

To the Education Faculty:

Your committee which was appointed and asked to investigate the possibilities of how the School of Education might render additional services to the schools over the state, primarily in assisting them in meeting the problems of the war period and in anticipating the needs of the post-war period, submits the following proposals for your consideration.

1. Regional staff institutes. It is proposed to compile a list of several areas of school work which would be of interest to different groups of teachers and administrators, and which the personnel of the School of Education and the University would be qualified to discuss. Regional centers would be established for a two day discussion of problems in these fields with the teachers and administrators of the area.
2. Follow-up New Teacher visitation. This involves mapping out an itinerary so that graduates of K. U. would in their early years of teaching be visited by a staff member. Consultation with administrators and with teachers would help to overcome difficulties of teachers, show administrators that the university is continuously interested in the work of its graduates.
3. Field Laboratory Workshops. A plan to make a systematic study of some problem selected by the staff of a local school system, and to have one or two members of the university faculty act as consultants and advisors in the program.

For your convenience, tentative details of each of these proposals are presented below. Each of the proposals is a distinct service, in the sense that the acceptance of one does not mean that all must be included by a school. The three types of activity represent a coordinated effort to round out the service program of the university, and to get the university and its program more forcibly into the thinking of teachers and administrators.

Proposal 1.

Regional Staff Institutes.

1. List of proposed areas of work which might be suggested to school administrators and teachers in a local area:
 - a. Administration problems
 - b. Music and Music Education
 - c. Physical Education and Health and Physical Conditioning
 - d. Educational Measurement and Evaluation, and Supervision
 - e. Science Teaching, and Methods of Teaching
 - f. Mental Hygiene, and Providing for Mental Deviations of Children
 - g. Reading Difficulties, Special Problems in Learning, and Guidance
 - h. Arithmetic Disabilities, and Elementary School Methods

- i. Social Science Methods
- j. The Objectives of Education.

2. This list would be submitted to the local committee of a district where a conference center is planned, for them to select the four or five areas in which they might be interested. The representatives selected would go to such a center to lead informal discussions in areas involved.
3. The areas or centers would be organized by some representative of the university making personal calls on the superintendents and principals in the area. County superintendents should be included. For example, if Sabetha were selected as a possible center, all the superintendents and principals in the surrounding counties would be visited to interest them in the proposition. These leaders would carry on the work of promotion of the project, aided by the university.
4. It is contemplated that the conference will be for two days, starting Friday afternoon, and continuing until Saturday noon. This plan would make it possible for a cooperative relationship with the alumni association for having a meeting Friday evening, to which all K. U. alumni, and friends of the university could be invited. In case no such meeting seemed advisable, the conferences could be set up for all day Saturday, instead of starting Friday.
5. The plan would make possible two periods. One of these could be sectional meetings with each of the interest groups meeting separately for a discussion of the local problems of interest. The changing needs of the community, and the probable future needs of the community, from the standpoint of the educational interest of the group could be the discussion problem. The K. U. representative presumably would lead the discussion.
6. The second period could be a panel discussion for the entire group, with the visiting team and three or four representatives from the local area participating. The topic of this meeting would be determined by the wishes of the local group and the personnel of the visiting team.
7. The university, in its promotion plans, would especially attempt to get all graduates of K. U. in the area to attend the conference. The first purpose would be to permit them to have individual conferences with the K. U. representatives on any problems which they may have. Especially important is it that first and second year teachers be present. Another purpose would be to talk with superintendents and principals who have K. U. graduates on their staff to find if there is any way in which the university might be helpful in making those graduates more effective teachers. This service to teachers and to administrators has been found to be very effective in sustaining interest in the university and in building up more confidence in its graduates.
8. The purpose of the conference program is to develop a kindlier attitude toward the university on the part of school people, and to give further evidence that the university is interested in the problems of teachers and administrators in the field. We are not contemplating that we shall take a prepared program to the conferences, in the sense that we believe we have something which they should know. Rather we intend to go out to discuss their problems with them, and to offer any leadership we possess.

9. It is planned that the university will bear the cost of the travel and other expenses of the visiting group. The local area will be charged with the responsibility of the promotion of the conferences, after the plans are set up.
10. It is thought that it might be possible to hold about 10 such centers during the school year. The probable cost of travel for one car, and expenses of a team would average around \$50. Such a program for the year would cost the university around \$600.

Proposal 2.

Follow-up New Teacher Visitation.

