in using the techniques and that with increased facility in their use the time problem would be reduced.

With regard to co-operative action of groups, Caswell suggests:⁶ There are many techniques for this sort of co-operative evaluation. Evaluation by the children themselves could be based on such things as diaries, folders of work, collections, projects, discussions, personal records, informal letters, and autobiographies. Teachers could base evaluations on the above as well as on cumulative records, diaries for each child to record personal behavior, achievement tests, group records of activities, and results of discussions, conferences, and observation. Group evaluations could come through discussions and conversations or topics such as children's interests, experiences, ways of behaving, and community experiences outside the classroom, and their thinking together on all matters of group concern. Evaluations by parents and community groups come through parent conferences and interviews, group meetings on common problems, and civic meetings in community problems having a bearing on the school.

The personal growth of the individual is best assured when the teacher, the parent, and all others concerned have an opportunity to agree on goals and methods.

The attainment of a good evaluation would seem to involve the understanding of the purposes of a school and the objectives which it is attempting to realize. Such a scheme would also imply a procedure. An example of a co-operative action plan might be as follows:

GROUP CO-OPERATIVE ACTION

Purposes	}	Unification essential
Objectives		
Discussion		
Thinking		
Action		

In discussing the evaluation procedures as used in Kingsport,

6. *Op. Cit.*, pp. 190-191. Quoted by permission of the Bureau of Publications.

Tennessee, Public School System, Caswell states:⁷ Examples of evaluative materials are the various questionnaires used. One of these was designed to secure the staff's reaction to the procedure followed in the curriculum development program during the first year; another sought to secure the parent's attitudes and opinions concerning the program; a third evaluated the first pre-school workshop; and a fourth attempted to determine the type of organization and the areas to be included in the second pre-school workshop.

Accordingly, this first year's evaluation related to the procedures used in carrying on curriculum development rather than to the curriculum changes adopted. It was based on the following factors: (1) The extent of staff participation in the programs; (2) experimental practices growing out of the program; (3) interest of laymen; (4) approval by the Board of Education of the study group recommendations; (5) evaluation of the program by the staff; (6) evaluation of the program by laymen; and (7) the consultant's evaluation of the program.⁸

In reviewing the Glencoe, Illinois, Public School System, Caswell remarks:⁹ We interpret evaluation as a continuous process which goes on all through the duration of every experience. Too often evaluation is conceived to be the administration of objective or standardized tests at the conclusion of activities to see "how much" children have "learned." This puts a false face on learning . . . we have stressed the conviction that learning involves the whole child—his physical, social, emotional, and intellectual being as it reacts to its environment. Such an interpretation could never allow evaluation of only one phase of learning.

Yet too often we use a different standard in our evaluation of students and assume that passing achievement tests proves they are well educated. All it really proves is that they have a certain amount of knowledge or skill. Basic evaluation must go deeper and be concerned with behavior. This is a day-by-day and hour-by-hour process. No tests ever devised can do it as well as individual learners and teachers examining themselves as they go along. . . . The ultimate goal of our curriculum is to produce desirable changes in the lives of children. All our evaluation must stem from that goal.¹⁰

7. *Op. Cit.*, p. 220. Quoted by permission of the Bureau of Publications.

8. *Ibid.*, p. 222. Quoted by permission of the Bureau of Publications.

9. *Ibid.*, pp. 189-190. Quoted by permission of the Bureau of Publications.

10. *Ibid.*, p. 190. Quoted by permission of the Bureau of Publications.

It has been found that parent's evaluation of education has an important influence in determining whether children will attend school at all. A recent study attributed the relatively low high-school enrollment in St. Charles County, Missouri, in large part to the negative attitude of many parents toward education. Numerous studies have shown that adult education programs usually have an important effect upon school enrollment, regularity of attendance, and the progress of pupils.¹¹

A final example of evaluation is stated by Caswell as he refers to the Minneapolis Public School System. This illustration indicates the position of those involved in studying the problem at the senior high school level: Evaluation of a pupil's progress should be in terms of definite objectives set up and understood by teachers, students, and parents. A student should then be marked with reference to his progress, as related to his own ability in achieving these objectives, rather than as compared with the achievement of others in the class, as is the common practice under the A B C D -F system of grades. Such evaluation to be effective, involves more detailed reporting than is now in general practice in the secondary schools. The check list is one form which a more detailed marking might take. The marking system should also include comparative marks (marks based upon comparison with others in class) for administrative and counseling use, but such marks should not be used to serve as the basis for promotion or failure. The implications of the above philosophy are several:

1. It implies that the senior high schools have a difficult job of adaptation and reorganization.
2. Changes must be made in curriculum offerings to enrich and broaden them and permit a wide range of possibilities for successful performance.
3. Study of the marking system, followed by experimentation is required.
4. An expanded counseling service is necessary.
5. Promotion policies and marking policies are very closely connected with teacher beliefs and teacher growth.¹²

The development of the idea of evaluation bids fair to reduce somewhat the overemphasis on the testing of factual materials, and to build up a needed emphasis on the recognition of other desired aspects in the development of pupils.¹³

11. Works, George A., and Lesser, Simon O., *Rural America Today*. Chicago, Illinois: The University of Chicago Press, 1943, p. 66. Used by permission of the publishers.

