[higher education in America]
Workbook, might well be made through joint action of the separate boards to the end that coordination might be applied to the achievement of educational progress in the several states.

The location and definition of the special post-war problems through intelligent cooperative effort of the several governing boards should, through the result desired—a common understanding of policy—resolve the administrative questions which arise. Such action on the part of the separate governing boards should speed the development of a state-wide unified educational program in those aspects of society calling for post-war adjustments.

Relationships with Higher Education in Foreign Countries
Fred C. Frey and H. L. Garrett, Louisiana State University

Apparent developments in higher education that are significant for America include: (1) destruction of established facilities in several countries, notably China, Holland, Belgium, Russia, and France; (2) greater emphasis in such countries as Russia and Great Britain on technological education; and (3) perversion of higher education under pressure of dictatorship in countries, such as Germany, Japan, and Italy.

Higher education in America must assume important responsibilities for the development and re-direction of higher education in foreign countries. The permanence of the peace to be established and the safety of democratic ideals and institutions throughout the world depend upon the quantity and quality of leadership we may have in all countries. This leadership is needed in education, government, and economic affairs. The much-to-be-desired international good will and understanding will place heavy obligation upon higher education in all nations. Nations with already established democratic institutions and practices must assist in the development and improvement of these ideals and processes in other countries.

Cooperation in widespread practices of exchange of faculty and students will be greatly needed after the war. This can probably be guaranteed best by the establishment and wise maintenance of an international educational council or bureau. Free lancing on the part of individual institutions could easily produce confusion and result in wasted effort and misunderstanding. American institutions should be encouraged and assisted in making voluntary surveys of their facilities and opportunities to the end that each may participate to the fullest extent possible in doing the things which may be most valuable to the cause of higher education.

It is conceivable that for years beyond the war social and economic conditions in other countries may be such as to make it difficult for America to contribute in greatest degree to the improvement of higher education in foreign countries. In fact, these conditions may have such impact upon conditions in America as to hamper seriously the progress of higher education at home. Economic conditions could become such that many American youth of talent would find it difficult or impossible to obtain the kind and amount of higher education that would undoubtedly be best for them and for society. If such unfavorable conditions prevail in other lands, the development of higher education may be set back for many years.

As already indicated, there is real need for an international organization to coordinate and to direct in certain ways activities in the field of higher education in all countries. It would seem that properly designed and directed educational programs in all countries are of such fundamental importance as to suggest that plans for the creation of an international council, with properly defined functions and powers, should be considered by those sitting at the peace table. The administration of the work of the council should be clearly determined by those who create it, with due regard for the educational problems, needs, and interests of each national group.

If such an international council were organized and effective and democratic plans for higher education were set up, our particular concerns for higher education in Latin America should be adequately guaranteed.

Building Up and Maintaining Faculties
Paul P. Boyd, University of Kentucky

President Coffey has said that "college and university enrollments are like a river which, if it is dammed, dwindles in size—only to rise to flood proportions when the dam is broken." Our experiences in the years following the first World War tell us vividly what we may expect in the years immediately following the present conflict. Minnesota's experience may be considered typical. By 1919-20 at that institution, there was an increase in enrollment of 43 per cent over that of 1916-17. The faculty was hard pressed to handle the load. Additional rooms for recitation purposes were rented in the city, and many students were shut out of classes that they desired. Many below-standard teachers were necessarily employed. This increase in enrollment continued throughout the country up to the time the depression hit us.

We are now soon to be faced with similar difficult days. We shall have a million or more students come to us from the armed forces, and we shall have at least five post-war years of stress and strain. We know, too, that our problems are to be even more serious than were those of the years following World War I, because of the prospect of federal aid for the education of the veterans. We cannot wholly avoid these troublesome post-war days,
but we have the advantage at this time of being forewarned and of being, partially at least, forearmed.

What this approaching deluge of students means is obvious. There will be for a time serious shortages of teachers. The distribution of the shortages is, to be sure, partly dependent upon the unknown element of the sort of education that our returning soldiers and sailors will demand. There are those who say they will not care for the humanities where additional teachers are comparatively easy to find, but will call for more of the war-time one-sided education that we have been furnishing our student warriors. There are others, like myself, who believe that there will be a new birth of all the liberal arts. I do not fear that these mature students who have been through fire will prefer the subjects of war-importance to the neglect of the humanities. Many of them will be glad to forsake the educational implements of warfare and to return to the pleasant paths of peace, to the pursuits of the mind that woo men's thoughts away from strife and turmoil and destruction, into constructive, idealistic fields that nurture their souls and bring them unadulterated joy. There will be a thirst for those studies that do nothing practical but to make better men and a better world. We may look with confidence to the day when the great minds of the past will once more regain their audience and our teachers and poets and musicians, and all the goodly host of scholars, will again go their quiet ways, "ohne hast," as well as "ohne rast."

Nevertheless, the most critical teacher shortages will be in the fields of the natural sciences and mathematics. As Colonel Andrews of the Reemployment Division of Selective Service has said, "Because of the unusual technical advances which are certain to occur following the war, all kinds of mathematicians, scientists and research specialists will be in great demand." Will the War and the Navy departments favor the demands of industry over those of education? In the conversion period the present scarcity of science teachers will continue, because industry will hold many of our former teachers, and because we are not now training the new scientists to meet the normal demand, to say nothing of the added demand for teachers caused by the host of service men that will storm our academic gates. It is astounding to learn that the chemical industry, alone, in normal times absorbs 5,000 new chemists a year.

A new menace to our post-war teacher supply begins to loom on the horizon. It is in prospect that the Army and Navy will organize a large body of expert counselors before any large-scale demobilization takes place to give individual guidance to every veteran before discharge. This will tend to delay the availability of many old and new teachers for our depleted faculties. Already, in October, 1942, it was estimated that there were 5,700 unfilled college positions in this country.

Altogether, it seems likely that we are going to be in a bad "fix" after the war. Our normal replacement supply has not been trained, industry will suck us dry, and the Army and Navy may delay the discharge of many of our old teachers. Practically our only possible large source of supply for the first few post-war years is the armed forces and that source is wholly inadequate.

Thus, there appears to be no way to avoid completely the troubles of the post-war years—no quick cure for the prospective patient. But we can surely prolong his life until time, which is said to cure ninety to ninety-five per cent of the sick, intervenes to make recovery possible. There are fever reducers and pain relievers that will bring greater comfort. There are ways to discover more teachers.

We ought certainly to refuse leaves of absence to any more of our teachers. We can probably find some more women to teach, married women, business women, high school women teachers, and so on. We did it in the A. S. T. P. emergency and we can do it again. We can retain in service for a while some of those teachers who are eligible for retirement. We can find some good seniors and graduate students to help with the elementary classes. We can transfer some teachers from uncrowded departments and retrain them for service at the points of stress. Our success in this direction in the A. S. T. P. was not entirely satisfactory but in our dilemma we are looking for help, not the best help. We can establish an inter-college clearing house to assist in moving teachers to points of emergency.

Most important of all, we should at once bring our influence to bear on Washington to induce recognition of the fact that teaching is just as much an essential industry as is the making of automobiles or washing machines. The greatest help that could be given to our colleges and universities in their post-war distress would be for the Army and Navy authorities to release from the services all men fitted for teaching, at the very earliest possible moment. It is really and truly a matter demanding emergency action. This is the most promising, the most productive, remedial or rescue policy that can be adopted.

Some lightening of the coming teacher shortage might be accomplished if we could quickly take some steps to make college teaching more attractive to able men. The gold cure would certainly help. But to talk of raising teachers' salaries so that we might compete with industry is a form of wishful thinking. To increase state appropriations and endowments, or the fees of state institutions, is easier said than done. It might be possible, however, for endowed institutions to profit by a suggestion that has often been made, namely, that these colleges and universities require students, who are financially able to do so, to pay the entire cost of their instruction.

To improve tenure, promotion prospects and retirement systems, and to provide better research opportunities would attract some. It would add to the lure of our profession if we could, in time for the deluge, extend faculty
participation in educational policy-making, make curricular changes that may be long overdue, and introduce more self-education techniques that will give mature men red meat, not pap. Certainly, such a time as the present is extremely propitious for the making of educational advances. Times like these produce an atmosphere that prompts initiative and daring and a fondness for new ideas, even academic radicalism. Able teachers and war-experienced men and women alike are attracted to such an environment.

There is also some possibility of relief in measures that may decrease the number of teachers that will be needed for the heavy post-war load. We might adopt more generally the large-class techniques that were developed by Huddleston at Minnesota and have been in successful use at some institutions. Dean Conley of Wright Junior College says that "the description of a problem and its background, exposition of the facts or their source and suggestions as to solutions, may be presented to 250 students as well as to 25." I have personal knowledge of a beginning Greek class of 125 students that was taught by one teacher, with the help of one student assistant who graded daily quizzes and frequent tests. This was a highly successful course.

We might discontinue, for the duration of the emergency, some courses, even some departments. We might set up some vocational and semi-vocational non-degree courses that would not require highly trained teachers and would terminate the college careers of many students early. We should continue the present all-the-year-round operation of our institutions, thus speeding up the completion of the plans of some and spreading the load for others. By enlarging our counseling programs we would be able to avoid some time-wasting failures and some unwise choices of curricula. We might encourage work-study plans for many, thus diminishing the total instructional load. We could lighten loads by increasing the number of independent work courses, and at the same time better please the matured, motivated ex-soldier. We should permit flexibility in course requirements and prerequisites, thus equalizing departmental loads. Teaching loads of upper division and graduate professors might be increased until the advanced students become more numerous. Certainly, as in the A. S. T. P. experience, the immediate emergency must be handled. Also, there is a type of research that is relatively less important and can wait. Finally, courses might be increased in credit value so that heavier teaching loads could be carried by the staff, without additional labor. Three five-hour courses are less exhausting and time-consuming than are five three-hour courses.