1. This proposal provides for a systematic plan for the visitation of graduates of K. U. who are in their first or second year of teaching. This should be a continuous project, so that every teacher who goes out from the university will be visited by some member of the staff during his first year in the field.
2. The program would have to be administered from a central office, and definite itineraries worked out to save time and travel. Enough time should be allowed so that the visitors do not seem to be too hurried.
3. The visitor should first visit the superintendent and principal in the town, to become familiar with any problems which may be present relating to any K. U. graduates. This personal call, with nothing to sell the administrators, will be welcomed.
4. Each graduate should be visited in class, if possible, and an interview set up, bringing primarily the greeting of the university to the graduate. Incidentally, any helpful suggestions and commendations which are in order should be brought out.
5. The purpose of this follow-up work with graduates is obvious. It will be welcomed by both administrators and graduates, for it demonstrates a continued interest in the welfare of the graduates and in the problems of the administrators.

Proposal 3.

Field Laboratory Workshops.

1. Every school man has problems which he confronts, and many of these administrators would appreciate the opportunity to have some assistance with their teachers working at these problems. The purpose of this proposal is to offer to schools some assistance in the solution of specific problems.
2. This program does not involve university credit, nor is it to be confused with university extension courses. The plan does not deal with a body of subject matter previously organized, but is a consideration of a problem which it met by the schools in the community. The problem is studied by the teachers and/or administrators, who are assisted by a member or members of the university staff.

3. The problems are selected by the local group, and the university staff member best equipped is selected for the role of advisor or consultant.
4. It is assumed that any groups in a community who are interested in any phase of educational problems may be the sponsors of such a cooperative study.

The proposals here presented will involve much planning and organizational work. It is essential, particularly for Proposals 1 and 3, that steps be taken at once to map out the field and to lay plans for developing the possibilities of action. For these programs, contacts should be made this summer, for the reason that most projects will entail some expense on the part of the participating schools.

In the case of Proposal 3, it may be necessary for schools to make definite budgetary provision for some types of projects. This would mean that preliminary work in laying the foundation for these projects should be done immediately.

It is probable that the early work in offering these proposals to school administrators should be done through personal visitation. Probably, a solicitation of interest in such projects through the mails will not be as effective as a thoughtful selection of prospects for personal calls to explain the program. Each member of the faculty probably has in mind a superintendent or two who is interested in some particular problem or who is receptive to such proposals. A sure start, with good prospects in mind, probably will get the entire program off to a better beginning than flooding the mails with announcements and waiting for replies to come in.

It is recommended that a committee on special services be appointed by the dean, whose duty it shall be to work out specific plans for the organization and development of such plans as are necessary for the initiation of the types of services suggested in the proposals described above.

Respectfully submitted,

E. Thayer Gaston
F. C. Allen
Bert A. Nash, Chairman

Howard ash
Porter / Kc.
Hinkle / Kc.

G. Lester Duke 1687

Dr. Nelson
Brochman

Bert Ash
Maya Guston

2000

2600

Howard
9th Washington
Only Kankuk

July 20, 1943

School of Education Faculty:

Your committee to study the proposal for Regional Staff Institutes submits the following report:

1. The general details of the institute program should follow the outline suggested in the original report of the committee in Proposal I of the mimeographed report.
2. Each of the institutes should be centered around a general theme, preferably on some phase of the war or the post-war period and the role of the schools.
3. Some member or members of the Education staff should be selected to make the contacts with the local school people in organizing institute centers and areas, and in making the preliminary plans for any institute.
4. A committee of three members of the Education staff should be appointed to serve as the general promotional staff for these institutes. This committee would be charged with the development of the finished program, the enlistment of the cooperation of other groups or agencies in the promotion of the institutes, and the general promotion and publicizing of the institutes.
5. Wherever feasible, the cooperation and support of the Extension Division and of the Alumni Association should be secured so that the largest value to the University as a whole could be received, and so that the resources of these organizations may be used in the promotion of the various institutes.
6. It is recommended that the services and the facilities of the State Teachers Association and of the State Department of Education be utilized in the development and carrying on of these institutes whenever possible and profitable to all concerned. Also, it is recommended that the administrators of these agencies be enlisted for whatever support they may give to the general institute program.

Respectfully submitted,

F. C. Allen,
E. Thayer Gaston
Bert A. Nash, Chm.

To the Education Faculty:

The subcommittee on special extension courses submits the following suggestions:

That the faculty consider the possibility of offering two special forms of extension courses as detailed below. If the faculty approves either or both proposals, members of the staff should provide the subcommittee with the information indicated as necessary under each type.

Type A --

Extension courses with reduced credit, in which reading is minimized and carefully prepared lectures are predominant. These courses could be telescoped into a brief calendar period as in Type B, below, or spread over a long period as in the case of our regular extension courses. They might be offered with or without credit, or both with and without credit.

Each member of the staff who is in a position to offer such course should:

1. List any course or courses that he could offer primarily as a lecture course.
2. Provide a brief (temporary) synopsis of the lectures.
3. Indicate the total amount of credit such course should carry.
4. State whether the course should be open to the public without credit.
5. Indicate what requirements you would want fulfilled by those seeking credit.
6. List or submit samples of teaching aids you might use with your lectures such as mimeographed outlines of lectures, study questions, etc.
7. State whether you prefer that such lecture course be scheduled over a short or long calendar period.

