May 6, 1944

To the Members of the Education Faculty:

The women below have met the scholastic requirements for membership in Pi Lambda Theta. In accordance with the requirements of our constitution, we are submitting their names to you for recommendations.

We should appreciate your looking over this list and checking the names of any students you are willing to recommend on the basis of professional interest and ability, character, personal traits desirable in a teacher, and usefulness in the field of education. If you believe a person is not worthy of election, we shall appreciate your so noting. All information is held as confidential.

Please return this sheet to room 103 Fraser not later than noon Thursday, May 11.

Thank you for your cooperation.

Martha Peterson

- → Cable, Martha Lou
 Curry, Grace
- Fitzgibbon, Margaret

Haas, Margaret

Hatch, Louise

- * Justice, Joan
- Morrill, Frances

Perry, Doradeen

Prentice, Ruth

- Roberts, Hannah

+ Schell, Margaret

Wagenfield, Ellen

April 19, 1944

To the Members of the Faculty of the School of Education:

Pi Lambda Theta is interested in obtaining the names of the girls who are doing outstanding work in the fundamental courses in education and who, in the opinion of their instructors, will prove to be excellent teachers. Will you please list below the names of the girls you have had in class either this semester or last who in your opinion, meet these requirements?

Since an election has already been held for those girls eligible for membership in Pi Lambda Theta from this spring's graduating class, girls whose names appear here will probably be juniors with one semester or two wemesters work yet to do. It is the hope of the members of Pi Lambda Theta that by selecting for membership those girls who early show promise in the field of education to aid the organization and to fulfill its purposes of providing opportunities for professional growth for its members.

If possible, we would like to have your suggestions by Friday, April 28. Will you please return your list to the Education Office, 103 Fraser by then. We thank you for your cooperation and shall appreciate any suggestions you care to make.

Thank you,

Martha Peterson President, Gamma Chapter

University of Kansas School of Education

REPORT ON SCHOOL SALARIES IN KANSAS FOR THE YEAR 1943-1944

In a letter dated October 20, 1943, to city and county superintendents of schools, this School asked for copies of printed or mimeographed directories of school employees, showing the monthly or yearly salary paid to each. The purpose of this request, as in preceding years, was to provide analyses of the school salary situation as a basis for this report prepared for the use of all school officials who may be interested. Evidence of prevailing practice is necessary for intelligent planning of subsequent policy.

School directories have been received from a total of sixty-four Kansas counties, which is a fifty per cent larger number than were received last year. The county superintendent usually reports the facts for rural schools, cities of the third class, and rural high schools. Nine of these directories either failed to indicate the salaries paid or were received too late to be used in this study. Directories were also received from fifty-five cities of the second class and from seven cities of the first class in the State, but three of the former and two of the latter did not contain the needed information on salaries.

This report presents an analysis of the salaries of teachers in elementary schools, separately with reference to one-teacher schools; two-or-more teacher schools (usually villaged and cities of third class); and city elementary schools (Kansas cities of first and second class). The salaries of high school teachers are analyzed and presented for both cities of first and second class and cities of third class and rural high schools. A differentiation was made according to subjects taught, so far as the information was available. If a teacher was listed as teaching more than one subject, the first named was assumed to be the significant one.

humber of emergency appointments to the teaching staff is not known. While it is evident that holders of emergency certificates in rural schools do not receive markedly lower salaries, there is some evidence that in other schools such appointees are paid somewhat lower than typical salaries.

What is regarded by many competent persons as a crisis in public education relative to both number and quality of teachers employed continues to disturb those responsible for the administration of schools. In a release from the National Education Association, dated December 1, 1943, it is asserted that the American people are

¹ The Continuing Crisis in Education, N.E.A., December 1, 1943

losing an important battle on the home front. The situation with reference to restless and underpaid teachers is reported to be most acute in the Middlewest. "Thousands are leaving the (teaching) profession and their positions are left vacant, eliminated, or filled by persons with less that standard qualifications."