To sum up the matter, difficulties in the way of maintaining adequate faculties in the post-war period have been stated, suggestions have been made that will increase the teacher supply somewhat, and other suggestions presented that might enable us to carry the loads with fewer teachers, but with a fair measure of success. Whatever the unusual burdens our faculties must face, we will emerge with the firm conviction that ours is indeed a basic, essential industry and with a new self-respect because we met the emergency and fought it to the limits of our capacities.

Buildings and Instructional Equipment
Paul P. Boyd, University of Kentucky

As in the period following the first World War, when college and university enrollments mounted by leaps and bounds, so again will we find much to be done by too few with too little. Too few buildings, too little equipment. Many of our institutions of higher learning are still handicapped with inadequate buildings and equipment. Many are going through the war years without proper expenditures for plant-maintenance and the means to replace worn-out and obsolescent equipment. In institutions having Army and Navy schools the government will eventually pay for the probable twenty-five per cent damage done to equipment and furnishings, but in colleges and universities that have not had the Service courses there has been no equivalent to supplement losses due to decreased returns on investments and tuition.

If it be granted that some institutions will manage to come through the war without loss to their physical plants and their educational equipment, they, and all the others, will still enter the post-war period inadequately prepared for the demands of the heavy enrollments that will come. Of course, we might close our doors, hang out the S. R. O. sign, and refuse to be bothered with the returning veterans or the increasing supply from the high schools. But we will not do that. We will crowd them in until they are hanging out the windows, and then we will rent halls in town for more of the overflow. That is, we will take care of them as best we can, whether or not a little learning be a dangerous thing.

Our principal trouble is that we have little tax appeal until the need is already visible. Five- or ten-year plans are not popular ideas in most of our states. Too, we have no opportunity to lay up surpluses to take care of emergencies that are foreseen. It seems inevitable that there will be a lag between need and relief. We face the added distress of rising costs of labor and materials that now amount to 25 per cent or more, compared to the pre-war years. Luckily, however, we quite generally have one surplus, that of room space. Most of our institutions have been using their available recreation and laboratory space up to only about fifty or sixty per cent of capacity. If we could arrange schedules so as to use our space close to one-hundred per cent of the time during the day, and, if necessary, move into the evening hours, we could accommodate thirty or forty per cent more students. The bottle-neck will be laboratories.
More efficiency in room-space use will help somewhat in the problem of building needs in the post-war period, but it is not sufficient and it does not touch the problem of equipment at all. For adequate, quick relief we cannot depend upon legislatures or philanthropists. The only adequate solution is federal aid.

In the years of the depression, the Public Works Program of the Federal Government was of immense value to our educational institutions. Many state institutions have received more money for buildings from the Federal Government than they have received from their states. The old P.W.A. was, on the whole, successful and satisfactory. Buildings were well planned and well built. In fact, some were better planned and built than they would have been under local or state construction. The chief point of criticism is that there was no central oversight in the awarding of contracts, so that, as a result, some institutions were overbuilt, while others with greater need got too little. We shall need very much a new P.W.A. program in order that our educational institutions may be fully able to carry the loads that will come.

In the field of materials and equipment, however, there is good prospect of quicker relief. You have, no doubt, seen the "Report on War and Post-War Adjustment Policies" by Baruch and Hancock, which was issued on February 15, 1944. Following the wise and practicable plans suggested there, the U. S. Office of Education went into action. A conference of thirty representatives of educational and other organizations was held on March 5. This conference urged that in the disposition of surplus war materials, top priority be given educational needs and other social services; that Congress include in its plans allocation of government-owned equipment to educational institutions; and that title to this material be vested by law in legally constituted state educational agencies for distribution within their respective states in accordance with proved needs.

On March 20, 1944, a special conference was held in Washington that drew up definite proposals for implementing the previous recommendations. It was urged, as Baruch and Hancock had urged, that time is vital and that the conversion of this surplus material be begun at once in order to speed up the return of education to a peace-time status, and in order to replace the worn-out and inadequate material. This property, they argued, has already been paid for by the taxpayers and it should not be necessary for them to purchase it again.

An organization to handle the surplus material was suggested by the conference. The Federal Government should not be compelled to repeat the confusion and inefficiency in disposal that existed after World War I—when the Government dealt with institutions directly. Education is a function of the states, and the Federal Government should deal with them. Each state should set up or authorize a single educational agency to receive a total allocation of surplus material for the state and to determine its distribution to the various institutions in the state.

Some of the surplus material suitable for educational purposes should be given to the educational institutions, as for example, the equipment used in the Army and Navy schools. Other equipment, such as typewriters, refrigerators, stoves, 16-mm projectors and so forth, should be given high priority for educational uses without cost. Other material should be sold to the institutions at moderate cost.

The machinery for carrying out such transfers for educational purposes was outlined. There should be a United States Surplus Products Administrator (one has already been appointed), who would certify to the U. S. Commissioner of Education the property to be assigned to a state educational agency that is charged with handling it, in accordance with an established basis for fair distribution to the various states. The state agency would then determine the apportionment of the goods to the various institutions within their respective states in accordance with proved needs.

These suggestions from the conference seem eminently fair and sensible. If they can be carried out by act of Congress, the distribution of the Government’s surplus products can be transferred rapidly to the individual educational institutions with fairness to all on the basis of predetermined needs. Speculation and boosted prices that existed after the last war can be avoided. But of much importance is it that the machinery be set up and put into operation at the earliest possible moment in order that we may be ready for the approaching large enrollments.

As this paper is being prepared for publication, it is well to note that the so-called "G. I. Bill" (S1767) is now Public Law 346, having been approved June 22, 1944.

To repeat, prospects for eventual relief in overcoming building shortages seem good, eventually but not immediately. Depreciation and deficiencies in equipment and apparatus seem likely to be taken care of in the near future through distribution of surplus war material. Three courses of action should be initiated by our colleges and universities at once. First, we should make a "five-year plan," determine our probable building needs and draw up plans and specifications for these buildings, ready for use when financial aid arrives. Second, we should assume that the principal recommendations of Baruch and Hancock will be adopted by Congress and should proceed to set up the state agencies that are suggested by the conference. Third, we should bring our influence to bear on our Senators and Representatives to the end that they may think in terms of education when they consider questions of essential industries and priorities.

Note—At the time of this writing the Office of War Information has just issued a long report on surplus war material, and Congress is reconvening with plans to take action speedily on the disposition of the material.
Financial and Other Business Problems

R. F. Poole, Clemson College

Members of my business staff have recently discussed this subject at length with members of the Veterans’ Bureau. If this were not the case, I would have some hesitancy in discussing the subject. If there is any one present who has a clearer picture, he should not hesitate to speak since we shall need considerable guidance and prompting on specific cases.

A recent Bill before Congress concerning Veterans’ Education, which has a reasonable chance of adoption, states, “The Administrator shall provide for the payment by the United States of customary tuition, library, health, infirmary, and student-activity fees and other similar fees and charges. . . . Regular attendance and good standing are requisites.” The soldier-student shall be entitled to receive $50.00 if he is single, $75.00 if he has a dependent spouse, and $10.00 for each dependent child per month for subsistence. It appears to me that this is a most favorable consideration. It gives promise of satisfactory cooperation between the Federal agencies and the colleges and provides ample subsistence so that any young man or woman who is in earnest may receive an education.

There will be forthcoming a multiplicity of reports. They will be essential as well as required. It is my feeling that if business and financial affairs of our colleges are in orderly condition no serious difficulties will be experienced in amalgamating the details.

It should be remembered that the first requisite of public confidence and support is an efficient administration, not only from a standpoint of sound business management. The public will always be loath to intrust tax money to administrators who may use it inefficiently or who can give no adequate accounting for it. It must be kept in mind also, particularly as regards contracts with the United States Government, that colleges are not operated for financial profit. In planning for participation in the program as provided by Congress for the education and training of the armed forces, many colleges will have the benefit of experience gained through the handling of army trainees under the various terms of the contracts which govern the same. This experience has impressed upon us the importance of careful cost analysis in all phases of college operation.

From present indications the program being put into effect will present some complex financial problems. For example, part of the remuneration to the college will be by contract with the government and the remainder will come from the individual. Thus tuition and fees will be paid by the government under its contract and living costs by the student. It appears the student will have the alternative of living on or off the college campus. This might mean a faculty could be fully employed while housing and other

facilities owned by the institution might suffer from a standpoint of unoccupancy and nonuse.

In addition, the plan requires the institutions to own textbooks, technical equipment, etc., and furnish them to the student on an amortizing basis extending over a period of perhaps three years. The amortization is to be paid by the Government. The plan may prove costly in cases of withdrawals, in the case of a man entering senior work who will graduate shortly with no one succeeding him in his particular course, and in cases where textbooks are changed before the cost has been fully amortized. The changing of courses would also affect this provision of the contract. Speaking for my own institution, we are not in the book or instructional supply business and for us this provision of the proposed contract may present a real problem.

I understand there will be no uniform contract form provided by the government, but that the institution will be required to prepare its own contract for the approval of the plan and subject to the terms of the “Service Men’s Education and Training Act of 1944.” The plan contemplates payment to the college on a per man basis for the actual cost of instruction, including fees and supplies, for the particular course which the student chooses to pursue. From a standpoint of the college this would mean that the cost of each course offered must be closely analyzed since there can be no over-all charges in the contract, whereby an excess in one department may off-set a deficit in another. In my opinion the preparation of such a contract will involve a close relationship and a thorough understanding between the business administration and the faculty.

During the operation of the contracts there can be no changes in the terms or amounts involved during a fiscal year. Thus any change in courses, during such year, on the part of the student or the faculty, might involve the business side of the program to the extent that budgets would be upset. From information at hand all terms of a contract as made primarily under the plan must obtain throughout the governmental fiscal year, and I emphasize again the importance of careful preparation of such a contract. To those institutions that have not heretofore dealt with the Government under training contracts, let me point out that little is taken for granted. Everything must be incorporated in the agreement of understanding.