Type B --

Extension course of the same nature as our present extension courses except that these are to be scheduled over a short calendar period (three or four weeks) and the instructor is to be in residence in the community in which the course is offered.

Members of the staff in position to offer such course or courses should:

1. List any courses now being offered or any course that could be organized and offered of this type.
2. Provide a brief outline of the course or courses.
3. Indicate the total amount of reading required in terms of prospective enrollees.
4. Indicate probable amount of credit, i.e. 1, 2, or 3 hours.
5. Indicate whether or not you would be willing to spend the necessary 3 or 4 week period in a Kansas community to offer the course and how often during a semester.
6. Either list or estimate the amount of library material the University must furnish with the instructor.

In case any Type B courses are scheduled, the community asking for such will be re- to provide office space for the instructors, library service, and to guarantee reasonable living conditions:

R. A. Schwegler - A H. Turney

March 18, 1943

Notice to Education professors:

Will you make the following announcement to the students in each of your classes. It might be well for you to repeat this announcement in about two weeks as a reminder.

ALL STUDENTS who expect to do practice teaching during the fall semester of next year must make application in the Education office, 103 Fraser, before April 10.

Note to professor:

Please explain to your students that this application is not to be confused with the information blanks they filled out for entrance into the Teacher Training Program and that regardless of any applications that have been filled out in the past, those who expect to practice teach next fall must report to the Education office before April 15. Fine arts and physical education students who may do practice teaching more than one semester must make application for EACH semester.

Thank you.

J. W. Twente
Dean

C:hs

March 18, 1943

Notice to Education Professors:

Will you make the following announcement to the students in each of your classes. It might be well for you to repeat this announcement in about two weeks as a reminder.

All STUDENTS who expect to do practice teaching during the fall semester of next year must make application in the Education Office 105 Robinson, before April 10.

Note to professor:

Dr. F. C. Allen
105 Robinson
Campus

Please explain to your students that application is not to be confused with the information blank they filled out for entrance into the Teacher Training Program and that regardless of any applications that have been filled out in the past, those who expect to practice teach next fall must report to the Education Office before April 10. This date and physical education students who may be practicing teaching more than one semester must make application for EACH semester.

Thank you.

J. W. Twente
Dean
C:hs

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

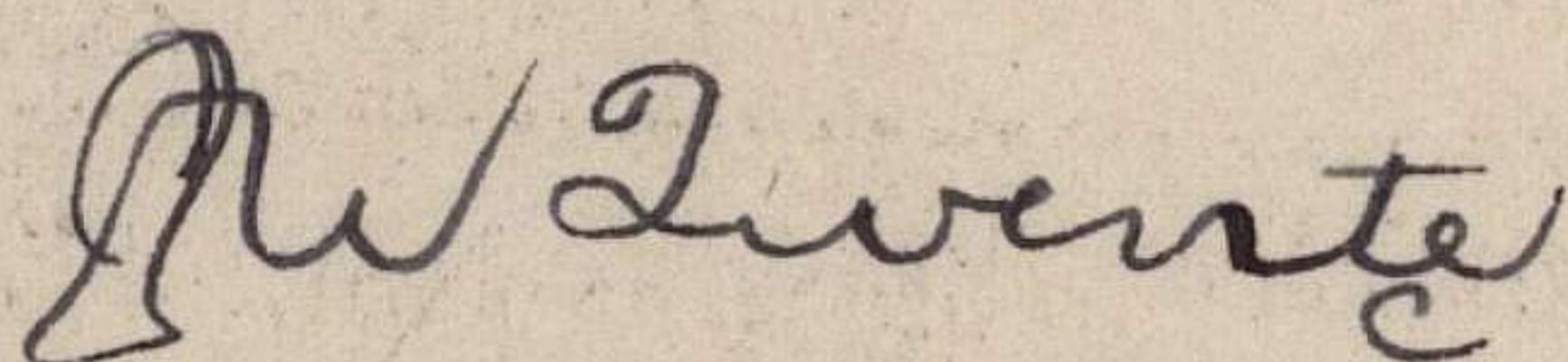
March 26, 1943

B. A. Nash, Chairman
F. C. Allen
E. Thayer Gaston

In line with the sentiment expressed at the faculty meeting on March 25, I am asking you to act as a committee to explore and evaluate possible service programs for the School of Education.

The faculty will appreciate a report when you are ready.

Thank you.



J. W. Twente

JKT:c

c.c. B. A. Nash
F. C. Allen
E. Thayer Gaston

March 23, 1943.

Professor A. H. Turney, Chairman,
Committee on Admissions and Guidance,
School of Education.