Perhaps the worst feature of the situation is that it is so usual in some of its aspects as not to be very startling. According to the source quoted above, "twenty-two states this year will pay some teachers below \$600" for a year of teaching service. Kansas is one of these states. Nearly one-fifth of its teachers in rural elementary schools were paid less than that amoung in 1942-43, but the number is considerably reduced this year. The percentage in smaller graded elementary schools, which was seven per cent a year ago, approaches zero this year. Last year, two states paid all of their teachers \$1200 or more, and it is probable that three of four times as many states will be in this classification for 1943-44, but Kansas is certainly not one of these states.

The teachers in Kansas who nominally receive \$1200 or more this year constitute less than three per cent (2.7) of rural elementary teachers; twenty-seven per cent in two-or-more teacher elementary schools; and sixty-two per cent in city elementary schools (if the sampling in this report is representative). But actually, due to tax and retirement deductions, very few in the first two groups and perhaps only twenty-five per cent in the third group receive that much salary. And many full-time high school teachers in both second and third class cities receive a salary of less than \$1200 after these deductions are made.

One must bear in mind that deductions for withholding and victory taxes and for teacher retirement may cause \$150 to shrink to not more than \$125. per month, or \$125 to \$105 per month. This means that however justifiable the deductions, a teacher in even a moderate salary group may actually receive two hundred dollars a year less than the salary indicated — for such deductions are not available to him to use in paying for food, shelter, clothes, medical service, insurance needs, or church support. And a teacher's former salary may have been reduced twenty-five per cent in cities due to increases in cost of living since 1939, according to a U. S. Department of Labor report.

A lso, one should remember as a factor in appraising teacher salaries that frequently in the same community much higher compensation than teachers receive is paid to persons having a much smaller investment in their occupational preparation. It is not reasonable to expect teachers to make all the sacrifice involved here simply by appealing to their loyalty as teachers or to their recognition of the importance of such service. There is an urgent obligation upon state, district,

and nation to recognize its importance and provide suitable salaries. In the N.E.A. Journal for December, 1943, a former teacher states that he, the best paid teacher in his school system, receiving \$140 a month, discovered that a former high school pupil of his, with barely a C average in school, was paid \$138.52 a week in industrial employment.²

While the facts stated here are more or less a matter of common knowledge, the extent to which they are ignored in the selection, employment, and payment of teachers is highly disturbing. No one has been able to show that in general (there are exceptions) inferior salaries buy anything better than inferior teaching service. A city of the first class in this state reports that for the present year twelve per cent of its elementary and ten per cent of its high school teachers are emergency appointments. Another city, which employs more than twenty-five teachers in its junior high school, is attempting to operate it this year with a staff of which a majority are either emergency appointments or inexperienced teachers.

In the State School Aid Law, a school is defined as having a minimum enrollment of twelve pupils. Yet in one of the more populous and wealthy counties of mansas half (38) of its (77) one-teacher schools enroll eleven or fewer pupils this year — just as though there were no shortage of competent teachers. In another county, fifty-four of its eighty-one rural schools have teachers certified only by emergency or normal training (secured from high school) certificates.

Evidence from two other counties, which report salaries notably low, suggests that they are securing for teaching positions in their rural schools those who are "teachers" in a rather doubtful or limited sense. Of seventy teachers in County A, twenty-six have emergency certificates, nine have "certificates to be gotten", and eight have either normal training or normal training renewal certificates. In County B, having sixty-eight one-teacher schools, sixty of the teachers have either normal training or one-year elementary certificates.

Restlessness, transiency, inexperience, even inefficiency may be expected among the low-salaried, poorly prepared teachers of this group (rural) which is the most numerous in the State. It is the first year in their present positions for forty-five of the sixty-nine rural teachers in one county which is rather favorably located. Fourteen others (of the sixty-nine) were new to their jobs last year. More than five of every ten of these sixty-nine rural teachers have had no previous teaching experience in any school.

²Confronted in Crisis. Jesse Stuart, N.E.A. Journal, December 1943.