While this program will present changes and business problems there is no doubt that it will mean much to the educational institutions of the country. The Government has recognized its obligation to the young men of the armed forces by offering to them the opportunity to continue their education in order to fit themselves for their various vocations. The institutions that will participate in this program must likewise have a full consciousness of their own obligation by demonstrating a willingness to make changes to meet changing conditions, to develop a human and sympathetic

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understanding of the problems of young men whose lives may have undergone drastic changes, and to endeavor earnestly to render a real service to these men.

Liberal Arts Education after the War
Paul P. Boyd, University of Kentucky

While our armed forces are fighting abroad for freedom, our liberal arts colleges are carrying on at home for the same objective. Difficulties have been many, but not one of our accredited four-year colleges has closed its doors. In these days of decreased income, of deteriorating buildings and equipment, and of absence faculty members, the colleges are continuing to make their contributions to the American cause. They have found it an especially propitious time for self-examination and for planning a greater degree of service in the days after the war.

With the services of the colleges recognized and their facilities utilized by the armed forces of the nation, there has been cause for gratification and renewed confidence in the mission of liberal arts education in our democracy. Freedom cannot long exist without free minds and spirits. Free minds and spirits are the end-products of liberal education. The objective of our liberal arts colleges has been and will continue to be the liberation of men and women from ignorance and prejudice and fear, from impotence in speech and worship, from economic slavery.

This accepted American doctrine is not universally understood. It means an “educated” people as distinguished from a merely “trained” people, a citizenship permeated with the liberating teachings of the arts and sciences. It means an understanding and appreciation of the basic laws of the material, mental and spiritual worlds in accord with which men and nations rise or fall. It means an acquaintanceship with man’s long struggle upward from savagery, his trials and errors, his experiments in government, in social living, his discovery of great truths, his mastery of the tools of thought and communication. It means familiarity with his deep spiritual aspirations, his artistic expression. It means understanding of error as well as truth, of theory as well as practice, of reasons as well as rules, of causes as well as effects.

To aid our youth in attaining such an education is the supreme objective of the liberal arts college. A second objective is the preparation in whole, or in part, for the making of a living. But the paramount aim is to aid in the acquisition of knowledge and understanding and appreciation and, through them, to induce motivation and power for useful and happy living. Since the liberal arts college occupies the strategic position in the making of genuinely educated men and women and so in the perpetuation of our democratic institutions, there will always be a college of liberal arts. The will to survive in our people will not let it die or be destroyed by politicians or hard-headed “practical” men or by misguided educationalists who know not what they do as they run about seeking something novel.

This objective of helping produce a good, cultured, understanding, understanding men and women for happy, useful living, for leadership in the betterment of government and society is so all-embracing as to bring down upon us the charge of aimlessness. But if you have read the recent statement of the objectives of professional training you have found it just as broad and vague. We must of course implement our aims with ways and means to attain desired results. Here we begin to meet with trouble. The stock of knowledge which we have for use in the educating process is so large, our student raw material so varied, our teaching force, rightly, so unstandardized that we cannot prescribe definitely as to course or method for all. Hence the charge that none of us knows what to do and that few can agree.

However, there are certain principles that are safe guides in the attempt to attain our educational goals. First, we recognize that the liberal arts college, while its objective may remain invariant, yet may vary its materials, its instructional methods, and its emphases in conformity with the times and environment. Its spirit should always be that of experiment and of adaptation of means to ends. Second, of supreme importance is the fact that the student is the end, not the course. This means that we must better understand the individual and better adapt our instruction to his needs. This leads to the demand for adequate testing and guidance. Happily we are rapidly developing techniques that will discover for us the individual’s achievement, his innate capacities, his interests, his strength, and his weaknesses.

But the growing recognition of the importance of individual differences in liberal education may be nullified when it comes to curricular matters. “What is food for one is another’s poison” has its application in education as well as in dietetics. We tend to forget, when we come to talk about what every student ought to know, that there are many avenues leading to a uniform freshman year that is the best food for all. Students do differ widely in ability, in interests, in special talents, in ambition. It is far more important that a student be motivated to work at his highest level through doing the thing that he is most interested in and best able to do and that contributes to his life’s plans than that he be pressed into a mold devised by educational theorists.

I venture to say in the face of all the present-day agitation about core subjects, and basic common knowledge that, exclusive of the tool subjects, no one subject is essential to all for the development of an educated person. The reason for this lies in a second basic fact that educators and laymen alike seem to forget. The function of the liberal college is not really to
educate the boy or girl but to open his eyes to the possibilities, to introduce him to the various paths leading toward an education, to fix in him ideals of work and conduct, habits, standards, to start him on a career of intellectual and spiritual growth that will continue to the end of life. We must think of education as a life-long process. We don't really educate anybody. We merely make the conditions favorable for self-education. If we can arouse interests and ambitions, establish habits and ideals, through the use of branches of knowledge and the personal guidance of wise and friendly teachers, it is unimportant if we omit some of the branches of learning. The student's training and his interests will easily make up the deficiencies. A single book will often do more educating for an adult than will an entire course in college. The achievement of adult thinking must not be unnecessarily prolonged.

These guiding principles and others will be of service when we examine the methods and materials used in the various schools of the armed forces. Some have predicted that these schools will revolutionize the teaching of our colleges. Most liberal arts teachers will see in them some good but necessarily prolonged. The student's training and his interests will easily make up the deficiencies. Of branches of knowledge and the personal guidance of wise and friendly teachers, it is unimportant if we omit some of the branches of learning. We merely make the conditions favorable for self-education. If we can arouse interests and ambitions, establish habits and ideals, through the use of branches of knowledge and the personal guidance of wise and friendly teachers, it is unimportant if we omit some of the branches of learning.

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The courses and curricula of the armed forces are intense speed-up programs. Liberal arts curricula will continue to speed up only by offering longer summer terms. The armed forces courses have only limited objectives for the winning of the war and are concerned largely with handling materials and instruments. The liberal arts courses are for winning a life and will continue to realize the maturing value of time and the importance of ideas and the theory back of the thing to be done. The armed forces schools aim only to make competent specialists quickly for use in war. The liberal arts colleges will aim to secure after a much longer time competent experts in living, with culture and character and leadership. The armed forces schools choose narrowly the knowledge that is needed for war purposes. Liberal arts will continue to make a much wider selection and point for the good life in both peace and war.

But the experience of the war schools will influence liberal arts education favorably in several directions. We will place less weight upon entrance units and more upon achievement and ability as shown by tests. We will see to it that all of our students are, or become, satisfactorily proficient in the basic tools, reading, spelling, writing, speaking, and arithmetic. The extensive use of audio-visual aids will carry over into civil instruction and will come to occupy a much more important place in our programs. Intensive methods in war-time language study will lead to double periods for liberal arts students with supervised study and practice in not only the languages, but in other non-laboratory subjects. Teachers will discover that in this way interest and accomplishment in other subjects may equal the results obtained in the sciences. We shall greatly increase our testing programs for purposes of guidance, placement, and evaluation of results. Physical fitness and mental health will assume added importance. Motivation through indoctrination, orientation, glimpses of needs and possibilities in work ahead will be carried over. Learning by doing, relating of subjects in instruction, integrating through comprehension examinations will be increasingly emphasized in the liberal arts of the post-war period.

James "Moral Equivalent of War" would take on a new meaning for the colleges if we could only all be superteachers, and if we could promote the motivation of our students to the degree that students of the armed forces were motivated.

Post-War Plans and Problems of the Junior College

E. E. Davis, North Texas Agricultural College

The Problem of Teachers for the Social Studies

I am very deeply concerned about the inadequacy and ineffectiveness of our instructional services from the elementary grades to the college and university levels in those curricular areas where the lessons in citizenship, social ethics, governmental functions, and human relationships are supposed to be learned. The paucity of social competence and civic understanding among our people is not confined to the great unwashed masses. Almost daily I meet it among those who have graduated from our high schools, colleges, and universities. They may have acquired enough of truth (units of credit) to meet the conventional standards for graduation, but they have failed most seriously in the acquisition of the kind of truth that makes men free and teaches them how to keep free. It appears to me that somewhere along the line our schools must be at fault.

Of course there are elements other than the shortcomings of our schools that share in the responsibilities for this alarming dearth of civic intelligence. In so far as the schools are responsible for it, I am led to believe that the fault lies to a very large extent in those departments of our colleges and universities where teachers for the social subjects—history, government, civics, economics, and sociology—are being trained. Their equipment usually consists of little other than a modicum of academic scholarship. Too often their acquired scholarship is of the most abstract, colorless, uninspirational sort, totally unimbellished by those artifices, techniques, teaching skills, aims, and points of view so essential to successful school teaching all the way from the elementary grades to the last years of the undergraduate college level.

In our educational system we have put the major emphasis on facts and crowned reason as king. We seem to have forgotten that there are times when reason abdicates and emotion wields the scepter of power. Reason
did its bit at Faneuil Hall, but emotion carried Washington through Valley Forge. Reason wrote the Declaration of Independence, but emotion fired the Revolution for political rights. When the emotions for good government are raised to white heat in the hearts of our American youth, the future of our democracy will be secure. The potentialities of the mass emotions of youth for good or for evil are fully demonstrated by Russia's komissar soldiers and Hitler's Jugend. I do not pose as a prophet, but I think it not at all unlikely for America to have its youth movement. If education does not take over and give it direction, some other agency will.

The situation is grave. Academic inertia resists change. Our education forces are flirting with catastrophe when they fail to take action—streamlining, definite, and immediate—on this impending threat to our very existence as a self-governing democratic nation. It is considerably more difficult for the full professor with his chosen specialty in a university to see the workaday aspects of this threat as clearly and feel them as penetratingly as those of us who are on the firing line every day away out here on education's periphery in these junior colleges and high schools. The big job needs to be done right now in the elementary grades, the high schools, and the first two years of the undergraduate college level.