Dear Dr. Turney:

In reply to your letter of the 15th instant,
and desire to notify you of the following withdrawals
in my classes:

First Aid

Baker, Hoyt
Beck, John William
Brill, William Walter
Channell, Richard
Dixon, Armand Lynn
Musick, Lewis
Schnellbacher, Otto Ole

Kinesiology

Black, Charles

The remaining students are being notified that
they must complete their applications with the Committee
on Admissions and Guidance before their grades will be
given.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

March 25, 1943.

Dr. A. H. Turney,
School of Education,
University of Kansas.

Dear Dr. Turney:

This is to inform you that we have completed the job of notifying the students in my classes that they are to report to your office and complete their applications with the Committee on Admissions and Guidance.

These students have been notified:

First Aid

McCormick, L. LaDean
Michaelis, Carl Isadore
Miller, Jane
Winn, Barbara
Wright, Mary

Kinesiology

Caldwell, Ken

Prin. of Community Recreation

Buescher, John F.
Burchfield, Mary M.
Davis, Peggy
Fisher, Annabel
Fruin, Catherina
McCandless, Grace
McGill, Virginia
Shuss, Althea

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE EDUCATION ADVISOR

March 15, 1943

Dr. F. C. Allen
105 Robinson
University of Kansas

Dear Dr. Allen:

The students in your classes who have not completed their applications with the Committee on Admissions and Guidance are listed below. You are, therefore, requested to withhold grades for those students until notified by this office that their grades are released.

Please be sure to notify each of these students of this action in order that they may complete their applications.

If any students listed below have withdrawn from your class, please notify this office at once.

FIRST AID

Baker, Hoyt *WD*
Beck, John William *WD*
Brill, William Walter *WD*
Channell, Richard *WD*
Dixon, Armand Lynn *WD*
McCormick, L. LaDean
Michaelis, Carl Isadore
Miller, Jane
Musick, Lewis *WD*
Schnellbacher, Otto Ole *WD*
Winn, Barbara
Wright, Mary

KINESIOLOGY

Black, Charles *WD*
Caldwell, Ken

PRIN. OF COMMUNITY RECREATION

Buescher, John F.
Burchfield, Mary M.
Davis, Peggy
Fisher, Annabel
Fruin, Catherine
McCandless, Grace
McGill, Virginia
Shuss, Althea

Sincerely,

Committee on Admissions and Guidance

by *A. H. T. J. J. J.*
Chairman

AHT:ms

ATT:ms

CELTISED

PA *[Handwritten signature]*

Committee on Admissions and Guidance

Sincerely,

Wright, Mary
 Winn, Barbara
 Schnelbacher, Otto Ole
 Busick, Lewis
 Miller, Jane
 Michaelis, Carl Jacob
 McDermick, L. Laddan
 Wilson, Armand Lynn
 Charnell, Richard
 Brill, William Walter
 Beck, John William
 Baker, Nellie
~~LEWIS ALVA~~

Shues, Althea
 Hoff, Virginia
 McCannless, Grace
 Friel, Catherine
 Fisher, Annabel
 Davis, Peggy
 Dorchfield, Mary M.
 Buscher, John P.
PRIM. OF COMMUNITY RECREATION

Caldwell, Ken
 Baker, Charles
ADMINISTRATOR

17

27, 45

31

21

28
14
14

If any students listed below have withdrawn from your class,

please notify this office at once. In order that they may complete their applications

please be sure to notify each of these students of this section

grades are released. For those students until notified by this office that their

listed below. You are, therefore, requested to withhold grades

applications with the Committee on Admissions and Guidance are

The students in your classes who have not completed their

Dear Dr. Allen:
 University of Kansas
 102 Robinson
 Dr. E. C. Allen

OFFICE OF THE EDUCATION ADVISOR

March 12, 1943

LAWRENCE
 SCHOOL OF EDUCATION
 THE UNIVERSITY OF KANSAS

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION

Report on Teachers Salaries in Schools of Kansas for the Year 1942-1943

Early in January a letter from the University's School of Education to county superintendents in the state requested that a copy of each county 'school directory', listing salaries of individual teachers, be provided for use in making an analysis of teachers' salaries. In response to this request, 43 directories were received. Several county superintendents replied that their school directories were not yet available.

Six of the directories received did not report individual salaries for any teachers. Many others listed names but not salaries of teachers in high schools and neither names nor salaries of those teaching in city schools. Such limitations in the sources of information have restricted both the number and the size of tabulations which could be made with reference to the salaries of teachers.

If salaries were stated on an annual basis, they were translated to a monthly basis for the purposes of this report. Separate tabulations were made of salaries for elementary and high school teachers and for high school principals. So generally are elementary school principals merely head teachers with a small additional salary (except in larger city schools) that they have for the most part been classified in this report as teachers. But there are elementary school principals in the state, and not in city districts, who receive salaries of \$250 to \$300 per month.