In the eastern half of Kansas the salaries of elementary teachers for 1943-44 are distinctly lower than in the western half of the State. This difference averages more than five dollars per month in rural and third class city schools; about two dollars in city schools of first and second class. A similar inferiority is found in the salaries of high school teachers in rural and third class city high schools in eastern Kansas. This difference between average (median) salaries in these two divisions of the State is seventeen dollars per month, which is equivalent to \$153. per year. The higher average salaries in western Kansas high schools pertain to all subjects excepting only athletics. The salary difference, though much smaller, is in the same direction with reference to high school teachers in cities of first and second class. Even with no cities of the first class west of a middle dividing line, the salaries of high school teachers in cities of the second class i that area average ten dollars a year higher than in eastern Kansas. But the three largest cities in the latter area are not included in our tabulations.

Table I. Teachers' Salaries in Elementary Schools, Kansas 1943-1944.

Type of School.	Number of Teachers	Median Salary Per Month	Middle Fifty Per C ent of Salaries
One-teacher (8 mo. basis)	2803	\$105.00	\$83.00 to \$121.00
Two-or-more teacher (9 mo.)	1206	125.00	110.00 136.00
City schools (9 mo. basis)	1325	142.00	128.00 155.00

In Table I, two-or-more teacher schools include the elementary schools in cities of the third class as well as in unincorporated communities. 'City Schools' refer to those in cities of first and second class. Teachers in one-teacher schools (2803 of them) nominally receive an average (median) salary of \$105.00 for eight months of school, or \$840.00 per school year (but, because of deductions, they do not actually receive that much). The middle fifty per cent indicates that one-fourth of them do not receive more than \$83.00 per month, that one-fourth of the number are paid \$121.00 or more, and that three-fourths receive not more than the latter amount. The monthly salary of teachers in graded schools is reported on a nine-month basis. Accordingly the average annual salary of teachers in two-or-more teacher elementary schools is \$1125 (9 x \$125.00); and in city schools \$1278, before the usual deductions are made.

Table II. Salaries of School Superintendents and Other Administrative or Supervisory Employees

Type of Position	Number of Persons	Median Salary Per Month	Middle Fifty Per Cent of Salaries
Supt. second class city (12 mo. basis)	66	\$272.00	\$234.00\$337.00
Supt. third class city (12 mo. basis)	78	211.00	196.00 229.00
H. S. principal second class cities (12 mo. basis)	48	223.00	187.00 265.00
H. S. principal R.H.S. and third class cities (12 mo. basis)		201.00	175.00 222.00
Prin. Jr. H. S. (10 mo. basis)	37	255.00	207.00 290.00
Elem. Sch. Prin. (9 mo. basis)	108	226.00	201.00 239.00
Athletics coach, cities lst and 2nd class (9 mo. basis)	38	225.00	217.00 236.00
Athletics coach, R.H.S. and 3rd class cities (9 mo. basis)	18	219.00	200.00 224.00
Director, Voc. Ag. all high schools (12 mo. basis)	64	202.00	188.00 217.00
School nurse (9 mo. basis)	29	165.00	Less than 150.00 198.00
School janitor (or custodian)	209	1330.00 per year	1205.001520.00 yearly yearly

A median salary of \$272.00 per month for superintendents in cities of the second class provides a yearly salary of \$3264.00. As indicated by the middle fifty per cent, one-fourth of these superintendents are paid \$337.00 or more per month; and one-fourth receive not more than \$234.00 per month. A majority of school custodians seem to be employed on a twelve months basis, but in some schools they are employed on a ten month basis. No attempt was made to treat custodians separately according to type of school or size of system. In some school systems the superintendent is principal of the high school. If the high school principal is also principal of the junior high school, the latter fact was not recorded here. 'Elementary principal' is interpreted here as principal in fact, not one with teacher's duties and a teacher's salary who is merely called principal.

It is easily apparent, by referring back to Table I, that the average yearly salary paid to two of the three groups of teachers indicated in that table is less than what three-fourths of the school janitors reported in Table II receive (that is, three-fourths are paid \$1205.00 or more). Teachers must receive \$134.00 per month for nine months or \$150.00 per month for eight months to total \$1200.00 per year. The median salary of school janitors is higher than the median salary of any group of elementary teachers in the State as shown in Table I, and there is no apparent reason for believing that the custodians are paid too much.