**The GI Delusion**

Thousands of our teachers are in the armed services and the war industries. Many of them may return to their jobs considerably out of touch with what is happening to education. Education the GI way and a few similar experiences of a minor sort are about the only exposures to educational trends the teachers now on leave will have. Perhaps the GI plan should not be referred to as indicating a trend, for it makes no pretensions at getting down to the philosophical grass roots of the major educational dilemma. It does have, however, a few teaching devices that with some adaptations can be used to good advantage by post-war classroom instructors. I am reasonably well acquainted with the aims of the GI plan and the techniques employed for the achievement of those aims. Much of it is good. But it is also going to produce a few four-flushing charlatans that administrators will have to reckon with after the war. The idea of more learning in less time is bounded by psychological limitations that cannot be completely ignored.

The cafeteria and filling station practices of the accelerated program have justified themselves as war measures in the acquisition of simple skills in certain limited areas. There are some elementary facts and shallow skills that can be dished out at high speed. But the time element cannot be passed up completely in the more complex learning processes. It takes time for facts and skills to mature into thoroughly integrated knowledge.

*The Guidance Problem*

When peace is declared and veterans from the war fronts and nonveterans from the war industries come trekking home, many of them are going to knock on the doors of the junior colleges and ask for admission. With their appearance the importance and responsibilities of guidance—pre-professional, vocational, and personal—will be increased many fold. Whether they should attend a college, a high school, or a trades school will have to be decided. Many veterans of World War I, like the proverbial square peg in the round hole, got into institutions where they did not fit. Veterans with delusions of grandeur were allowed to enroll in professional courses for which they had no adequate background of previous experience or scholastic rating. The outcome was failure and disappointment—the result of their Government's misdirected good intentions. For some of them it did more harm than good. We must not permit a recurrence of mistakes like that this time.

Channeling post-war veterans and others eligible for government aid into the institutions and the programs that can serve them best on the various levels of education and training suited to their needs will be guidance's first responsibility in the problems of post-war personal rehabilitation. The question just now is whether professional guidance will have a free hand in the institutional placement of these trainees, or whether some bungling political agency not trained or fitted for that kind of educational responsibility will be assigned the task. This is a matter of special importance to the junior college. The post-war functioning of the junior college, whether in the teaching of veterans or regular students, must be held to the high-school intermediate field. This is the field for which it is specially equipped and, unfortunately, is not prepared. If a veteran is presented to a junior college for trades training on the sub-high school level, as is sure to happen, in the name of justice to him and to the college, he should be kindly guided to a trades school specially designed and set apart for the training he wants. Reason rather than sentiment should control. Veterans admitted to the junior college should be capable of doing a junior college grade of work. As for the internal administration of guidance programs, it is my opinion that junior college executives are in for many severe headaches for a long time to come. "If," as a friend of mine recently said, "a fat budget and competent guidance experts were available, we would go out and hire an adequate staff of specialists, turn the assignment over to them, and let them run it. That would be simple enough. But we do not have the budget, and if we did have it, I would not know where to find the specialists. So the whole guidance responsibility falls back on the faculty and I guess we will continue to struggle along with it as usual."

Competent guidance specialists are hard to find. Charlatans are abundant. Every college executive in the land has in his files applications from
exigencies of war had tended to cause a reversal of the process embodied in social subjects, and by transfer of some of the more specialized subjects to elements in the undergraduate years, organization of the curriculum in these recommendations and that military necessity had dictated training the postgraduate period. The Committee further pointed out that the parallel integrated sequences of scientific-technological and humanistic-  

The report of the Special Committee of the Society for the Promotion of Engineering Education 1 pointed out that the 1940 Committee "... advocated the strengthening of engineering education by concentration on basic elements in the undergraduate years, organization of the curriculum in parallel integrated sequences of scientific-technological and humanistic-social subjects, and by transfer of some of the more specialized subjects to the postgraduate period." The Committee further pointed out that the exigencies of war had tended to cause a reversal of the process embodied in these recommendations and that military necessity had dictated training programs of limited duration for immediate objectives, but that this policy of expediency should be abandoned with the cessation of hostilities.

It was further stated that: "The purpose and problems of engineering education hinge upon two major responsibilities. One of these, which determines its aims and standards, is to the public, industry, and the profession it serves. The other, which determines its methods, is to the students as individuals. Thus identifying the broad objectives of the two committees as the same, specific suggestions are made: ... They include training in the sciences basic to engineering, the rudimentary development of certain technical skills, an introduction to the engineering method of solving problems of practice, an understanding of values and costs, a sense of the art of engineering as distinguished from its science, the ability to read, write, and speak the English language effectively, a knowledge of social and human relationships, an understanding of the duties of citizenship, an appreciation of cultural interests outside the field of engineering and indoctrination in professional standards and relations. Inherent in the accomplishment of these purposes is the development in the student of habits of accuracy and thoroughness, powers of analysis, creative ability, respect for facts, and high standards of integrity with respect to all aspects of his work."

The educational world not only accept, but heartily endorses, both the general and the specific aims and objectives as stated by this S.P.E.E. Committee—but we want to know how they plan to reach these objectives. What is the implementation? Too often in the past a subject has been required by some engineering school as basic, but students from other engineering schools seemed to get along just as well, or better, without it. An understanding of the duties of citizenship has been assumed from a course in American History that was largely a recital of names and dates. Educational science may not have answers as exact as some of those of the physical sciences, but they are indicative. At least they are far better than following untested assumptions of the past concerning training. It is hoped that the intelligent judgments found so often in this group will be directed toward the evaluation of the various programs now found in engineering that claim the same desirable objectives.

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Law

Dean Albert J. Harno of the College of Law, University of Illinois, pointed out in a recent magazine article 2 that law schools following the war are facing a broader conception of legal education—a conception that is not limited to a three-year period of study, but one that is a continuing process: that the law schools can no longer think of themselves as isolated institutions of learning, but as an essential and cognate part of the organized bar;

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1 *Journal of Engineering Education, Volume 56, Number 9, May, 1944.*
and that in making the curricular adjustments, the increasing importance of public law with its many facets and the growing emphasis on the legislative and administrative processes are paramount.

In 1936 there were 40,529 law students in the United States. In the fall of 1945 the number was only 4,803. Eight law schools approved by the American Bar Association had closed including those of the University of Nebraska and the University of Wyoming. Enrollment in others was very small. South Dakota with two students, Oregon with seven, Mississippi with eleven, North Carolina with twelve, Kansas with thirteen, West Virginia with fourteen are representative. For some time the supply of young lawyers has been virtually eliminated. National policy, unlike that in the first World War, has made no effort at recruitment.

At the end of the war an effort will be made throughout the country to fit and adjust lawyer veterans for the practice. A reconditioning of the mind as well as bringing the individual down to date professionally is necessary. Much will have to be on the basis of individual needs: (1) the student who has had his law training interrupted by the war will need attention; (2) the young lawyer who has had his practice interrupted will be interested in reestablishing himself. Some law schools plan to offer refresher programs designed for all, but other schools will work the matter out on an individual basis permitting some students to repeat old courses, take new courses, or review by some form of conference procedure. Unlike the feeling found in medical circles, the lawyers, whose schools were practically closed, feel that in addition to necessary reconditioning, the law schools will be crowded with new recruits to begin the study of law. We refrain from making a comment about the policy of letting military men decide, even in war time, policies concerning our basic institutions.

Medicine

Harold S. Diehl, Dean of Medical Sciences and professor of preventive medicine and public health at the University of Minnesota, writing in a recent issue of the Annals of the American Academy of Political and Social Science, Volume 231 (January, 1944), feels that the accelerated programs, new courses in tropical medicine, special emphasis on the control of communicable diseases, sanitation, and other problems of war time will find a place in medical education of the future. He believes the modifications of the medical curricula will be in the direction of a certain amount of acceleration, further trends from the didactic to laboratory and clinical teaching, and of more emphasis on preventive medicine. Emphasizing a planned economy, he shows that in 1932 the United States had one physician to every 750 of its population, while other countries such as England, Germany, and France had one physician to approximately double this number of people. Sweden had only one physician to 2,890 population. While there are several factors that cannot be accurately appraised at the present time, he thinks that the medical schools should reduce the size of their student bodies. It is pointed out that the 12,000 recent medical graduates who have entered the military service, where clinical experience in army or navy has been very limited in scope and radically different from civilian medical care, will need special courses in instruction, internships, and hospital residencies, along with refresher courses concerning recent developments in medical practice.

Even though the Association of American Medical Colleges has approved a premedical requirement of only sixty semester hours, eliminated the usual vacations, and in other ways streamlined the program for students by action entirely voluntary, many deans do not honestly believe that two years of premedical preparation with the general streamlining will be adequate in normal times when compensating factors are not present. While the thinking citizen, as well as many men from the medical profession, feels that the training now is just as good as before the war program was undertaken, post-war adjustments will be in order. However, no unusual or radical changes are expected. The war period has stimulated medical interest and directed activity toward many things that must be dealt with in a truly global war. They will find their proper places in the medical training of the future.

Teaching

Any profession in its early years finds many conflicting claims, procedures, and results. There are variables and both individual and social factors that are such that accurate or specific evaluation remains for future determination. Even before the war, teacher education the country over was an unsolved problem. Great progress had been made in the training of elementary teachers, but the training of junior high, senior high, and college teachers had made very little significant advance. New plans and programs at many institutions seemed promising, but little else could be said of them. With progressives, essentialists, pragmatists, and others unable to be very definite about the materials or methods necessary to reach their respective objectives, the teaching ranks filled with many unskilled workers, and public opinion unwilling to be very realistic about the whole matter, evaluation of the conflicting claims could not get very far. These groups and their many combinations still state extreme positions. The intelligent public, though most friendly to the teaching profession as an abstract idea, thinks of much of this as coming from the lunatic fringe.