It is not known precisely how well the facts presented here represent the situation in all schools of similar type in Kansas, but it is probable that the sampling is sufficient to make the salary facts highly indicative. Indeed, if these facts are regarded as reasonably representative, then they are disturbing. For it is hopeless to the point of simple delusion to expect to secure or hold competent teachers for salaries which are gravely inadequate when better employment is abundant.

Many schools are necessarily either accepting inferior teachers and inferior teaching or else they are exploiting good teachers. There are hundreds or probably thousands of teachers in the state whose monthly salaries are lower than the weekly wage of many semi-skilled artisans in nearby industrial plants. The average monthly salaries of elementary teachers, high school teachers and high school principals are from five to twenty-five dollars below what they were for similar positions in this state twelve years ago (1930-31) -- and they were by no means adequate at that time.

At the present time there may be no educational service which a county superintendent of schools can render that is more important than guarding the quality of work in our schools by urging salaries which make possible attracting and holding teachers that assure quality of work. In general, low salaries attract cheap teachers and cheap teachers usually turn out to be expensive in terms of the inferior service provided by them. If school boards were enabled to see that an additional fifty dollars per month would buy much more of teaching competence and pupil achievement in the person of a superior teacher, it is probable that the teachers selected and the salaries paid would reflect their understanding of what is true economy.

Table I

Monthly Salaries of Teachers in Elementary Schools in Kansas, 1942-43

Monthly Salaries	One-Teacher Schools (8 Mo. basis)	Two-or-More Teacher Schools (9 Mo. basis)	Total
Less than \$65	96		96
\$ 65 - 74	343	89	432
75 - 84	602	154	756
85 - 94	730	249	979
95 - 104	478	276	754
105 - 114	119	211	330
115 - 124	47	110	157
125 - 134	21	76	97
135 - 144	7	33	40
145 - 154	3	21	24
155 - 164	3	16	19
165 - 174		3	3
175 or more		8	8
Total	2449	1246	3695
Median Salary	\$87.50	\$99.75	

Nearly two-thirds of these 3695 elementary school teachers (Table I) were on an eight months salary basis and were teaching in one-teacher schools. Their typical (median) salary per month was \$87.50, but nearly fourteen per cent of them were paid less than \$75.00 per month and ninety-six teachers did not receive as much as \$65.00 per month.

In the two-or-more teacher schools the typical monthly salary was approximately a hundred dollars (\$99.75), on a nine months basis. Relatively few in either of these groups were paid as much as \$150.00 per month. As a consequence of these facts it is not difficult to believe that the educational opportunity of pupils in these elementary schools must be seriously curtailed.

Table II

Monthly Salaries of Teachers in High Schools in Kansas, 1942 - 43 (9 mon. basis)

Monthly Salaries	Teachers in		Total
	3rd Cl. Cities and Consol. Schs.	Teachers in Rural H.S.'s	
Less than \$115	95	63	158
\$115 - 124	83	85	168
125 - 134	122	183	305
135 - 144	79	121	200
145 - 154	55	82	137
155 - 164	23	61	84
165 - 174	12	55	67
175 - 184	11	28	39
185 - 194	3	12	15
195 - 204	5	4	9
205 - 214	7	6	13
215 - 224	1	12	13
225 - 234	1	10	11
235 - 244	2	7	9
245 or more	2	6	8
	501	735	1236
Total	501	735	1236
Median Salary	\$131.00	\$138.00	
Middle 50%	118.64 - 144.60	126.95 - 157.85	

In tabulating the monthly salaries of high school teachers (Table II) these cities of third class and consolidated districts were grouped together but separately from the rural high schools. The median salary in the latter schools (\$138.00) is higher than in the former group of schools (\$131.00), as has been true rather consistently in the past.

Salary data were available for only a relatively small number of high schools in cities of the second class and of community high schools in cities of the second class and of community high schools. Due to the limited number, no tabulation is presented here. It appeared that the median salary would be somewhat higher than in the rural high schools.

Table III

Monthly Salaries of H.S. Principals in Kansas, 1942-1943 (10 mo. basis)

Monthly Salaries	In 3rd Cl. Cities and Consol. Schs.	In Rural High Schs.	Cities of Sec. Cl. and Com. H.S.	Total
Less than \$155	2	13		15
\$155 - 164	8	7	1	16
165 - 174	8	12		20
175 - 184	13	17	1	31
185 - 194	11	15		26
195 - 204	13	26	2	41
205 - 214	8	14	1	23
215 - 224	5	10	1	16
225 - 234	4	5		9
235 - 244	3	4	3	10
245 - 254	3	1	1	5
255 - 264		4	2	6
265 - 274			1	1
275 or more		4		4
Total	78	132	13	223
Median	\$192.00	\$196.00	\$235.00	
Middle 50%	176 - 209	176 - 211		

The salaries of 223 high school principals are indicated in Table III, on a ten months basis. Principals in third class city and consolidated districts receive a median monthly salary of \$192.00; in rural high schools, \$196.00; and in cities of the second class, \$235.00.