If the county superintendents had included a statement of their own salaries, the information would have been highly indicative of how unattractive that position is with reference to salary. One county superintendent who gave his salary as only \$138.00 per month for twelve months of service, in a county which employs 175 teachers in its schools, merely added a "ha ha".

Table III. Salaries of High School Teachers
According to Subjects of Instruction, 1943-44. (9 months basis)

Subjects of	Number of	Median Salary	Middle 50% of
Instruction	Teachers	Per Month	these salaries
(A) In cities of firs	st and second class.		
Finalich	146	\$172.00	\$159.00\$184.00
English			160.00 207.00
Social Science	101	182.00	
Physical Science	67	205.00	187.00 218.00
Commerce	81	176.00	161.00 194.00
Indust. Arts	59	215.00	201.00 227.00
Foreign Languages	38	174.00	1.59.00 186.00
Mathematics	74	171.00	169.00 197.00
	69	172.00	160.00 182.00
Homemaking			171.00 223.00
Music	64	194.00	
Librarian	42	156.00	146.00 169.00
Art	1.3	170.00	156.00 194.00
Phys. Educ., Boys		228.00	207.00 243.00
Phys. Educ., Girl		160.00	150.00 171.00
Not Classified	290	178.00	162.00 204.00
	1083	179.00	162.00 204.00
Teacher Total	100)	117.00	102.00
(B) In cities of thi	rd class and rural h	igh schools.	
		The Hall have board	
English	65	\$163.00	\$153.00\$176.00
Social Science	31	163.00	156.00 180.00
Physical Science	22	175.00	156.00 180.00
	52	175.00	157.00 185.00
Commerce		205.00	190.00 220.00
Indust. Arts	14	20).00	170.00 220.00
Foreign Languages	6	178.00	
Mathematics	32	165.00	155.00 180.00
Homemaking	48	164.00	151.00 177.00
Music	42	173.00	160.00 201.00
Librarian	3		
Not classified	614	1.63.00	150.00 178.00
Teacher Total	929	1.64.00	152.00 180.00
reacher rocar	/~/	1.04.00	

In part (A) of Table III one may read that 146 teachers of English received an average (median) salary of \$172.00 per month; and that three-fourths of the number were paid \$159.00 or more, while one-fourth had a monthly salary of \$184.00 or more. The median of all teachers (1083) in these schools was \$179.00, Community high schools and the new school system called Plainview are also included in this part of TableIII.

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The subjects named in this table are defined so as to include the various divisions which may come under each. For example, English will include journalism and speech; industrial arts, all shop work; music, all instruction in band, orchestra, vocal courses, etc. Teachers of two or more subjects are classified in this table under the one first named. Those whose teaching subjects were not indicated are grouped here under "not classified". This table does not include teachers reported as junior college instructors, but it includes junior high school teachers in a few schools in which they were not distinguishable from senior high school instructors.

A median salary of \$164.00 is reported for the (929) high school teachers in part (B) of Table III. This is fifteen dollars per month less than is reported for the (1083) teachers in part (A) of this table. A rather marked difference between the two groups applies to all the subjects listed excepting only commerce. Art teachers and physical education teachers either are not found in schools included in part (B) of the table or else are reported secondary to another subject as, English and physical education or music and art.

It may be helpful to analyze the typical salary of a high school teacher. Even if a teacher is to be paid \$180.00 per month (\$1620 per year), he probably actually receives — after the usual deductions explained previously — approximately \$1400.00 per year. And this is probably equivalent in purchasing value to about \$1120.00 as of 1938. Should this teacher be paid the indicated monthly salary for each of twelve months, he would nominally receive \$2160.00; he would actually receive about \$1825.00; with a purchasing value equivalent to perhaps \$1450.00 in 1938.

One of the better administered school systems in the State, which has a salary level well above the average, provides an amendment to its salary schedule — which reads, "A \$50.00 bonus for all regular teachers who complete year 1943-44". If there is merit in this idea, it may be proposed and defended that in schools in general the monthly pay on a nine month basis be continued for twelve months, if teachers obligate themselves to remain in the school the succeeding year. The effect of this proposal would be to add one-third to the yearly salary, and it is not at all equivalent to paying a ninemonths salary in twelve installments.

