

# Guidelines for Authors Journal of Vocational and Technical Education

## Description of *JVTE*

The *Journal of Vocational and Technical Education*, (*JVTE*) is a non-profit, refereed national publication of Omicron Tau Theta. Manuscripts submitted for consideration should focus on vocational education philosophy, theory, or practice. Comprehensive reviews of literature and reports of research and methodology will be considered. All articles should relate to current issues, cite appropriate literature, and have direct implications for vocational educators. It is possible to use *JVTE* as a forum for discussion of issues in vocational education. Manuscripts should not have been published or be under current consideration for publication by another journal.

The *Publication Manual of the American Psychological Association*, Third Edition (1983), is the standard of style for *JVTE*. Five double-spaced copies of each manuscript to be considered should be sent to the editor without the author's name or affiliation. Articles should be no longer than 20 manuscript pages, including references, tables, and figures. A separate title page should contain: (1) title, (2) institution, and (3) the complete address and telephone number for each author. Footnotes should be avoided. Usually, the content of a footnote can be worked into the text.

## Abstract

Each manuscript should be accompanied by an annotation not to exceed 150 words. The annotation should be a succinct description of the article.

## Tables

Tables should provide only information essential to understanding the article. Reporting the same information in both text and tables should be avoided. In the preparation of tables, the APA guidelines should be followed, including a notation of where in the text the tables should appear. The author is responsible for providing a typed, camera-ready copy of each figure or table on a separate 8-1/2" by 11" sheet of paper. Tables should not be photo-reduced or placed on foldout sheets.

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## Paul Henry Hanus: A Pioneer in Vocational Education from Academia

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Vocational education became a part of the American public school system as a result of the education reform movement at the turn of this century. Paul H. Hanus, an educational pioneer throughout life, was one of the those from academia who were responsible for this achievement. As a founder of the Harvard Division of Education and chairman of the Commission on Industrial Education of Massachusetts from 1906 to 1909, Hanus had a great vision of a modern school composed of three classes of aims: vocational aims, social aims, and culture aims. He believed that vocational education was not only the chief source of personal usefulness and happiness but also the catalyst for all academic achievement. Many of his theories were transferred into practice in today's schools. As we are redirecting education in the current reform, we can gain new insights from the philosophy of this educational reform pioneer who emphasized the importance of vocational education to help students apply their knowledge to the problems of real-life situations.

As school reform movement swept across the new continent in the beginning of this century, vocational education found champions among leaders in American education. A group of reform-minded educators assembled in Massachusetts and created the first state system of vocational education in the nation. "The Massachusetts system, the first in the nation, became a pilot-test or experiment for the rest of the nation. It is no coincidence that the five persons who fashioned and implemented such a system had a noticeable influence in formulating a national program of vocational education" (Greenwood, 1978, p. 159). The five persons to whom Greenwood referred were David Snedden, Charles Prosser, Rufus Stimson, Charles Allen, and Paul Hanus. The contributions of the first four were discussed in a previous study published in this journal (Moore & Gaspard, 1987). Who, then, was Paul Hanus? What contributions did he make to the early development of vocational education?

Paul Henry Hanus was known as a founder and professor of the Division of Education at Harvard University. He served as the first chairman of the Commission on Industrial Education of Massachusetts in 1906 (Moore & Gaspard, 1987). In the history of American education, he also was recognized as the pioneer of the school survey movement. Hanus conducted a survey on the schools of Montclair in 1911, which was the first of its kind in the nation (Good, 1964).

As an educational philosopher and historian nearly a century ago, Paul Hanus envisioned a crucial role that vocational education should play in modern schools of America. However, no recent studies are reported in our profession on the views of Paul Hanus toward vocational education. The purpose of this study is to examine the philosophical viewpoints of Paul Hanus toward vocational education. Hanus' interests in and contributions to American vocational education are closely associated with his life experiences and overall educational philosophy.