12. *Op. Cit.*, pp. 267-268. Quoted by permission of the Bureau of Publications.

13. Russell, John D., and Judd, Charles H., *The American Educational System*. New York: Houghton Mifflin Company, 1940, p. 443. Quoted by permission of the publishers.

The trend in secondary education today appears to place a high premium on the social, emotional, and the inter-personal relationships in and between boys and girls. Johnson states:¹⁴ Certain principles, concerned with human relationships, may be expressed as follows:

Schools, which are designed to develop desirable, effective citizens for the American way of life, must reflect in their climates and in the inter-personal relations of all people concerned, those values basic to this way of life. Inherent in such inter-personal relations is the satisfying of the emotional needs for belonging, for successful participation, for recognition, and for sensitivity—some of the requisites to sound mental health. Such needs must be set for all people—parents, teachers, and children alike.

The skills of active, effective "democracy" are developed in people as they attack, through co-operative group action, problems which they have in common.

Desirable healthy progress in improving our schools is only a part of a deeper and broader "social change" evidenced by modified understandings, beliefs and attitudes of people, and reflected in behavior more nearly in harmony with the social values held by our democratic society.

In determining the validity of evaluation programs, instructional purposes must be so planned that meaningful and purposeful learning outcomes may be tested by varied hypotheses.

In thinking along this same line, Mendenhall and Arisman believe:¹⁵ Where the purpose of instruction is temporary recall of specific items of information, then short-answer testing programs treating these items have a certain validity. If, however, the goals sought are the applications of principles, knowledge, and skills for immediate solving, co-operation, and open-mindedness, then simple, short answer tests can at best serve as crude indices with questionable validity.

When we endeavor to state goals in terms of observable behavior, we must ask such questions as:

What does the student do when he gets along with his peers?

What does the student do when he assumes responsibility?

What does the student do when he bases his thinking upon sound evidence?

14. Johnson, Paul E., "A Community Plans for Better Schools," *Educational Leadership*, Volume IX, No. 8 (May, 1952), pp. 502-503.

15. *Op. Cit.*, pp. 280-281.

What does the student do who is prejudiced and intolerant of others?

What does the student do when working effectively in a group?

What does the student do when he acts upon his convictions?

What does the student do who is concerned with the welfare of his group?

It should be remembered that any type of a test has certain limitations in whatever evaluation procedure it might be utilized. Good, Barr, and Scates state: ¹⁶ Two principles, on which appraisal instruments are based, represent fundamental assumptions. First, it is assumed that better judgment can be secured on the significant aspects of an object (or situation) by centering attention on one aspect at a time. . . . The second fundamental assumption involved in all of the instruments which yield a general total or composite rating is that general value can be approximated by a summation of the values of parts.

There is little disagreement among educators as to the direction that should be taken in developing evaluative methods and instruments of measurement. Evaluation should be made for the purpose of helping children, youth, and adults, through their own efforts, to become better individuals and to improve their conditions of living. It is to the kind and extent of these changes that evaluation must be directed. In the past, it has been much more common practice to measure some intangible aspect of the educational program such as specific information learned by the pupils or the teacher's methods and materials of instruction, assuming that the factor measured had a positive correlation with the purpose of the school, and to form judgment on this basis. The most serious difficulty in this procedure has been that the indicative aspects of the school which are thus measured tend to become ends in themselves ardently sought by teachers, pupils, and administrators, while the real purposes of the school are neglected.¹⁷

The reasons for this indirect approach to evaluation have been pointed out by Harris: ¹⁸

1. The school's effects on its pupils are difficult to discern.

16. Good, Carter V., Barr, A. S., and Scates, Douglas E., *The Methodology of Educational Research*. New York: Appleton-Century-Crofts, Inc., 1936, p. 437. Quoted by permission of the publishers.

17. *The Fifty-first Yearbook of the National Society for the Study of Education, Education in Rural Communities*. Chicago, Illinois: The University of Chicago Press, 1952, pp. 282-283. Quoted by permission of the Society.