With teaching salaries as they have been, there is little to encourage elementary teachers in graded schools, and still less those in one-teacher schools, to expect more of financial reward for more years of teaching experience. The situation is shown rather clearly in Table IV, which includes data from all counties (9) which provided the information involved.

Table IV. Relation of Monthly Salary of Elementary Teachers to Years of Teaching Experience (1943-44).

	In One-teacher Schools (8months salary basis)			In Graded Schools (9 months salary basis)		
Years of experience	Number of teachers	Median salary per month	Number of teachers	Median salary per month		
0 1 2 5 6 10 11 15 16 20 21 25 26 or more	165 155 92 32 20 18 10	\$ 96.00 102.00 101.50 105.00 102.00 105.00	· 22 57 60 56 48 19 20	\$123.00 128.00 139.00 143.00 140.00 137.00 151.00		
	492		282			

After the first year of teaching experience in one-teacher schools and after the first five years in graded schools there is apparently no consistent salary increase on the basis of years of experience alone. It may well be that there are selection trends operative, which tend to retain in some schools a type of teacher who is not increasingly valuable. Or the more capable teachers may either seek further training or else leave the field of teaching.

A limited number of city schools, and two counties, provided information in their teacher directories which makes possible a comparison of salaries of elementary school teachers with and without a college degree, and of high school teachers with and without a masters degree. The findings are present in a summarized manner in Table V.

Table V. Relation of Teachers' Salaries to Extent of Preparation, Kansas, 1943-44.

	Elen	nentary Schools	High	High Schools		
Extent of Preparation	Number of teachers	Median salary per month		Median Salar: per month		
No college degree	95	\$146.00				
A bachelor's degre	e 179	154.00	149	\$170.00		
A master's degree			118	197.00		

Among the (95) elementary teachers who have no college degree are various stages of preparation. Some of these individuals claim as much as 117 hours of college credit. The average salary of this group is \$146.00, which is eight dollars per month less than the average salary paid to 179 teachers in the same schools who have a baccalaureate salary paid to 179 teachers in the same schools who high school teachers degree. Possession of a master's degree by 118 high school teachers is accompanied by \$27.00 higher average salary per month than is paid to 149 teachers in the same schools who are credited with only a bachelor's degree.

Partial comparisons can be made with the teacher salary situation as reported for Kansas a year ago. There is evidence of a definite change in the right direction. The average monthly salary of elementary teachers this year is \$17.00 higher in one-teacher schools and \$25.00 higher this year is \$17.00 higher in one-teacher schools and \$25.00 higher in two-or-more teacher schools than in 1942-43. For high school teachers in third class cities and rural high schools the average pay teachers in third class cities and rural high schools the average pay per month appears to be \$30.00 higher. On a twelve-month basis the monthly compensation of high school principals is equivalent to what was reported a year ago on a ten-month basis. This means a twenty was reported a year ago on a ten-month basis. These increases per cent addition to the stated salary of 1942-43. These increases apply to gravely inadequate teaching salaries of a year ago.

Facts are not available for this comparison of the salaries of either elementary or high school teachers in cities of first and second class in the two years indicated. Nor can comparisons be made relative to the other positions as reported in Table II of this report.

As the schools represent those purposes which make a global war seem justifiable, and as "worldwide depression and worldwide war have revealed the need for a far more comprehensive program of education in the future," society must be made more aware of the great in the future, society must be made more aware of the great importance attached to the preparation, selection and compensation of its teachers. Many teachers seem to achieve the impossible on very meager salaries, but no one recommends this as a desirable very meager salaries, but no one recommends this as a desirable formula for maintaining either high teaching morale or quality of opportunity for that large fraction of our population enrolled in public schools.

³Teachers Salaries and the Public Welfare. N.E.A. Research Bulletin, December, 1943.