### The Early Years

*Adventuring in Education*, Hanus' autobiography published in 1937, described his life experiences at various stages. Born on March 14, 1855, in Upper Silesia, Prussia, Paul Hanus was the youngest among three children. His father died when he was only six weeks old. In 1859, he emigrated with his family to Wisconsin. Hanus described his family as being "poor" in his early years. His mother was a "brave woman, however, and a devoted mother" (Hanus, 1937, p. 5). His stepfather, Robert George, was a mining entrepreneur who "moved around the country with his family as new opportunities opened up" (Powell, 1980, p. 49). "A boyhood spent in rural Wisconsin, New York's Hudson River Valley, and Denver made Hanus' schooling fragmented and incomplete" (Powell, 1965, p. 232); but he enjoyed schooling in boyhood and wrote that "all schools I ever attended, whether public or private, whatever their real quality may have been, were highly satisfactory to me" (Hanus, 1937, p. 7).

Hanus later recalled that his mother hoped he would go into business. At age twelve under the arrangement of his parents, Hanus began an apprenticeship in a drugstore in Denver. He worked there full time and acquired a good knowledge of the drug business. Three years later he left the business to rejoin his family, who had moved to Wisconsin (Hanus, 1937, p. 12).

At age fifteen, Hanus attended the State Normal School at Platteville, Wisconsin, which "was really a high school" at that time (Hanus, 1937, p. 18). Hanus regarded that period as "the first systematic schooling of my experience" (Hanus, 1937, p. 15). "One of the most important educational influences of my life", he wrote, "was the love of reading English literature which was implanted during that period and never waned" (Hanus, 1937, p. 22).

Hanus' mother, however, "had not given up hoping that at least one of her sons would become a businessman" (Hanus, 1937, p. 23). Under the arrangement of his parents again, Hanus "left Platteville with regret" two years later and became a clerk in a drug import business in New York (Hanus, 1937, p. 23). Nonetheless, he managed to continue his study in the evenings at Copper Union and won four certificates for work in chemistry, physics, algebra, and geometry. In 1874, Hanus made up his mind that, as he wrote, "for me the only satisfactory career must begin with a college education" (Hanus, 1937, p. 25).

In the autumn of 1874, Hanus was admitted to the "scientific course" leading to the B. S. degree at the University of Michigan at Ann Arbor. The primary reason he did not apply for the "classical course" was that neither Latin nor Greek was required in the entrance examination for the "scientific course" (Hanus, 1937, p. 31). Hanus concentrated on studying science and mathematics there. He later wrote that his "four years at college were profitable," but realized that what he learned there was very "elementary" (Hanus, 1937, p. 41). Upon receiving his bachelor's degree from Michigan in 1878, Hanus ended his formal education.

Hanus enjoyed nature study and geometry, and had a good command of German and French. But he never mastered Latin and Greek (Powell, 1980). This might have influenced his view later on the study of classical languages in secondary schools. He argued that the pursuit of the classical languages should not be "the only approximation to classical scholarship." "The pursuit of the classical language is such a time-consuming pursuit as to very nearly preclude the serious pursuit of other subjects" (Hanus, 1897, p. 441).

Upon graduation he decided that the teaching profession was more profitable for his future. He wrote that "my only capital was my education, and I naturally thought of investing it in teaching" (Hanus, 1937, p.43). Hanus' teaching career started at the Denver High School in 1878, where he taught science, mathematics, and other subjects (Hanus, 1937).

A year later, Hanus moved to the two-year old University of Colorado at Boulder as an instructor of mathematics. He later became a full professor and published a book, *Elements of Determinants*, in 1886, the first American book on determinants (Hanus, 1937; Powell, 1980).

It was about 1884 that Hanus first became interested in "teacher's institutes" which intended to help teachers in service (Hanus, 1937, p. 62). "Hanus' interest in pedagogy did not derive from any scholarly acquaintance with the subject but from Colorado's pressing need for more competent educators" (Powell, 1965, p. 235). During the years from 1881 to 1886, Hanus frequently visited schools to familiarize himself with school conditions. As time went on, he found himself much more interested in studying schools than he was in studying mathematics (Hanus, 1937, p. 63).

Hanus was exposed to the area of vocational and technical education for the first time when he visited Professor John D. Runkel of the Massachusetts Institute of Technology in 1883. Hanus recalled that "he (Runkel) was interested in a problem of education lying outside the field of his special interest, namely, the 'manual element' in education, and I got from him my own first interest in that field" (Hanus, 1937, p. 65).