Comparing the median salaries of various types of school positions in 1930-31 with those in the present year, there is an evident tendency for monthly salaries this year to be \$20.00 to \$25.00 lower than they were twelve years earlier. This is actually an understatement of the salary difference, since the cost index on food and clothing is definitely higher now than in 1931.

Table IV

Comparison of Monthly Salaries in Kansas Schools in 1942-43 and 1930-31

Types of School Positions	Median Salaries 1930-31	Median Salaries 1942-43	Monthly Salary Reduced
Prin. in cities of second class	\$255	\$235	\$20
Prin. in Rural High School	220	196	24
Prin. in Cities of Third Class	214	192	22
Teachers in Rural High Schools	160	138	22
Teachers in Cities of Third Class	156	131	25
Elem. Teachers - Two-or-More Teacher Schools	108	99.75	8.25
Elem. Teachers - One-Teacher Schools	93	87.50	5.50

To the Education Staff:

Enclosed are forms on which you may submit a report concerning the enrollment for your classes during the present term.

Will you fill out one form for each class, indicating the number of students from each of the different schools of the University which make up the class.

In the case of classes in which students may be enrolled for varying amounts of credit, please indicate at the bottom of the sheet how many students are enrolled for one hour of credit, two hours of credit, three hours of credit, etc.

Please return these reports not later than February 5, and if there are any changes later, will you let me know.

Also, will you return all class cards to me. In order for the office to have a complete list of all students taking education courses, I need these cards. I then shall send them to their respective schools.

If there has been a change in your address and phone number since last fall, may I have it at once.

Thank you for your cooperation.

Vivian Clark
Secretary to the Dean

VC:hs

December 10, 1942.

Dean J. W. Twente,
School of Education,
University of Kansas.

Dear Dean Twente:

Thank you very much for sending me a copy of the study prepared by Dr. O'Brien concerning high school principals who participated in the wartime adjustment report. I have passed this among the other members of our staff, and we have found it very interesting.

Cordially yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

December 3, 1942

Memorandum to Professor Allen:

This tabulation has been made by F. P. OBrien.

You may be interested in seeing what the school principals say they are doing to meet wartime needs.

J. W. Twente
Dean

JWT:c

THE UNIVERSITY OF KANSAS

SCHOOL OF EDUCATION

Lawrence

November 30, 1942

To High School Principals Who Participated In Wartime Adjustment Study:

In response to a request, dated October 15, 1942, from the School of Education of this University, 347 high schools promptly supplied information pertaining to the wartime adjustments made to date in those schools. Still other schools reported after the tabulations had been completed. In addition to the changes reported several schools stated that further changes were planned for the second semester.

Two-thirds of these schools assert that all students in the school have opportunity to participate in some organized form of war effort. Similar opportunity is provided for at least a portion of the students in 3.4 per cent of the schools. Three out of ten of the reports replied in the negative or made no reply to this question. No attempt was made to appraise the effectiveness of such participation and it would of course be difficult to measure it.

It was not necessary to ask the schools concerning their participation in the important tasks of rationing the nation's sugar or gasoline. Neither were they asked specifically about the making of model airplanes, although several referred to this project in their reports. Credit for these meritorious achievements is already a matter of record. There is also a growing recognition of what high schools are contributing to the war effort in the way of providing emergency help to farmers, industries, business, and some other types of need. This service will doubtless continue to grow.

While recognizing that some high schools have long offered such technical training usable in the war program as shop courses, food raising and food processing, this inquiry is restricted to those extensions or developments which have originated directly from wartime needs. It follows that the tabulations in this study, if all principals observed the directions, must from its very nature be an understatement of the services of schools to our war effort. Indeed, it may be asserted that in the long view widespread literacy, a working knowledge of and devotion to democracy, as well as the foundations of physical and mental health constitute their most important contribution.

The two-page question form which was mailed to all high school principals in Kansas listed 12 types of provision for student activities, 19 types of change in curricular content or emphasis, and 11 administrative adjustments related to wartime needs. Spaces were provided for listing other wartime services of the schools than those indicated on the inquiry sheets. Relatively few additional services were reported. They included rifle clubs, victory gardens, emergency labor by students, and making personal articles for men in armed forces.

Information secured by asking principals to report what their schools are doing or attempting is valuable only to the extent that principals are competent and trustworthy in reporting. It is a pleasant privilege to be able to state here that there was commendable evidence of care and discrimination in stating what is and in not claiming credit which is not due. Frequently the response on what was to the principal a doubtful item was accompanied by a notation or explanation. Perhaps he merely said "not yet", or "for several years". Often too no credit was claimed for his school on items for which an affirmative reply would seem desirable or on

which a blank space seemed to suggest conspicuous implications. The variation in the percentages of affirmative replies on individual items, as is shown below, indicates that the principals were discriminative in their replies. Of course it need not be assumed that any two schools which 'emphasize wartime conservation,' for example, conduct the work with equal effectiveness.