Report of Special Committee on Guidance Curriculum

Statements pertaining to guidance in the program of the University of Kansas School of Education, as recommended by this Committee for Adoption:

- 1. Educational guidance, broadly considered, means providing appropriate assistance to students or others to enable them to realize their capabilities to the fullest extent attainable. In this sense it is inclusive of academic, vocational, social, recreational, civic and emotional guidance as these terms are commonly employed. It is an inclusive and demanding type of service. Such a position as counsellor or director of guidance in schools will usually demand the special fitness evidenced by adequate and appropriate knowledge, personality, teaching experience, and social maturity, by vigorous health, and by graduate study equivalent to at least a master's degree. There is implied here no conflict with the fact that all teachers will find definite advantage in an understanding of and a familiarity with those aspects of guidance which pertain to their instructional service.
- 2. Certain exigencies in the present situation make desirable the adoption by this School of Education of a four-year undergraduate curriculum in guidance to be offered to students who may desire it.

 Such students, it appears, must also be prepared to teach in one or more of the usual curricular subjects in the program of the public schools.
- 3. The four-year curriculum in guidance, as here outlined, is recommended for the approval of the faculty of this School of Education.

F. P. OBrien
H. E. Chandler evidenced by adequate and appropriate knowledge.
Ruth E. Litchen

besish, and by gracuite usuay somivalent to at least a master's degree.

There is implied here we conflict with the foot that ellistathers

3. Four-year curriculum in Guidance*

Leading to the degree of B.S. in Education. Enrollment to be in the School of Education at the beginning of the freshman year.

High School and general school education requirements the same as Option II, Section I, except that the Rhetoric requirements are obviously met after enrollment as a freshman.

Required hours for graduation 124. Grade point requirements 1.5 in all professional courses. 140 grade points required for graduation.

	Freshman	Year			
First Bemester			Second Semester		
l Composition l Zoology Physical Educ. Electives	3 5 1 6 15		2 Composition 1 Sociology 1 Fund. of Speech Physical Educ. Electives	3 5 2 1 5 16	
	Sophomo	ore Year			
l Psychology lla English Literature Physical Educ. Electives	5 3 1 7 16	7	English Literature American People Playground Activities Electives	2 5 2 7 16	
	Junio	r Year			
P50 Introd. Educ. Psych A50 Introd. Sch. Admin. 90 Prin. of Economics Electives	3 2 5 6 16	H64 S52 175 S258	Introd. Educ. Meas (2) Surv. Amer. Educ (2)Any Elem. Educ. Sociol.(2) Personnel Mgt. Non-Curric. Sch. Activ. Statistical Meth. Electives	4 3 2 2 5 16	
V156 Vocational Educ. (InformGuidance 157 Employment Psych. 170 Labor Economics 282 Applic. & Interp. of Meas. in Counselling 222 Fdn.& Prin. Curric. Dev	3 2	nior Year	242 Ment. Hyg. & Pers. Adj. 170 Intro. to Commun. Org. Practice Teaching Case Studies, Diag., Intellectives	. 3	3

^{*}The courses needed by a student in order to qualify him as a teacher in one or more curricular subjects will be provided under 'Electives'. Two teaching fields are desirable. Such courses may be elected by students with the approval of advisors at times of enrollment.

Electives

To the Members of the Education Faculty:

The women below have met the scholastic requirements for membership in Pi Lambda Theta. In accordance with the requirements of our constitution, we are submitting their names to you for recommendations.

We should appreciate your looking over this list and checking the names of any students you are willing to recommend on the basis of professional interest and ability, character, personal traits desirable in a teacher, and usefulness in the field of education. If you believe a person is not worthy of election, we shall appreciate your so noting. All information is held as confidential.

We have had some difficulties in compiling this list of women eligible for membership in Pi Lambda Theta. If you have anyone in your classes who you feel is qualified for membership, will you please add her name to this list before you return it so we may check on her scholastic requirements? We hope in this way, to avoid overlooking any woman who is qualified for membership.

Please return this sheet to room 103 Fraser not later than noon Saturday, March 18.

Thank you for your cooperation.

Martha Peterson

Bown, Grace

Brownlee, Elizabeth

Crittenden, Hope

Dillenback, Mary Louise

Duree, Barbara

Eggert, Florence

Guill, Ida Virginia

Gustafson, Bonnie Dee

Haas, Mary Margaret

Hahn, Barbara

Hardie, Dorothy

Ketter, Marciele

Patterson, Bertha May

Porter, Virginia

Potter, Nadine

Schell, Margaret

Comments:

Schmidt, Suzanne
Shively, Margaret
Strain, Emma
Utley, Ellen Marie
Van_Deventer, Julia
Van Sickle, Viola Richardson
Waters, Glennie
Waterstradt, Maurine
Wickert, Phyllis

Signed			
C'ai need a al			
DIEIIGG			

Dean J. W. Twente, School of Education.