We have spent the last quarter of a century in analysis and criticism. We have had many kinds of schools and school problems, and many of our leaders have felt that this was a very healthy sign, and truly democratic. However, at the present time, not only the public at large but many of the educational workers themselves are growing impatient for new synthesis.
This probably means that we are going to have to face in a very realistic and practical way our teacher training problem.

At the present time and in the foreseeable future, too few of the proper type of young men are presenting themselves as candidates for the teaching profession. America is and always has been convinced that a good school system and good teachers are essential, but we have kept this conviction in the realm of the idealistic. Public attitude that makes the economic and social status of a teacher what it is neutralizes many desirable things that are attempted by the profession. There is a vicious circle or spiral here: poorer teachers, poorer results, poorer recognition, poorer rewards, then back to a poor or lesser group of beginning teachers again. Efforts are being made along the line to break this spiral or start it in the opposite direction: better rewards, better teachers, better results, better recognition, and on to still better teachers. A new professional curriculum is not the only correction needed; the trouble is deep-seated.

In a somewhat facetious manner we have said that Christianity, democracy or universal education might surpass fondest expectations if the people of a great nation would really try them. Public education as we have conceived it in this country is a great idea; but hampered by the traditions of the past, we have merely toyed with many of its significant effectuating procedures. The professional curricula of teachers, therefore, will be about as broad as society itself. The pathetic "tricks of the trade" found now in teacher education will disappear. The equivalent of a good apprenticeship teaching has never been found. Admitting that division of labor is necessary, we cannot have the doors in one group and those who are merely teachers in another. Admission to teacher training institutions will select the "best" minds as some of the other professions attempt now, and the initial training will be at least as long as that in any of the other professions. And we shall reach this desirable solution not because of high idealism but because after trying many other things, we find that nothing else will suffice.

Space does not permit us to examine the opinion of experts or workers in the other professional areas. The E.S.M.W.T. program gives us a clue as to what will be needed in the future professional curricula in collegiate schools of business. A program must be developed to meet the needs of business for technical specialists without becoming too narrowly specialized. Since the field includes all businesses from the small country stores to the giant international corporations, the task is not simple, and no easy solution is in sight. On the credit side, however, we find the people concerned keenly aware of their problem, and without serious handicaps from a traditional past.

The coming of peace will not suddenly precipitate immediate revision of professional curricula, but changes are probably coming more rapidly than we now expect. The war period has shaken us out of a comfortable complacency. As attention has been focused on our educational institutions, questions and doubts have arisen in our own minds as well as in the minds of the general public. Our future professional curricula will have to have a more solid basis than that offered by some outworn philosophy, quaint old custom, or pedantic opinion. Real tests conducted by the methods and spirit of true science will have to furnish us with "answers" from time to time. Nothing else will suffice.

Adult Education
Harmon Caldwell, University of Georgia

In recent years there has been a growing interest in adult education. This has been due, in the first place, to the fact that until recently only a small percentage of the population has been able to attend senior high schools and colleges. Many of those who did not enjoy this privilege, having since gained the necessary resources and leisure, seek instruction in institutions designed to deal with adults. In the second place, so rapidly has the character of information changed that even those who have had a college education often find their information out of date. Such persons frequently seek to supplement their previous educational experience through adult education. Finally, the problems of the modern world have become so many, so serious, and so complex that many have come to feel that a comprehensive program of adult education is the only practical way for preparing our citizens to deal intelligently with the grave political, social, and economic questions with which they are faced.

As great as has been the interest in adult education in recent years, it seems likely that this interest will be greater in the post-war years. The educational work of hundreds of thousands of young men was interrupted by the war. Many of these men will wish to resume their educational studies when the war is over. They will come back, not as school boys, but as mature and serious-minded men. They will be satisfied with an educational program only when that program is designed to present an appeal and a challenge to the adult mind.

The financial aid that the Federal Government proposes to give to veterans who attend schools or colleges will undoubtedly lead many men to seek educational and vocational training who otherwise would never have thought of going to school again. The formal educational attainments of many men of this type will be very meager. Many will be too old and too mature to return to elementary or secondary schools, and yet they will lack the usual qualifications for admission to college.

Some of the veterans who enter colleges will not wish to take the prescribed courses of studies leading to the standard degrees but will desire
to take special work designed to prepare them for some particular trade or vocation. All of our schools will be faced with difficult problems in the postwar days in trying to work out educational programs that will fit the needs of this particular class of adults—the returning veterans. This task, however, is one that will last for only a few years.

In developing any long-range program of adult education, our institutions must bear in mind the fact that even in the immediate postwar days many of their adult students will have only a civilian life background and that as the years pass the percentage of students of this class will grow. Shorter work weeks will mean more leisure time for thousands of workers. Many will realize that this time free from work can be profitably utilized if devoted to study and further educational development. Our programs of adult education must, therefore, be designed now to serve not only the special needs of returning veterans but must be so constructed as to meet the needs of the rank and file of citizens of a democracy in peacetime.

In setting up any program of adult education—whether for veterans or civilians—there are certain general objectives that should be kept in mind. From the standpoint of the individual who is to be served, these objectives may be listed as follows:

1. To complete formal education;
2. To acquire vocational skills;
3. To keep abreast of developments in one's field of interest;
4. To utilize leisure time profitably.

A particular individual may have one or more of these objectives in mind. Programs of adult education, like other educational programs, minister not only to the needs of the individual but also to the needs of the state and society. Otherwise, there would be little justification for a state-sponsored and state-supported program of education for adults. From this broader standpoint, some of the objectives of adult education may be listed as follows:

1. To prepare men and women for the responsibilities of citizenship in a democracy;
2. To give to mature men and women knowledge necessary to enable them to cope with new and current problems; to give them an understanding of desirable goals of social progress;
3. To build a sounder economic base for American life;
4. To develop an enriched national culture.

In the formulation of any educational program for adults, these general objectives should be kept in mind and a policy followed that is designed to bring about their attainment.

The question will naturally arise as to the type of institution or institutions in which programs of adult education should be offered. The only answer is that it should be offered by all institutions on which any considerable demand for such service is made and by which efficient and effective work in this field can be done.

Public schools in various parts of the country may be developed into community centers and as such serve adults as well as children. Many schools are already making a significant contribution to their respective communities by offering special courses or by sponsoring discussion groups. Our public schools may easily take the lead in relating education to community needs and in functioning as the cultural centers of community life. Our colleges and universities are peculiarly well-qualified and strongly obligated to provide special courses of study shaped to meet adult needs, to offer short courses in special fields, and to provide facilities for extension and correspondence work.

It has sometimes been suggested that state laws should provide for adult schools as separate and distinct entities in the educational system. This suggestion merits serious consideration. It may be not only desirable but necessary to set up special schools of this character to serve the vast numbers of veterans who in the post-war days will be seeking special training for various trades and vocations.

It has been indicated that programs of adult education should include courses in residence and also work by extension and correspondence. There are other means which can be utilized in an effort to make such programs more comprehensive and effective. Recent experience has shown that much good may come from forums for the discussion of contemporary social, political, and economic questions. Under wise leadership, these forums are a potent force for the creation of an enlightened public opinion. Likewise, radio programs sponsored by educational institutions may have an important place in the comprehensive and well-rounded program of adult education.

It is perhaps needless to say that a program of education for adults will include both credit and non-credit courses. Some individuals will be interested in working for degrees; others will take courses only for the special information or pleasure that they may derive from them.

It is perhaps unnecessary, too, to say that guidance is a proper and essential function of a good program of adult education. This will be particularly true in the case of programs set up for returning veterans, for they will need much help in their efforts to make satisfactory adjustments to civilian life and in making choices of vocations for which to prepare themselves.
General Problems of the Curriculum

R. B. House, University of North Carolina

Some changes in the curriculum, beginning in the schools and running on through college and university, will be inevitable to meet changing needs and desires both of men who return from the service and of young folks who are going to war. I feel that there is going to be a decided emphasis on all sorts of vocational training. I do not fear this; I welcome it and hope that we may have the clarity of vision to see what a good job is and how to train for it. Moreover, I believe, with all my heart, that any job worth doing is worth studying; and that any subject of study, if properly pursued, is of great cultural value as well as of great vocational value.

There are, at present, listed some twenty thousand occupations by which people make their respective livings. It is manifest that no one institution can offer vocational training in all types of jobs which can be elevated to subjects of study. I have no doubt that we will have to invent a great number of courses and probably several types of new educational institutions, if we do our job well. What worries me as a Southerner is that we are so barren, in the South, of vocational opportunity to match the crowding vocational interests of our students. For instance, a high degree of specialization in, say, chemistry or physics today on the part of Southern boys is just like buying a ticket never to return in a professional sort of way, because there are no opportunities except in teaching; in highly specialized chemistry or physics in the South. This situation could be duplicated over and over in the list of twenty thousand occupations.

On the other hand, and as a sound approach to the whole problem of vocation itself, we have to work eternally at general education, which I reduce here to reading, writing, speaking, figuring, observing accurately, and telling the truth in reporting what one observes. It seems to me that from the kindergarten on through graduate and professional education, we read, write, speak, figure, and observe over and over, simply increasing our level and our range each time. It is strange, therefore, that so few students graduate with any real power in these operations. It is manifest that no one institution can offer vocational training in all types of jobs which can be elevated to subjects of study. I have no doubt that we will have to invent a great number of courses and probably several types of new educational institutions, if we do our job well. What worries me as a Southerner is that we are so barren, in the South, of vocational opportunity to match the crowding vocational interests of our students. For instance, a high degree of specialization in, say, chemistry or physics today on the part of Southern boys is just like buying a ticket never to return in a professional sort of way, because there are no opportunities except in teaching; in highly specialized chemistry or physics in the South. This situation could be duplicated over and over in the list of twenty thousand occupations.