Affirmative replies to the various items pertaining to the wartime effort of schools were reduced to percentages based on the number of schools and are stated both for the 347 high schools and for four separate divisions of these schools. The first division includes 13 high schools in cities of the first class; the second, 60 either second class city or community high schools (also Shawnee Mission); the third, 245 either third class city or rural high schools; the fourth, 29 junior high schools. In several cases junior and senior high schools were reported jointly but only the senior school was credited in the tabulation.

* * * * *

Percentages of affirmative replies from the 347 high schools and from the several divisions on each of the items listed.

The Activities	All	Divisions*			
	H.S.'s	I	II	III	IV
1. Knitting or sewing groups or clubs in the school	18	46	23	15	17
2. Use of films, dramatics, or radio on war themes	69	84	83	59	93
3. Sale of defense stamps and bonds	74	84	90	66	97
4. Scrap drives conducted (paper, metal, rubber)	96	76	95	97	100
5. Practice on air raid drills or civilian defense work	27	68	25	22	58
6. School forums on war issues or situations	42	38	43	43	24
7. Special physical conditioning opportunities for boys	65	76	67	65	55
" " " " " for girls	42	62	35	43	44
8. Entertainment provided for soldiers or sailors	7	7	8	7	3
9. War benefit programs - dances, parties, etc.	17	7	25	17	14
10. More than usual emphasis on Red Cross, health drives, etc.	74	84	71	73	82
11. Use of school publications to serve military and defense needs	31	55	35	29	27
12. New opportunities for self-discipline or officer-like qualities	28	38	28	26	30
B. Modifications in curricular content or emphasis with reference to wartime needs					
Changes introduced as a war service					
1. Courses in mechanics or metal work	33	46	58	27	30
2. Other shop or craft courses	42	46	50	40	34
3. First aid or home nursing instruction	52	84	73	44	52
4. Civilian defense training	15	22	15	14	20
5. Cooking for boys, as aid in army kitchen work	15	38	17	12	30
6. Food raising or processing (other than cooking)	29	7	33	29	30
7. Special emphasis on wartime conservation of materials	73	68	82	71	75
8. Aid in understanding problems of production faced by industry	49	38	48	50	41
9. Training youth to understand problems of labor unions	36	31	30	37	48
10. Diet needs with reference to health and cost of living	63	62	68	62	75
11. Instruction in preflight aeronautics	43	76	75	37	10
12. Teaching understanding of democracy by first-hand experience in it as a definitely planned part of the school program	85	76	94	83	90

* The classification into divisions is explained above

December 16, 1942.

Dean J. W. Twente,
School of Education,
University of Kansas.

Dear Dean Twente:

I had a conference yesterday with Mr. William Ralph Michener concerning his enrollment and attendance in physical conditioning. Mr. Michener was enrolled in the fall in swimming at 8:30 MWF. He is a Summerfield scholar, and when he attended the Summerfield picnic in October he sprained his ankle. It was necessary for him to go about on crutches, and for this reason he was unable to participate in the swimming and conditioning classes.

In November, when all students in swimming went into the physical conditioning classes, Michener's enrollment remained the same - 8:30 MWF, and that is where he is enrolled at the present time. He has presented hospital excuses covering his absences from the time of his injury up to last week. He has talked to Mr. Strait about making up these absences (3) for last week, and I am sure that everything will work out very satisfactorily.

If Mr. Michener had come to this office, as he should, instead of going to Dean Lawson's office, there would have been no difficulty at all in his case. I would appreciate it if you will advise Dean Lawson of the facts in the case.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

University of Kansas



1942-43 BASKETBALL SCHEDULE

Dec. 1	Varsity-Freshman	..	Lawrence
Dec. 5	Olathe Air Base	...	K.C., Mo.
Dec. 11	Rockhurst College	..	K.C., Mo.
Dec. 15	Creighton U.	.....	Lawrence
Dec. 26	St. Bonaventure	..	Buffalo, N.Y.
Dec. 28	Fordham U.	..	New York, N.Y.
Jan. 4	Olathe Air Base	...	Lawrence
Jan. 6	Missouri	.....	Lawrence
Jan. 9	Oklahoma	.....	Norman
Jan. 13	Okla. A. & M.	.....	Lawrence
Jan. 16	Camp Crowder	....	K.C., Mo.
Jan. 20	Kansas State	....	Manhattan
Jan. 23	Camp Crowder, Camp Cr., Mo.		
Jan. 30	Great Lakes N. T. S.,		K.C., Mo.
Feb. 3	Olathe Air Base	.....	Olathe
Feb. 6	Iowa State	.....	Lawrence
Feb. 13	Nebraska	.....	Lincoln
Feb. 15	Iowa State	.....	Ames
Feb. 17	Okla. A. & M.	.....	Stillwater
Feb. 23	Nebraska	.....	Lawrence
Feb. 26	Oklahoma	.....	Lawrence
Mch. 2	Missouri	.....	Columbia
Mch. 4	Creighton	.....	Omaha
Mch. 6	Kansas State	.....	Lawrence

BIG SIX CHAMPIONS, 1942

Name of student who missed
swimming 8 times and then
8 weeks

~~William~~
~~Ralph Miskewitz~~

December 12, 1942.