Hanus resigned from the University of Colorado in 1886 when he reached the definite conclusion that his career "lay in the field of education and not in mathematics" (Hanus, 1937, p. 82). He spent the following four years as the principal of Denver High School, District No. 2. Thereafter "he identified his career more and more with education, and reached out beyond Colorado" (Powell, 1980, p. 49). In 1887 and 1888, Hanus served as the secretary for the Department of Secondary Education at the Chicago and San Francisco National Educational Association (NEA) Conventions (National Educational Association, 1887, 1888).

In 1890, Hanus turned down a mathematics professorship at the University of Wyoming and accepted instead the professorship of Pedagogy at the new Colorado State Normal School at Greeley (Powell, 1980, p. 50). The courses he taught included psychology, principles of pedagogy, and the history of pedagogy. In addition, he had charge of the "model school" for observation and practice teaching by the normal school students (Hanus, 1937, p. 98). Thus, he fully committed himself to the teacher-education profession.

"By 1891, at age thirty-six, Hanus was experienced in virtually all aspects of the Colorado education system and had been chosen president of the Colorado State Teachers Association" (Powell, 1980, p. 50). His experience well prepared him to link various levels of education and advance the unity of educational practice.

During that year Hanus was invited to meet President Eliot of Harvard in Denver at the house of Reverend Samuel Eliot, son of President Eliot. President Eliot was returning to Cambridge after a western speaking tour (Hanus, 1937, p. 102). Harvard was going to establish a new department for the training of secondary school teachers, and President Eliot had been looking for a man to take charge of that department. Hanus was an ideal choice for President Eliot and soon was appointed as an assistant professor of the "history and art of teaching," the first of that title ever in Harvard history (Morison, 1930, p. 521). He was ready to join the school reform movement in Cambridge.

### The Massachusetts Years

Hanus began his Harvard career by offering courses in "the history of teaching and educational theories, the theory of teaching, and the art of teaching, adding the second year a course on the organization and management of public schools and academies" (Morison, 1930, p. 521). His specialization, however, was in the history of education. Once he

attempted to prepare a volume on the impact of Rousseau's educational ideas and to translate Comenius' *Didactica Magna*; he later abandoned both writing projects (Powell, 1980, p. 54).

There was a major change in the area of specialization for Hanus during his Harvard years. His initial specialization in the history of education gradually was replaced by the study of educational administration. From about 1910, he devoted himself chiefly to the latter field. In addition, his early interests in promoting closer links between Harvard and the lower schools shifted to promoting a variety of educational services for the mass of youth who would never attend college at all (Morison, 1930).

Hanus' early interest in vocational education was much reinforced later during a sabbatical year in Munich in 1904-1905, where he carefully studied that city's vocational continuation schools. He knew the Munich Superintendent of schools, Dr. Georg Kerschensteiner, and described him as an energetic advocate of vocational education. Hanus was impressed by the success of the vocational schools in Munich. He wrote, "it is safe to say that no more promising education scheme has ever been set on foot anywhere" (Hanus, 1905, p. 680).

Hanus did not propose to model the German vocational schools in America; however, because "the schools were not intended to help workers to rise above the stations in which they had been born" (Hanus, 1937, p. 167). To him, vocational education had a much broader meaning than skills training. Vocational education was not only the chief source of personal usefulness and happiness, but also the catalyst for all academic achievement. Hanus emphasized the close ties between academic subjects and vocational purposes (Morison, 1930).

Partly because of his familiarity with the system of vocational education in Munich at the time, Hanus was appointed chairman of the newly created Commission on Industrial Education in Massachusetts by Governor Guild in 1906. This Commission "undertook to explain the provision of the legislation for the instituting of vocational education either in separate public schools, or in separate departments in regular high schools" (Good, 1964, p. 451). Under the leadership of this Commission, the first public schools for trade and agriculture in the nation were established (Moore & Gaspard, 1987).

From time to time the Commission was encountering obstruction through the activity of the State Board of Education. Finally, in 1909, both the Commission on Industrial Education and the existing membership of the State Board of Education were abolished (Good, 1964). Hanus was appointed a member of the reorganized State Board of Education and became chairman of the board's Committee on Industrial Education. It was this reorganization that brought Snedden and Prosser to Massachusetts (Moore & Gaspard, 1987). Hanus remained a member of the State Board of Education until 1919, when the board became an advisory body as the State Department of Education was created (Hanus, 1937).