18. Harris, Chester W., "The Appraisal of a School: Problems for Study," *Journal of Educational Research*, VLI (November, 1947), pp. 172-182.

2. Schools are unwilling or unable to state clearly the changes in pupil's behavior or in community life which they hope to achieve.
3. Although appraisals or organization, financial resources, personnel, or instructional methods are at first regarded only as part of a comprehensive program of appraisal, they tend to be interpreted more broadly, once they have been made.

Due to the variety of different approaches in evaluation utilized by teachers, parents, and administrators and the numerous concepts of possible attack, it is inevitable that confusion results. If we desire teachers to develop a functional approach toward meeting the needs and interests of youth, then we should encourage a functional approach in appraising desired outcomes of learning. Teachers who are provided opportunities to take field trips with their classes, who may at their leisure divert their efforts from the textbooks to roam in other areas of learning without criticism from their fellow-workers, who can actively participate in experimental work in the classroom and elsewhere without being labelled a "crack-pot," who may be freed from the daily routine to engage in inter-school visitation, and who in short, may desire to teach in a functional manner which is in accord with sound educational theory, should be welcomed members on any secondary school faculty.

Evaluating educational programs in relation to their purposes is difficult, but not impossible. The Fifty-First Yearbook of the National Society for the Study of Education, Part II, *Education in Rural Communities* offers some guiding principles relative to promising evaluation, namely:

1. Evaluation must be continuous over a long period. Many of the seeds planted in the lives of rural children during their early formative years do not and cannot come to fruition until long after these children have assumed their places as adult citizens in community life.
2. The aim of evaluation is to reveal difficulties, point the way to improvement, and give direction to growth; it is not to give recognition or prestige to individuals or to serve as a basis for pupil promotion.
3. Many people must be involved in evaluation—administrators, teachers, pupils, parents, and other interested laymen in the community. They can formulate plans that will fuse their efforts toward the better organization and operation of the school system.

4. Evaluation cannot always be based on objective data. Many of the most highly prized outcomes of the school cannot be precisely measured. To ignore them because they resist exact measurement is to place in an incidental category some of the most vital elements of the educational program.
5. Exact measurement and concrete objective data are, however, highly desirable. Continued refinement of the evaluative procedures will make such concrete evidence available and strengthen the foundation on which the school system rests.
6. Many more sources of evidence and type of data need to be given consideration in the evaluative program. Devices must be created and procedures developed which will bring such data together in a form that will reflect the true character of the educational program. For example, follow-up studies of pupils who have left rural schools would yield information about the difficulties rural young people have in adjusting to city life and how the rural schools could have been of more help in preparing them for this adjustment.
7. Appraisals of the organization and operation of the many aspects of the school and of the academic performance of its pupils will continue to be important phases of evaluation, but evaluation must reach beyond this. It must go past the school into the lives of individuals, to their homes and to their communities. It must encompass the behavior patterns, the levels of living, and the organizations and institutions through which such a large part of community life functions. It must extend to the value patterns which give direction to community life. For these things the rural school has been assigned a large measure of responsibility. The school should be evaluated in terms of its responsibilities.¹⁹

19. *Op. Cit.*, pp. 283-284. Quoted by permission of the Society.

Upheaval in Guatemala

By MARY SHAW

[In the following article, the author reports on her experiences in the recent revolution in Guatemala. After receiving her master's degree in the Language and Literature Department in 1951 and studying at the Summer Institute of Linguistics at the University of Oklahoma, she went to Guatemala to study the Indian language "Achi," one of the languages of the world about which little was previously known. Miss Shaw is now living and working at Cubulco, Baja Verapaz, Guatemala.]

It's going to be fun to go into Guatemala City again. Though we live only about eighty miles from there, it will be a twelve-hour trip on a well-loaded truck when we go, and the roads are not always passable at this time of year.

But we have a prodding curiosity; we're anxious to visit again the city we last saw early in May. It won't be the same—and we're grateful. It will be nice to walk through its sprawling streets without feeling like criminals, without dreading to lift our eyes to the walls that line the streets for dismay at seeing another ugly poster of Uncle Sam, the "menacing imperialist," without feeling that our fellow-shoppers are making uncomplimentary remarks about the "Norte-americanas."

Not that they ever did make uncomplimentary remarks that we know of. The people here have been amazingly friendly to us in spite of the abundance of propaganda engulfing them: Posters, newspapers, radio, and countless "special publications." The attitude of the people in general did not seem at all represented by what we constantly saw and heard, though some individuals did believe a part of what they read and wondered about some of the tales they heard.