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Acceleration and Other Adjustment to Varying Abilities of Students in the Post-War Period

R. B. Draughon, Alabama Polytechnic Institute

This paper is based upon the following assumptions:

1. That the colleges will be called upon to serve larger enrollments in the period just after the close of the war than at any time in the past;
2. That these enrollments will be made up of three fairly distinct groups:
   a. Returning veterans,
   b. High school graduates who went into war production plants and thereby deferred their entrance to college,
   c. The normal group of high school graduates who will enter college without interruption of their educational programs;
3. That two of these groups may be expected to be above the normal age of college students:
   a. The veterans will have lost from one to four years,
   b. The war workers will probably fall into comparable age groups to the veterans;
4. That the normal high school graduates may be slightly younger than in the past;
5. That the veterans and the war workers may be expected to be more mature;
6. That the high school graduates may appear to be, by contrast, even more immature, mentally and physically, than in the past;
7. If the foregoing assumptions are reasonable, the colleges must work with student bodies that lack homogeneity in age, maturity, and experience;
8. That the economic dislocations will develop pressure upon the in-
individual student to complete his training as early as possible in order that he may make a start in life;
9. That these individual pressures will be more pronounced in the students who are more mature;
10. That the aggregate of these pressures will force the colleges toward acceleration.

Acceleration, however, is the subject of an old controversy in higher education. Opinion is divided as to its benefits and effects upon students and faculty members. The arguments against acceleration are:

1. That the attempted assimilation is too rapid;
2. That the year-round schedule has a stultifying effect on both students and teachers;
3. That adequate periods of change of activity for faculty and students is desirable;
4. That faculty members, especially in technical fields where developments are occurring at great rate, do not have the time necessary to organize and digest new materials;
5. That the rate of absorption upon the part of the student is noticeably lessened;
6. That, with especial emphasis upon technical subjects, the year-round student loses the admitted benefits from summer employment in business and industry where the theories he has studied are actually applied;
7. That learning in an accelerated program must perforce be superficial.

The arguments for acceleration are:

1. That students in normal times have completed their preparation for college at too late an age to complete college and begin their careers at the height of their mental and physical vitality;
2. That the period of training in most of the professions such as law, medicine, engineering, etc., is tending to grow longer, thereby making the urge for acceleration greater upon the individual student by reason of economic factors as well as maturation factors;
3. That the tendency of higher education to extend into the early and middle twenties may be postponing, and possibly reducing, the total accomplishment of the nation's ablest young people;
4. That the loss of college years through war duties, and the consequent maturing of students coming back into higher education after service, makes necessary an accelerated program if these students are to begin their careers at the height of their powers;
5. That students under wartime accelerated programs have not suffered from heavier scholastic loading, or from year-round programs. On the other hand, the additional work and responsibility has had a beneficial and maturing effect upon students;
6. That new techniques in the presentation of subject matter, and new teaching procedures, have adequately demonstrated that the content of many undergraduate courses can be effectively assimilated;
7. That, notoriously, college programs took small account of well recognized difference in ability of students with the result that the slow student, the average, and the superior were all geared to the same pattern as to time, load, and residence requirements;
8. That this has resulted in an enormous waste of time and has retarded able students and thereby deprived society of contributions which they might have otherwise made;
9. That many able students are eliminated from the colleges by the time factor which, due to lack of financial resources, they cannot overcome.

In the light of these conflicting opinions, it would be well to list the forms and directions which acceleration has taken during the current war. Briefly, they are:

1. Early college entrance,
2. Credit by examination,
3. Lengthening the school year,
4. Allowing heavier scholastic loads,
5. Reorganizing and streamlining the curriculum.

A brief consideration of each of the above forms reveals certain interesting facts which are vital to any approach to postwar educational plans.

1. Early college entrance. Early college entrance may be attained by early completion of elementary and secondary schools, or by admitting students to college before completion of high school. Owing to widespread use of the twelve-grade system of elementary and high school education, the trend has been toward older entering students. Any proposal to admit to college before completion of high school is more than apt to meet the opposition of public school groups.

During the war period a great many institutions have permitted admission prior to high school graduation, usually on a basis of superior record plus recommendation of the high school principal.

In some quarters there have been advocates of a general return to the eleven-grade system of elementary and secondary education. When it is considered that in that particular period the benefits of acceleration will
be less evident for the high school students admitted to college, it is perhaps unwise to attempt to plan for acceleration below the college level.

2. Credit by examination. There is, and has always been, a certain amount of duplication in high school and college courses. Where proficiency in a freshman subject can be demonstrated to the satisfaction of the college, it would seem to be unwise to demand repetition upon the part of the student. Veterans and war-workers returning after the war will have had specific training in some fields which will be repeated in the college curriculum. Examinations to establish credit in these proficiencies would make a valuable contribution to the acceleration of the student.

3. Lengthening the school year. The most general method of acceleration has occurred through lengthening the school year. This has taken several forms. Some institutions went to the quarter system, while others adopted the so-called “three-semester plan.” In general, however, the acceleration consisted merely in shortening the calendar time elapsing between college entrance and graduation, or induction. It seems wise during the post-war period to distribute the student load on faculty and plant throughout the entire year, rather than through the customary nine-month period.

4. Liberalizing load rules. During the current war, over half of our colleges have liberalized load rules and permitted students to take more than is customarily allowed. These actions have, however, been so well safeguarded that only about twelve per cent of the students in such institutions have been affected. The amount of extra hours has been carefully limited, and allowed only to students in the higher brackets. There is needed now, and the need will be more urgent in the years immediately following the war, a vastly improved system of determining the physical, mental, and emotional characteristics of the individual student. It is only through such a system that the individual may be placed in scholastic circumstances making maximum use of his abilities. It is the surest approach to the problem of loss and waste through elimination.

5. Reorganization of the curricula. This is perhaps the most important approach to the whole problem of acceleration, and yet the one least used by colleges during the war period. The reasons are obvious. The business of reworking and reorganizing the offerings of a college is difficult in the extreme, and always productive of controversy among faculty, students, and patrons. Despite all this, perhaps more could be done toward effective acceleration of the student through the systematic analysis of the curriculum based upon the justifications of each course offering, than by any other method. This has been done with notable results in a limited number of institutions.

In the light of these considerations, it is suggested that perhaps any approach to the acceleration of students should employ something of all of the methods used. It is suggested:

1. That the colleges take into consideration the differences in ability that do exist, and provide means based on detailed health, aptitudes and counseling data, whereby more able students may complete college in shorter time;

2. That the colleges examine their offerings and eliminate course requirements and load and residence requirements that can not be justified;

3. That the colleges consider the lengthened school year (continuous operation) as a means of distributing the heavy load produced by increased enrollments in the postwar period;

4. That teaching loads be so adjusted as to free the individual faculty member of one quarter (or trimester) of each year;

5. That the problem of handling the young entering freshmen along with the hardened combat veteran be met with especial machinery for the counseling and guidance of each to the end that each may derive maximum benefit from college education in the shortest time.


Methods of Instruction in the Post-War College

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In cooperation with the Army and Navy, programs of training are established in more than three hundred colleges in the United States. These programs have brought about major transformations in higher institutions. It is important to remember, however, that training college students is one thing and that training soldiers or sailors is another. Some of the changes war has wrought are local and immediate. Other changes will modify college instruction for generations to come.

What are the colleges doing now to plan for the kinds of courses they will be called upon to teach to large numbers of men when demobilization comes? This question has definite implications for methods of instruction. Nowhere other than in the province of classroom instruction is an appraisal and a re-evaluation more necessary.

Methods of instruction consist in using the ways, means, and materials for the realization of given objectives. The techniques, the educational content, and the educational objectives sought must be considered. Methods of instruction depend upon the objectives to be attained. As new demands upon...
education develop, many tendencies are already evident. Added emphasis will be given vocational education. Continuing education for adult groups will be provided. Educational opportunities will be extended to new groups of people, in new areas of experience, and in new time periods of the day and year. Greater competence with democratic processes will be developed through participation. Recreation and health planning, physical fitness programs, library service, food production and preservation, in fact the whole range of race experience with its various techniques, is the coming field of the college administrator. All these things reach over into post-war planning and will modify the program of instruction.

College administrators used to debate nervously the problem of whether it would be too much of a strain on a boy to carry sixteen quarter hours of work, but the military is not disturbed at a fifty-eight hour program of study and recitation per week. Can men carry this fifty-eight hour work study program? Will the present acceleration of the pace be kept up? Can the rigidity of the college curriculum be modified and adapted to veterans who return the ways of peace from a conditioning of war? It is apparent that methods of instruction in our colleges will be changed to meet these new conditions.

One weakness of college instruction is that too often not enough consideration is given to the aims of instruction. A current criticism civilian schools must meet is that they are generally weak in visualizing what instruction has to do with the learner. Military instruction on the other hand has a direct bearing. Aims are clear, and of immediate application. Methods of instruction for a bombardier or for a paratrooper are given with goals of application of knowledge and skill. The ratio of veteran to civilian students in a class will have an influence in suggesting suitable methods of instruction. The past experiences of veterans will condition types of instruction they should have. Choice of material and adaptation of teaching to the needs and interests of all types of students determine types of instruction used.

Observations:

1. The number enrolled in a class helps determine methods of instruction. The ratio of veteran to civilian students in a class will have an influence in suggesting suitable methods of instruction. The past experiences of veterans will condition types of instruction they should have. Choice of material and adaptation of teaching to the needs and interests of all types of students determine types of instruction used.

2. Teaching should be functional, not rule-of-thumb instruction. Functional teaching means that the question comes from a problem, the solution of which is important in that it has bearing. In the solution of the problem, issues are determined and conclusions reached. This type of instruction is well illustrated in unit teaching. Unit teaching is more usable in the elementary and high schools than in college classes. Functional teaching involves the essential elements of wide human experience and demands attention be given to methods of instruction.