Hanus participated most fully in urban educational reform through the Massachusetts campaign for separate industrial training schools. He sketched an outline for a new school, the School of Mechanical Industries, which was described in detail in his book, *Beginnings in Industrial Education and Other Educational Discussions*, published in 1908.

Hanus also proposed to provide vocational guidance in secondary schools "so that the danger of inappropriate education of the individual pupil may be minimized" (Hanus, 1926, p. 38). "During 1907, Hanus began to distinguish further between the problem of providing vocational training and the problem of helping youth to develop vocational interests" (Powell, 1980, p. 77). He served on the Boston Vocation Bureau's executive committee and became the chairman from 1909 to 1917. In 1911, Hanus first brought the teaching of guidance into the Harvard curricula. A year later, the Vocation Bureau became the center of the guidance movement in America (Powell, 1965).

Hanus was not only the founder of the Harvard Division of Education, and later the Graduate School of Education, but founder and secretary of the Harvard Teachers Association as well. In fact, his influence went far beyond the boundaries of Harvard.

Together with John Dewey and Walter B. Jacobs, a professor at Brown University, Hanus founded the National Society of College Teachers of Education (Hanus, 1937, p. 229). Moreover, "as the principal link among all the school reform activists, he reinforced their connections and amplified their impact" (Powell, 1980, p. 55). Within a decade, he helped organize a Social Education Congress, led the executive committee of the Boston Vocation Bureau, led the school survey movement of the nation, and chaired the Massachusetts State Commission on Industrial Education.

Throughout his life, Hanus was always a pioneer. As he wrote, "I am rather glad to have been a pioneer because pioneering means opportunity, and every opportunity that comes to a man is a challenge to do the best he can — to render the best services that it is possible for him to render under the circumstances" (Hanus, 1937, p. 229).

Upon his retirement from Harvard in 1921, Hanus was appointed as professor emeritus. He was a state consultant for education until his death in 1941.

### Hanus' Philosophy of Vocational Education

Hanus believed that education in a democratic society "means preparation for life's worthy interests and activities through participation in them" (Hanus, 1904, p. 9). "The aim of education is and always will be preparation for complete living" (Hanus, 1895, p. 198). For each individual, these ends were reached by harmonizing "his interests and capacity with his life work." The key was informed vocational choice (Powell, 1980, p. 55).

An ideal modern school was depicted clearly in his book, *A Modern School*, published in 1904, which consisted of nine theses. He argued that "the secondary school should especially promote the discovery and envelopment of each pupil's dominant interests and powers." "It should seek to render these interests and powers to life's service purposes, and also to the possibility of participation in the refined pleasures of life" (Hanus, 1904, p. 14). A modern school should "comprise three classes of aims: vocational aims, social aims, and culture aims" (Hanus, 1904, p. 16). These three aims together ought to permeate and underlie all the activities of the secondary school.

Hanus highly regarded the practical value of education. "General culture means the capacity to understand, appreciate, and react on the resources and the problems of modern civilization" (Hanus, 1904, p. 26). He recommended including manual training for both sexes and to incorporate the elements of commercial training in the school curriculum. He argued that "the only way to arouse minds of some pupils lies through 'practical studies'" (Hanus, 1904, p. 25). The study of history, including the history of industry and of commerce, should have great importance in attaining this aim.

To reach the social aims, "the school itself, through its teachers, may and should become a participator in the life of the community" (Hanus, 1904, p. 32). Students could gain full comprehension of the duties and privileges of a citizen by bringing representatives from the world into the school and through active participation in the interests of that world (Hanus, 1904).

In order to reach vocational aims, "the school should acquaint the pupil with the meaning and the importance of a vocation," and "offer the pupil some training that begins the preparation for life" (Hanus, 1904, p. 29). Hanus insisted that every secondary school, whether public or private, should offer courses in manual training and commercial training. "Democratic education must provide adequately for the vocational aims of future artisans, merchants, and farmers as for future professional men" (Hanus, 1904, p. 30).

Accordingly, school curriculum must be broadened and made more flexible. "Secondary education in a democratic society must permit each pupil to choose his own curriculum" (Hanus, 1904, p. 27). Electives should be added in the curriculum. His new design of modern schools excluded the classical languages and religion study (Hanus, 1926). Moreover, he supported the six-year high school, starting at the age of twelve or thirteen. Students there,