Nor did the propaganda seem to reflect the attitude of the few government officials with whom we came in contact. Almost without exception they were friendly, encouraging our work and offering to help us in any way they could. The minister of education, the diputado (congressman) from this "departamento," the chief of Indian affairs, and many others extended us favors not at all in keeping with the official attitude toward "American interventionists."

We were more aware of the anti-American feeling in our own little town, where the municipal secretary (an appointive officer),

the mayor (his puppet), and the relatives of the secretary were somewhat antagonistic toward us. Others in town have been quite friendly to us except when they wanted to curry the favor of the local officials.

The two or three radio receiving sets in town came suddenly and loudly to life in the evening of June 18. (Our set wasn't usable; our battery was dead and its replacement hadn't arrived.) About eight o'clock someone tapped on our shutter and we opened to see the fear-strained face of a neighbor.

"They're attacking Guatemala! They've bombed Puerto Barrios, San José, and even the palace in Guatemala City!"

"Who are 'they'?" we wanted to know.

"Maybe it's the United States," she suggested.



We ruled this out with as many reasons as we could put into Spanish, and began asking questions of other passers-by. We finally gleaned that there was an exiled Guatemalteco directing the attack from Honduras, and that he was seeking to overthrow the Communist régime in this country. We tried to match our neighbors' deep concern, but we turned away from the window with pleased smiles—maybe this was the miracle we had been praying for!

The next day we were told that "business-as-usual" was the word from the Capital, with brief reports and many denials. A carload

of police came in from Rabinal, the next largest town in this "departamento," to search anti-Communist homes for arms. We don't know that they arrested anyone at that time, but a week before they had taken away a sick old man who had been reported as anti-Communist. A friend sent his daughter to tell us not to go into the street and to admit no one to the house, especially after dark. He didn't explain how we were to refuse entrance to police officers!

That night we subjected our radio to the fluctuating current supplied about two hours each evening by a recalcitrant diesel. Reception was poor, but neighbors who had no radios filled our house as we searched the airwaves for newscasts. Strongly conflicting reports came from the Guatemalan stations and from the clandestine station of the insurgents. The president of the country broadcast an impassioned appeal, "Don't desert me now!" but our neighbors sniffed and said he had nothing to offer. "His plea is weak; he'll never get anyone to back him," they asserted.

Three additional trips were made by Rabinal police to pick up local anti-Communists. We had known of only four or five, and they had vanished into the mountains; however, four of whom we had not known were luckless enough to be arrested. An order came for the local military chief to gather up recruits and send them to fight. His attitude seems to have been duplicated in many parts of the country—he simply didn't send them. After all, there wasn't any gasoline available, was there? (At least three local residents always have an ample supply on hand for their private trucking.)

By the end of the week, reports indicated that they were really having war in earnest. The town crier announced that all arms must be turned in; the radio announced that a nation-wide black-out had been proclaimed, so we were "powerless" to hear any more broadcasts, or so we thought.

Then on Sunday morning an Indian woman came padding in, carrying our new radio battery. The dealer had placed it on the bus that had made weekly trips here. But when the war got hot, the owner sold the bus and fled to Mexico; it appears that he was strongly pink. So the bus driver had to get back to this area the best way he could, bringing our battery with him and sending it on from his home-town by Indian carrier, the time-honored transport service of this land.

Had we been listening Sunday evening, we probably would have heard the fellow-traveling president resign. But we missed it, and

so did several others in town. Not knowing of this turn of events, the town secretary was in his cups and shouting, "Viva Arbenz!" and "Viva Communism!" Next day, our chuckling landlady came and told us of how he'd disclosed his partisanship. Maliciously I suggested that she go up to him and say, "Viva QUIEN?" (Long live WHOM?) She didn't take the suggestion, however.

When the news came finally that Communism had been outlawed in the republic, and that Communists were scurrying at the rate of one a minute into asylum, we felt absolutely giddy. Flags appeared above doorways all over town; exceptions—the homes of the secretary, the treasurer (his brother-in-law), the mayor, and the pharmacist (another brother-in-law).

On July 14 police representing the new régime came looking for the honorable secretary; he was not to be found. But the old man, the anti-Communist who had a few days earlier returned to town, defended him and all others of the local administration. He called all charges against them "lies" and convinced the officers that they were in error. Figure it out; we can't, unless money has talked.

It is obvious that there is a big job ahead of the new régime. Hailed as liberators by a large percent of the country, they are hated by a few who profited under the old government and a few others who still believe the propaganda they so recently absorbed. Half-educated people are easily swayed by crafty eloquence, and the right (or the wrong!) man could in a few years, again persuade these people that they were misled. We can only work and pray that the clean break they have made will strengthen them for a better tomorrow.

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