Dear Dean Twente:

I regret that it was impossible for me to attend the meeting of the School of Education faculty yesterday at 3:30. It is necessary for me to coach warsity basketball at that time, and as I have no help I feel that I must be with the boys.

After the basketball season I will be happy to attend the faculty meetings.

Sincerely yours,

PCA: AH

Director of Physical Education, Versity Basketball Coach.

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NOTICE OF FACULTY MEETING

There will be a meeting of the faculty of the School of Education at 3:30 p.m., Tuesday, November 9, 1943, in 117 Fraser. Degrees will be voted and other business taken up that may come from the faculty.

J. Wente Dean

Dean J. W. Twente, School of Education.

Dear Dean Twente:

I am enclosing herewith my check for \$3.00 for the annual membership dues for the Kansas State Teachers Association. I thank you for reminding me of this obligation.

Sincerely yours,

FCA:AII

Director of Physical Education, Varsity Basketball Coach. October 15, 1943

Dear Colleague:

The Conventions of the Kansas State Teachers Association are scheduled for November 4-5-6 at Topeka, Salina, Hays, Dodge City, Wichita, and Independence. The sectional delegate assembly will meet at 2 p.m. on Thursday November 4. Principal Madison Coombs will represent the K. U. unit and other members of the Association are welcome to attend the business session of this assembly.

Dues -- \$3.00 per year -- should be paid now. Gladys Kunkel, 103 Fraser, and Alice Hosford, 223 Frank Strong Hall, have the membership booklets. The Association needs the help of all professional workers.

Sincerely yours,

J. W. Twente President, K.U. Unit, KSTA

JWI:k

THE UNIVERSITY OF KANSAS SCHOOL OF EDUCATION LAWRENCE

November 17, 1942

Dr. Forrest C. Allen Director, Department of Physical Education University of Kansas

My dear Dr. Allen:

Thank you very much for your courtesy in submitting copies of the physical fitness tests which are being currently used in connection with the physical conditioning program.

If the assumption that the only valid test of educational activities is to be found in the formula "What does the doing of this thing do to the person who does it," then I am still firmly convinced that the tests which you are imposing are singularly ineffective and of very scant value.

My reason for reaching this conclusion lies in the fact that physical fitness in the last analysis is not a question of chinning or broad jumping but a question of metabolism, of circulatory efficiency, of hormone balance, and of general structural condition.

The correlation between ability to chin and these elements to which I have called attention has never been established. It may even be negative; it certainly is not ideally high. I judge from reports which reach me from time to time that in a sizable percentage of your material the correlation is actually negative.

As a friend of yourself and of your department, I most earnestly urge that the staff proceed at the earliest possible moment to the development of a type of testing which will actually measure fundamental fitness rather than the specific fitnesses which we now use as the measure of effectiveness.

I think that the department has an almost providential opportunity for moving forward from the near medieval type of procedure which has been traditional in physical education to something which would be really sound and scientifically defensible.

I am submitting these conclusions and suggestions with full recognition of the limitations which are imposed upon you by circumstances beyond your control, but I do believe that we will get nowhere in our effort to make education really functional and scientifically sound by easy continuation of practices that look unsound and indefensible.

With very best wishes for continued success; I beg to remain

Sincerely yours,

Raymond A. Schwegler Professor of Education

RAS: C

Dean R. A. Schwegler, 805 Missouri St., Lawrence, Mansas.

Dear Dean Schweglers

I herewith acknowledge receipt of your good letter of the 17th ultimo. I am expecting to answer it in the somewhat near future, but I do want you to know that I had not forgotten it. I will endeavor to answer some of the questions that you have raised.

Thanking you for your good letter, and wishing you and yours the season's greetings, I am

Sincerely yours,

Director of Physical Education, Varsity Basketball Coach.

FCA:AH