3. The curriculum for World War II veterans will tend to assume more of a permanent form than was the case for World War I veterans. Several factors may contribute to this tendency. Demobilization will probably take place over a longer period of time than in 1918. Therefore, the number of years it will take veterans in general to pass through our schools will be greater. Individual veterans will probably spend a longer period of time in school. These suggestions have value for the curriculum worker and for the teacher responsible for methods of instruction.

4. Enrichment of the curriculum will be more easily adapted by the continuing return of veterans over a longer period of time. Likewise, longer periods for study are anticipated than in World War I. Belief is that methods of instruction will emphasize enrichment rather than acceleration.

5. Studies from many sources show that veterans will return to college seeking a new sort of education. Acceleration and a highly volatile end in view have fixed some of the pattern for us. More problem solving, less reading, more shop and less study hall will be required. Balance must be kept, excluding what has outlived its usefulness and holding to that which is good.

6. Curricular requirements should be sufficiently flexible to permit the development of a program of studies suited to the needs of the individual.

7. Democratic processes should be used. The school thus becomes an agency of the democratic order under which men live and work. The selection of good materials and the use of approved and appropriate methods of instruction are essential elements in determining and maintaining an enduring democratic society.

8. Homogeneous groupings of veterans and civilians are proposed and already being practiced. What provisions should be made for these veterans to belong as normal human beings to civilian groups, not set off as a group apart? What provisions should be made for
class sectioning? Should housing segregation be practiced? These questions have implications for methods of instruction.

Some lessons the college training programs of the Army and Navy have taught us with respect to methods of instruction are briefly stated:

1. The value of audio-visual aids. Better teaching techniques have been carefully sought and studied by personnel of all service commands. Many techniques showing both good and bad teaching have been filmed. These films have been distributed widely, and teachers in the various military units have been required to observe, study, and put into practice.

2. The elimination of the lecture per se as the sole means of instruction. "Returning service men who have had the advantage of well organized courses and utilization of audio-visual aids in the hands of teachers who have been trained to teach are not likely to be restrained in their criticism of indifferent or careless classroom work by the professors under whom they will sit when the war is over."

3. Acceleration of a program of studies with elimination of all unnecessary and irrelevant material. Compensating credit and heavier class loads will be continued as a practical means of acceleration. Pressey states that this is not new but re-emergence of a long standing education program which has been pressed into service anew in the emergency training of men and women in 1942-43.

4. A clear definition of objectives sought and development of techniques of unit teaching. "The definition of objectives and the utilization of proved teaching aids are but two among many factors which, taken together, make for effective classroom performance."

Thus it will be in post-war education, students will make new and justifiable demands on college teachers. The context of courses must be clear and the methods of instruction used must be dynamic, time saving, and shorn of irrelevant material.

Student Problems Incident to War Training
Fred C. Smith, University of Tennessee

No post-war educational program on any level should be set up without definite consideration to the type of student we may expect. The old plea, "back to normalcy" in educational training, social behavior, or vocational objectives, may lead many administrators into vague ideologies. Those who have conducted service schools on regular college campuses during recent months realize the influence these programs have had on course selections, emphasis on subject matter, dormitory and feeding facilities, social functions, boy-girl relations, spiritual and normal attitudes, and even administrative composure, if there be any.

We must admit at the start that not all student problems and changes in attitude can legitimately be charged to war influence. Regardless of war, we have a constantly changing social order and an even greater shifting educational philosophy. Let us consider some of the real problems we must face in the evolution of our educational, social, and spiritual training in the years just ahead.

1. The accelerated program was brought into being as a result of the Army and Navy programs. This has resulted in a general spirit of haste at some sacrifice of quality, breadth instead of depth, a change in the students general vocational and cultural objectives, a loss of the usual summer earnings, and the general attitude of "let us hurry and get this over so we can get out and enter this mad scramble while we can."

Education should be measured by accomplishment, not by time. We doubt the efficacy of any program that is too concentrated, too abbreviated, or too continuous. We would not discourage the accelerated program. Under war conditions it seems to be essential. The need probably justifies the educational sacrifice. We cannot overlook the fact, however, that it is affecting the lives of thousands of our civilian students, and that the result will be lasting.

This exaggerated attitude of shallowness, corner-cutting, time-saving, must be overcome. Education is growth and development, and these processes take time. It is quality, not quantity. It is more than textbooks, classrooms, and laboratories—the regurgitation of facts evaluated in the form of term grades. It is not what the student does to education but what education does to him.

2. Service programs place major emphasis on mathematics and the sciences as utilitarian subjects for fighting men. In many places these courses are not the regular orthodox offerings usually given in college either as cultural or pre-professional subjects. They are pointed directly toward use in aeronautics, army engineering, navigation, and the war effort. The presence of this attitude on the campus is reflected in the civilian program. Many of our teachers serve both groups and few can run a double or triple-track schedule without carryover. When every example or illustration must refer to flight, gunnery, navigation, or emergency construction of war time bridges, the student is apt to get the idea that these two subjects, mathematics and physics, deal only in these objectives. We believe, of course, in the practical applications of subject matter, but the degree to which we are able to keep our objectives broad will determine the effectiveness of our teaching to the civilian group.

Some colleges report that the Army-Navy emphasis on the so-called
applied subjects has caused large numbers of civilian students to elect these areas and to neglect the social studies. Too highly specialized programs continued too long may give us a generation abundantly able to operate applied subjects but lacking in vision and ability to promote the kind of social order we are fighting for. All out for war, yes, but let us also be all out for peace and the maintenance of a respectable and satisfying society after the war. Our present college group must bear its share of this responsibility. The returning soldier, indoctrinated with the spirit of war and bolstered by his experiences in combat, will have a much changed attitude toward society. Our problems are not only those of fewer students, shrinking income through enrollments, loss of faculty, and meeting payrolls. We must also be prepared to penetrate this crust of high specialization and indoctrination, and to reach the heart of youth for the sake of the future. Education is not hours of instruction; it is moments of learning. A properly conditioned and ready mind can learn more in an hour than a disinterested, vague mind can be taught in a week. Civilian students’ minds are being distracted in many ways and fortunate is that teacher who can capitalize on these diversions and weld them into a means of accomplishing sound objectives of education in our time.

3. Let us consider briefly the social changes on our campuses brought about by the presence of men in uniform.

The male population of most student bodies has been reduced by about 75 per cent. Colleges where the enrollment has been evenly balanced now have about four women to one civilian man. If the lost civilians have been replaced by service men, we have three soldiers (or sailors) to each civilian man. In a group of eight students, there would be four women, three servicemen, one civilian man. Without extraordinary skill in handling, such a situation can become very troublesome. Uniforms seem to place all men on the same level. Brass buttons attract the women. Civilian dress on a young man tends to arouse suspicion on the part of the service men, and in some cases on the part of the young women. In many places soldiers cannot attend civilian student dances, and soldier dances are exclusively military. One school reports that three months before the scheduled arrival of a contingent of soldiers, all civilian boys with steady girl friends filled their calendars completely six months ahead and swore they would quit the girls cold if they made a single date with a uniform. A case of self protection for the minority.

What can you expect of a soldier, lonesome, maybe homesick, longing for feminine company? What can you expect of a “co-ed,” one of four to each civilian boy? Is she to give up all social contact? Frustration usually results in some act of compensation. Recently, a young lady in one of our schools was frustrated in her social life because of necessary restrictions. For her compensation, she wrote a mean and disgusting letter about the food in her boarding place. It is positively known that the food was better than usual, but she simply had to explode some place. A freshman boy left school at the end of the first month, giving homesickness as the reason. The real cause was that all the girls were dating soldiers and had left him, a poor civilian(!) severely alone.

The soldiers and sailors have now largely left our campuses, but the conditions just described have left an indelible mark and must be faced as we resume our programs on a more normal basis.

4. The alertness, promptness, decorum, and neatness of the servicemen on our campuses have had a beneficial effect on the civilian group. Everyone seems to quicken his pace, be more alert, exhibit more interest in some phase of life. Boys are more tidy in their clothes. (There is still much room for improvement.) Girls try to comb their hair in a becoming style; they seem to dress in a more attractive manner.

We find, however, that the severity of war training with its discipline and exact regulations has brought on our campuses a tension foreign to a well regulated campus. Teachers seem to be more jittery, conversation and especially discussions and arguments are more vociferous. Teachers are more prone to lose patience with slow or distracted students. Although most students are good sports about inconveniences in housing, boarding, and schedule, those who do raise a disturbance do so with unusual vehemence. When confronted with their behavior, they usually apologize by saying in substance, “I’m sorry but I just lost my self-control; we are all under such a strain, nothing seems secure.” Service men were being trained to fight. They were being told that the enemy is unscrupulous, tough. They must hate him, kill him, take any advantage they can. Games are now on the market where the object is to shoot Hitler in the heart or decapitate Tojo. Magazines are now full of the most gruesome pictures of dead and dying soldiers, execution of human beings as spies, with minute descriptions of how it is carried out. Movies are most popular when they show war scenes, plenty of bombing and destruction. Running through the plot, of course, is a touching love scene, sad parting, and maybe death of the lover in the arms of a pretty nurse. The presence of uniforms, parades, reveille, and taps on a campus are daily reminders of war scenes, and few students can resist these strange and unreal influences.

May we summarize in the following paragraphs?

The war is having a profound influence upon the youth of our land. This is especially true on the college campuses where service programs have been conducted.

Curriculum and course selection are concentrated in the fields of mathematics and the sciences. Emphasis in subject matter is pointed toward practical applications. Accelerated programs are causing an attitude of impatience, desire to
rush things along to a quick conclusion; and unless this tendency is guarded, and kept under control, education will lose much of its stabilizing influence, an influence that will be much more needed in the future than in the past. Students and faculty alike have a sense of insecurity resulting in impatience, often in intolerance. Everybody seems eager to do his part even under this strain. We, as administrators, should realize the personal difficulties under which many labor, and be as tolerant as possible ourselves.

Morality on our campuses has not been lowered. There is an attitude of frankness, forwardness, aggression, not usually found on college campuses; but is a natural result of war pressure, fear of frustration, and should not cause undue worry on the part of the administration.

Educators must be alert to the fact that the war in general, and service programs in particular, have given great impetus to the materialistic value of education in a mechanized world. In keeping education in balance, we must realize that science may enable us to produce more and more material goods with fewer and fewer hands, but machines can never produce a piece of art nor solve a social or moral problem. Machines may produce abundant living but they do not assure decency of living.

We will profit by our experiences with service programs if we hold fast to our proven philosophies of education. An occasional headache, if not too severe or too prolonged, may become a valuable warning. It reminds us that we should perhaps re-examine our diet. It may be that some of our educational offerings or procedures need renovating. We have the service men with us. Let us learn all we can from the experience, and profit thereby. The returning soldier will be different, and his attitude is bound to permeate the whole student body. He has been under strict discipline—has seen life in the raw. Many have changed their life ambitions and need genuine, friendly, intelligent counsel. Some will begin to feel over-age because of time served in the Army or Navy. They will be readily discouraged and often disgusted by seeming delay and to their way of thinking "breadth of training."

Education and National Emergencies

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War or any other national crisis jolts the colleges and universities, forces them to face unusual hardships and to make sacrifices, and also puts the patriotic character of these institutions to hard tests. Moreover, educational and social history clearly reveals that educational shortcomings and flaws seem to stand out in national emergencies to invite the ridicule and lash of the satirists and moralists. But that history also shows that such crises do not alter but rather intensify and aggravate the basic problems and issues of education.

Neither the five military conflicts in which the United States engaged prior to 1917 nor the several well-defined economic dislocations that the American people had witnessed by that time had greatly unsettling effects upon education in this country, although the Civil War did considerably disturb education in the South. The heaviest impact of war upon our higher educational institutions was recorded in 1917-18 and has been recorded since Pearl Harbor. The First World War sharply brought home to the colleges and universities in all parts of the nation their heavy responsibilities in the national emergency. How those responsibilities were met by those institutions and the patriotic devotion which the colleges and universities then displayed constitute proud chapters in the history of higher education. The experiment of the Student Army Training Corps in 1918 demonstrated the capacity of higher education in this country for a highly patriotic and effective service to the national welfare. This patriotism and devotion, if sometimes colored by a bit of immature sentimentalism, was in no way decreased by the fact that the SATC was the fiscal and budgetary salvation of some of our colleges and universities a quarter of a century ago.

Following the First World War, there was an increase of interest in the social sciences, politics, international affairs, history, modern languages, and the physical and biological sciences and a decrease of interest in the classical languages and in German. There was also a decided increase of interest in military preparation, but this interest seems later to have weakened somewhat. Some places reported improvement in the religious and moral tone of the colleges while others reported a lowering of morale. And there was testimony that the academic-military experiment of the SATC had had a stimulating and broadening effect upon the lives and habits of faculty members.

In the First World War, as in the present crisis, there was obvious need for advice that would steady those higher educational leaders whose enthusiasm to participate in immediately practical military services threatened unnecessary disruption to the work of their institutions. Here and there were signs of an emotional patriotism that tended in the direction of hysteria. Rumors spread then as in the present war that higher education, except in military and technical subjects, would be adjourned for the duration, and that it could provide only for those young men whom the country needed for immediate service connected with the war.

During the present war, higher educational curricula have been radically revised, collegiate degrees have been offered in three, two and a half, and even two years; academic traditions have been abandoned, and increasing emphasis has been placed upon "speeding up," with much stress upon technological or so-called practical, and especially the immediately practical, courses. Large parts of teaching and other services of institutions
have been employed for purposes of war and defense, with many new courses established by request of the Government.

The First World War revealed shocking deficiencies in the physical fitness and literacy of the draftees, 30 percent of them being unfit for military service. The American people were described as “a nation of sixth graders.” If our educational efforts during the past quarter century to remove and prevent such deficiencies now seem not to have been conspicuously energetic, the delinquency may be due to the fact that our concern about such conditions was not in the meantime consistently sustained.

Criticisms during the present war that many products of schools and colleges have been found deficient physically and in arithmetic, the mother tongue, history, geography, and other “fundamentals” of all educational projects may be viewed as serious indictments. Some keen and responsible observers say, however, that these deficiencies should not be viewed as amazing phenomena. They observe that during the past two or three decades we have witnessed much strange and even wasteful pedagogical theory and practice under the guise of so-called “experimentation”; that we have seen in the schools and colleges the threat of “soft pedagogy,” the fetish of “curriculum construction,” and the revision of so-called curricula, not by the mature and best experience of the race but largely by the desires and passing fancies of immature children and classroom “escapists.” They say that some of the trouble has been caused by the superficial informality of instruction, by the tendency of teachers and even teachers of teachers toward relaxation of intellectual effort and discipline, and by their concern for the current scene and their scorn for the past. Some critics charge also that emphasis too often has been upon the tendency to make of teachers jacks-of-all pedagogical trades concerned with procedures and techniques and methods rather than with the solid and measurable achievements of their pupils. And the critics say that such conditions are not educationally healthy.

In the present struggle the arts colleges have been threatened more gravely than at any time in the history of liberal education in this country. The danger is not only to the colleges themselves but also “to the ideals and principles of liberal education,” as President James P. Baxter, of Williams College, noted when he pointedly asked: “If liberal education, as far as men of college age were concerned, were to be ‘blacked out’ for the duration, would not the very idea of instruction in the liberal arts be seriously impaired, and a post-war generation, whose education might be subject to drastic Federal control, be left with little or nothing but vocational training?”

The continuity of the independent colleges of liberal arts is under heavier pressure than at any period in our educational history. So also is the continuity of the university-controlled colleges of liberal arts. Both are also under heavy suspicion. Apparently there are those who would liquidate them. And the sad but significant fact is that in recent years, and particu- larly in the present crisis, fewer and fewer college and university presidents have raised their voices in protest against attacks upon and proposals to kill off what two or three decades ago higher educational leaders applauded as the heart of higher education in this country. This condition is ominous for liberal education, because it gives comfort to those who could rejoice to see the liberal arts scuttled.

There already appears the danger, and it may become more threatening in the post-war period, that efforts in various forms may be made to render the requirements for the liberal arts degree less exact or exacting, less thorough, less scholarlike. Closely connected with this threat appears the danger of freezing on higher education after the war the pattern of speed-up and acceleration which the emergency seems to have made necessary. There was a temptation in the First World War as in the present emergency to neglect or discontinue some of the normal procedures of education and to undertake new enterprises that seemed to show relation to the work of war, even though the institutions were not always prepared to do so. Some of them then, as in the present crisis, tended to rush off in this or that direction or upon this or that project without intelligently inquiring whether it was a direction or task of vital importance.

Many changes may be expected after the war. The “GI Bill of Rights,” which became national law last June, is itself bound to have wide influence upon higher education in this country. That legislation will require adjustments by the colleges and universities, especially those that tend to insist upon the sanctity of the old ideals of higher education. And such institutions may be in for some heavy jolts if they are stubborn about “innovations.” Just what innovations in higher education may be required under this legislation no one can now say with any degree of accuracy. But it is likely that the demand for higher education will be heavier than at any time in our history, and that it will come from men and women more mature than in the past. Will these people wish to be segregated in higher educational work from the less mature and less experienced students? Whatever the answer, it is highly probable that our colleges and universities will give to this group of men and women major consideration. Signs of this are already beginning to appear. Yale University announced some months ago its plans for a special school for the returning veterans, New York State has been planning special institutions above the level of secondary education for these people, and Princeton has set up the special degree of “Associate in Arts” for those veterans who may not have the time required for the regular bachelor’s degree. Provision will be made for individual treatment of each serviceman.

But it would seem unfortunate for higher education if some of the patterns now being acquired by it, through military necessity, should become frozen on our higher educational institutions after the emergency has passed. In
the radical revision of the curricula and in the offering of collegiate degrees in greatly reduced time, steadying traditions are being abandoned, sometimes in quite cavalier fashion. The heavy emphasis upon the immediately practical subjects has caused the humanities and closely allied subjects to be neglected or discarded. Immature students who have not finished their secondary education are being enticed to embark upon collegiate experiences. It is not certain that these things will be good for education in this country when the lights go on again.

It is admittedly a patriotic responsibility of higher education in this crisis to do everything possible and everything intelligent to help in winning this war. But another responsibility of the colleges and universities is to lend a steadying hand and to endeavor to do better what they are supposed to do anyway, and especially to be vigilant in preserving the basic purposes of education and to maintain in it as creditable standards as possible. And this responsibility will be heavier than ever in the postwar years.

Our colleges and universities must resist any temptation to offer "bargain-basement" education or to cheapen their products. The basic purposes of education, the proper preservation and the wise transmission of the cultural achievements of the race, are always thwarted or threatened by national crises and in the periods of readjustment that follow. Cheap educational programs and cheap academic degrees can make little if any contribution in providing the leadership that will be so necessary in the difficult days of reconstruction that will follow. Nothing could be more unpatriotic or menacing to democracy than for the schools to send out in the post-war period poorly prepared teachers, physicians, lawyers, engineers, social or other workers. The men and women who seek help from higher education after this war must have protection against poor standards. So also must society which these men and women will be preparing to serve. The years of reconstruction will need the best brains and highest intelligence and the wisest leadership that can be found. And for these resources the world must depend upon the high quality of higher education, which must preserve the primacy of the intellectual tradition and function.