Mr. Wm. Ralph Michener,
1409 Rhode Island Street,
Lawrence, Kansas.

Dear Mr. Michener:

About a week ago a card was mailed to you from this office asking that you stop in here and make some explanation for your absences in physical conditioning.

Reports continue to come to me that you are not attending class, and I trust you will find it convenient to come in to see me very soon. It is our responsibility to report excessive absences to the University Committee on Exemptions, and I would like to confer with you before this becomes necessary.

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

THE UNIVERSITY OF KANSAS
SCHOOL OF EDUCATION
LAWRENCE

OFFICE OF THE DEAN

December 18, 1942

Dr. Forrest C. Allen
Director of Physical Education
Campus

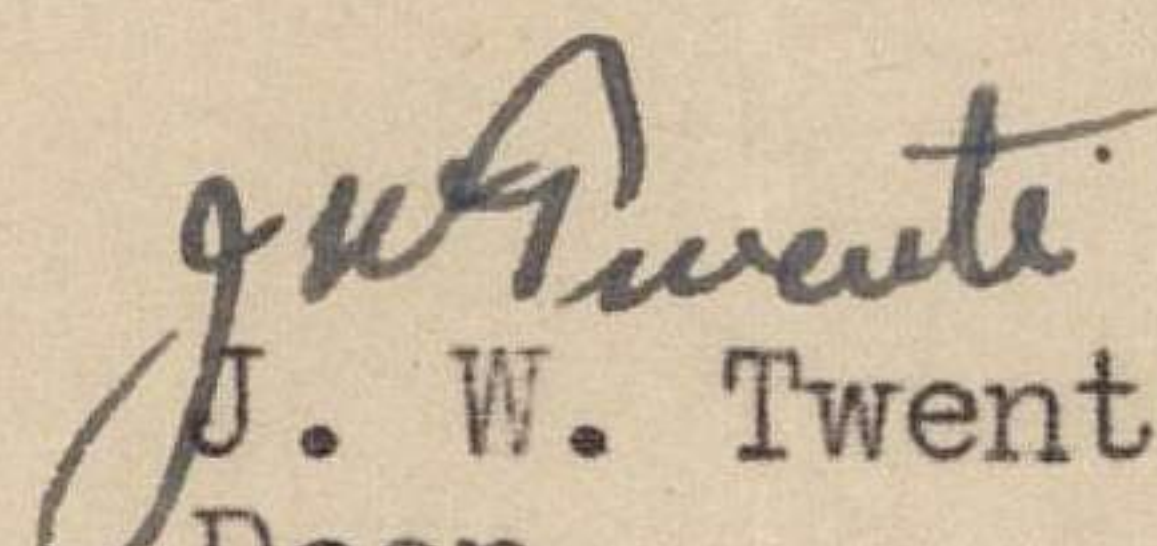
Dear Dr. Allen:

I thank you for your letter of December 16, about
Wm. Ralph Michener. The contents of the letter
have been conveyed to Dean Lawson.

Say, man, your boys put on a good game Tuesday
night and Creighton was hitting as well as passing
the ball. Just a little luck at the basket and
the K. U. boys would have been ahead.

Good luck for the season.

Cordially,


J. W. Twente
Dean

JWT:hs

September 16, 1942.

Dr. J. W. Twente,
Dean, School of Education,
University of Kansas.

Dear Dr. Twente:

I am enclosing a copy of an explanation of our wartime physical conditioning program which I had intended to place on your desk two or three days ago.

I want to assure you that every one in the department is cooperating to the utmost to make this program a success. It will take perhaps two weeks to get everything running smoothly because, as you know, we are dependent to a large extent upon student instructors. These students will have to be supervised by our regular faculty members, as our to-flight graduates have gone elsewhere. But Mr. Shenk, Dr. Morehouse, and I are doing our best to see that the conditioning program is a success.

Mr. McElhinny, who has been appointed as supervisor of lockers and equipment, is completely reorganizing and rearranging the towel room so that the students may be served as efficiently as possible.

Mrs. Hulteen is taking care of the records, and I assure you that we will not let you down in this respect.

Thank you for informing me about the Chancellor's committee on policy. This morning John McCarty, a spastic, came in to see me this morning, and I assured him that he would be exempt from taking the conditioning classes.

Assuring you of our desire to cooperate at all times, I am

Sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH