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THE TECHNE

Life without Labor is a Crime, Labor without Art
and the Amenities of Life is Brutality. — RUSKIN.

JUNE, 1921

When Johannes Gutenberg in his secret workshop poured the molten metal in the rough matrices he had cut for separate types, the instrument for the spread of democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of democracy were multiplied. When half a century ago the first meager beginnings of the public-library movement were evolved, democracy was for all time assured. . . . Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine and fine linen. The evolution of the book is therefore the history of the enfoldment of human rights.—*From Library Ideals.*

Published by
STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 4

No. 6

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 4.

JUNE, 1921.

No. 6

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

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The editors will welcome suggestions from *TECHNE* readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what **YOU** want.

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The Posture of School Children.

By MAY G. LONG, Head of the Department of Physical Education for Women, State Manual Training Normal School, Pittsburg, Kan.

In speaking of the posture of school children, let us consider the term posture as denoting the habitual sitting, standing and walking attitudes of children both in and out of school, as this involves the correct development of spine, chest and shoulders and their relation to each other in the erect or upright position.

Round shoulders and sunken chests are matters of concern to many a parent as well as to the teacher, and the development of X-ray photography has affirmed the far-reaching harm that may come to both children and adults from failure to achieve and hold the erect position.

We now know that many disorders of the body, both acute and chronic, are traceable to the sag and displacement of the organs due to poor posture, so that the carriage of the head and shoulders may have as much effect upon the digestion as the attitude of the chest has upon the lungs.

Erect carriage of the body is necessary (1) for full vigor and health, (2) to prevent waste of energy in maintaining the upright position in any of the activities of life, and (3) with children, to admit of proper growth and development.

Only in the perfectly erect position of the body are the great organs of the trunk—heart, lungs, liver, kidneys, etc., that constitute the main working machinery of the body—in a position to perform their work to the best advantage.

One may shift and change the posture temporarily with a great deal of positive benefit. In fact, activity in work, exercise or play is necessary to health; but the habitual bad carriage of the body in sitting, standing and walking, or a faulty relation of its parts in habitual occupations (as in bending with a cramped chest over a desk, or over sewing, for many hours at a time), may interfere seriously with the great functions of circulation, respiration, digestion, elimination, etc.

For these functions to work at a disadvantage is of itself a waste of energy, and in addition to this, the expenditure of nerve force and muscular effort required to maintain an incorrect standing position is greater than that necessary for a good position.

The mechanical difficulties of the erect position should be appreciated. The body is an upright column, but one broken at many points—at the ankles, knees, hips, throughout the entire length of the spine, with its twenty-four separate vertebræ, and where the head is set on the spine. Around each of these joints are muscles and ligaments that help to maintain the different parts one upon another. In a perfectly poised standing position the different parts or segments are so balanced that slight effort is necessary to maintain the position. In a poor standing position, on the contrary, an unnatural strain is thrown upon the muscles and ligaments, and though the stimulus for this strain may be supplied by un-

conscious nerve centers, the waste of energy and the general lowering of the tone and efficiency in the organism are none the less real.

Round shoulders, protruding head and sunken chests are so often met with in our boys and girls that it is not surprising that so many grown people have never learned even the feeling of standing at their full height.

Growing up is not an easy task; nearly every part of body, mind and character have to be trained and guided to mature expression; but of all these weak and undeveloped powers none is in need of greater help than that of the erect carriage of the body.

Too much stress cannot be laid upon the sitting, standing and walking attitudes of children both in and out of school. A large per cent of them assume a careless standing position—the hips forward, the knees slightly relaxed, the chest sunken, and the head weakly inclined forward. Body training should be a part of every lesson. Teach pupils that the way they sit to study, how they stand to recite and the manner in which they pass to and from classes is just as much a part of the lessons as the subject matter.

We hear a great deal about corrective gymnastics. Their value can hardly be overestimated, yet the writer is fully convinced that if we give more attention to correct postures and exercises to prevent the deformities that are common to school children our efforts will be more wide-reaching and much more to the point.

Why wait until there is need of correction before giving the matter attention? Isn't it far better to prevent the necessity of a correction?

Many really good teachers allow pupils to sit in disorderly and injurious positions while studying, with the result that we have altogether too many pupils in our schools with hollow chests, round shoulders, curvatures of the spine, or some pelvic disorder.

The results of parents' and teachers' (shall I say) ignorance of or indifference about the significance of the habitual posture of children have been so often and so forcibly brought to the mind of the writer that she feels very strongly upon the point and would like to impress upon every parent as well as every teacher the duty of becoming better informed and more careful in the matter, for its importance is almost universally underestimated.

This training for good posture should be started the very first day that the child enters school. The first time a child is placed in a seat with a desk in front of him he should be taught that the base of the spine must rest against the back of the seat for support; that when one arm is placed on the desk both arms should be up, and when he wishes to lean forward the bending should be at the hips only. Good as well as bad habits are easily formed with young children.

This does not mean that little children are to be required to sit in a stereotyped position for long periods at a time—far from it. They should be relieved by allowing them to stand and march, run or skip about the room frequently between their regular periods for free play. This plan could very profitably be carried out in all grades.

The plan will only take a moment when well organized, and the children will return to their work much refreshed in both mind and body. When time is very limited, throw open the windows, then have pupils stand and take deep-breathing exercises.

The postures assumed by pupils while at seats are perhaps more deserving of attention than those of standing, because a great portion of the time in school is spent in seats.

Ill-fitting or poorly adjusted desks may force pupils into unhygienic positions. There are, however, habitual postures independent of those caused by poorly fitting desks. Among those most deserving of mention are sliding down in the seat, sitting on one foot, turning sideways in the seat and resting one arm on the seat back.

When a pupil is allowed to slide down, the weight of the body is taken from the hips and placed on the spine; this eliminates the lumbar or lower curve of the back and exposes the sacral nerves to injury by pressure. Sitting on one foot places the support of the body on one hip and gives a strong tendency toward scoliosis or lateral curvature of the spine. Sitting with one arm on the seat back raises one shoulder higher than the other and produces a curve in the upper part of the spine known as kyphosis.

Pupils should be taught what constitutes correct positions and the significance of postural habits upon health and appearance. It is surprising how easily the children are interested. For this purpose there should be employed exercises rational in type and amount.

Physical training has grown widely in the last few years both in subject matter and in the recognition accorded it in educational programs. That it is to have a still larger recognition is abundantly assured by the present widespread interest in public health and the means taken to conserve it.

Full efficiency in caring for the health of children will undoubtedly include even better coöperation between the home and the school.

Every school system in the land should have expert assistance along these lines. Until this can be had, however, parents and teachers can do much for the work by insisting that summer schools and county institutes give teachers definite instructions as to how they may carry on this work alone by furnishing them with suitable outlines to follow.

The Development and Use of a Teacher-rating Employment Card.

By EDGAR MENDENHALL, Director Coöperative Bureau of Educational Research, State Manual Training Normal School, Pittsburg, Kan.

There are approximately forty teachers' agencies operating in the United States. These agencies are distributed from the Atlantic to the Pacific and from the Great Lakes to the Gulf of Mexico. Some of them are comparatively old in the field. A number, born under the urgency of the teacher shortage of the past few years, are young. With but one or two exceptions, it is the common practice of these agencies to send

to the references furnished by their registrants a confidential blank requesting information concerning certain qualities which experience has shown to be usually required of applicants by school boards and superintendents. With these agencies it is a commercial venture, and it can well be assumed that unnecessary data has been, so far as could be determined by practical experience, eliminated.

A Teacher-rating Employment Card.
(Strictly Confidential)

For the use of College and Normal School Presidents, Superintendents, and School Boards in the Improvement of the Teaching Corps, and to help Deserving Educators to Better Positions.

Will you kindly give your estimate of..... for the position of....., by placing a check mark (✓) in the columns under the words that most nearly describe the qualities listed? If it is desirable to differentiate, indicate traits in the column according to their designating letter (a), (b), (c), or (d)

TRAITS ABOUT WHICH INFORMATION IS ESPECIALLY DESIRED ARE UNDERLINED WITH RED INK. ADDED TRAITS MAY BE INSERTED IN THE BLANK SPACES AFTER NUMBERS.

YOU ARE SERVING THE TEACHING PROFESSION BY YOUR PROMPTNESS IN RETURNING THIS CARD AND BY MAKING THE REPORT ACCURATE AND COMPLETE.

Check (✓)

	Not Satisf.	Very Poor	Poor	Low or Slight	Medium or Average	Appreciable	Good, High, Strong	Very High, Excellent	Marked or Notable
I. PERSONAL QUALITIES									
1 (a) Moral Character, (b) Religious Character									
2 (a) Reliability, (b) Honesty, (c) Dependableness									
3 (a) Financial Integrity, (b) Responsibility for Meeting Business Obligations, (c) Neatness of Appearance									
4 (a) Unimpaired Vision, (b) Corrected Vision, (c) Marked Eccentricities, (d) Habits and peculiarities likely to interfere with success									
5 (a) Disposition, (b) Temper, (c) Self-control									
6 (a) Vigor, (b) Energy, (c) Enthusiasm, (d) Optimism									
7 (a) Force, (b) Common-sense									
8 (a) Industry and power to acquire habits or precedents to work									
9 (a) Address, (b) Culture or Refinement, (c) Manners, (d) Customs									
10 (a) Personal appearance, (b) Neatness in Dress, (c) Cleanliness, (d) Attractiveness									
11 (a) Health, (b) Health likely to interfere with success									
12 (a) Physical defects, (b) Physical defects likely to interfere with success									
13. Athletic									
14 (a) Musical or (b) Literary Ability									
15									
TOTAL									
II. PROFESSIONAL QUALITIES									
1 Ability as an Instructor									
2 Success as a Teacher									
3 Ability as a Disciplinarian									
4 Experience as a Teacher									
5 (a) Range of Scholarship, (b) Quality of Scholarship, (c) Thoroughness of Scholarship									
6 (a) Professional Tendencies, (b) Up-to-dateness									
7 (a) Training, (b) Education									
8 Attitude toward (a) Superiors, (b) Superiors, (c) Co-workers									
9 Influence upon Pupils or Students									
10 Interest in Student Activities, (a) Literary, (b) Musical, (c) Social, (d) Athletic									
11 (a) Use of English, (b) Executive Power									
12 (a) Administrative Ability, (b) Quality of Leadership, (c) As an Organizer and School Builder									
13									
14									
TOTAL									

The confidential blanks of thirty-five agencies, distributed as indicated, were collected, and the qualities and all inquiries which bore upon the employment problem listed and classified. The number of qualities on these blanks about which an estimate was asked ranged from three to nineteen. The median number was seven; the mode six. The tendency towards asking information concerning the smaller number of traits may be due to the difficulty of getting information when the list is long.

Although the range of the qualities was, as stated, three to nineteen, it was somewhat surprising that approximately seventy-five different ones with more or less distinct shades of meaning were totaled from the blanks. These were grouped and classified under the general headings of (I) Personal qualities, (II) Professional qualities, (III) Social qualities, and (IV) Community relationships. These seem to be the outstanding

Check (V)									
YOU ARE SERVING THE TEACHING PROFESSION BY YOUR PROMPTNESS IN RETURNING THIS CARD AND BY MAKING THE REPORT ACCURATE AND COMPLETE.									
	Not Noted	Very Poor	Poor	Low or Slight	Average	Acceptable	Good, High, Strong	Very High, Excellent	Marked or Notable
III. SOCIAL QUALITIES.									
1. (a) Fidelity, (b) Social Connections, (c) Social Standing									
2. (a) Social Disposition, (b) Social Tendencies									
3. Popularity with Pupils and Students									
4.									
TOTAL									
IV. COMMUNITY RELATIONSHIP.									
1. Popularity with Patrons									
2. Ability to hold good will of Patrons									
3. Reputation or Standing in Community									
4. (a) Willingness to Contribute, (b) Interest in things which make for Community Welfare									
5. Ability to hold Position									
6.									
TOTAL									
V. YOUR OPPORTUNITY FOR KNOWING APPLICANT.									
Grand Total									
(1. Below average or acceptable..... (2. Average or acceptable..... (3. Above average or acceptable.....									
VI. MISCELLANEOUS									
1. Number in order (1), (2), (3), etc. fitness for positions listed:—									
() College	() High School	() Rural							
() Normal	() Upper Grades	() Private School							
() Administrative	() Intermediate Grades								
() Supervisory	() Primary								
2. Recommended—Use check mark (V).									
() Unreservedly	() Heartily	() Questionable							
() Reservedly	() No								
Signature.....					Address.....				
Occupation or Official Position.....					Date.....				
Remarks:—									
<small>(Divided by Edgar Mendenhall, Director Co-operative Bureau of Educational Research, State Manual Training Normal School, Pittsburg, Kansas. Based upon a study of "confidential" blanks of thirty-five teacher agencies.)</small>									

general qualities more or less needful for success in school work. Under these major qualities the more definite minor qualities were grouped. In some cases it became a question whether some of these minor qualities were so near duplication that their listing would seem unnecessary and confusing, but it was thought best to list all qualities that might possibly be even slightly distinct in the minds of any user of the card. Opportunity for a close distinction is given in case such a need exists. In a very important appointment a fine distinction might be felt necessary.

If it is desirable to rate an applicant quantitatively the following plan may be used: The "scale" words at the top of the guide rules are arranged progressively, "not noted, very poor, low or slight, etc." Until more definite terms are evolved each step may be regarded as possible quantitative units of approximately equal value. Let "low or slight" mark the beginning of the positive portion of the scale with a unit value of + 1. From the bottom portion of the scale the positive values would then be: Low or slight, + 1; medium or average, + 2; acceptable, + 3; good, high, strong, + 4; very high, excellent, + 5; marked or notable, + 6. The negative values would be: Poor, - 1; very poor, - 2; not noted, 0. These values, although not shown in accompanying cuts, are printed upon the revised card with a suggestion as to their use.

In connection with these quantitative scale values, the traits bearing particularly upon the position to be filled should be weighted according to their relative value and entered upon the blank. No standard can be offered for this weighting because no vacancy is an exact counterpart of another. The worth of this weighting will of necessity depend upon the discriminating insight of those charged with the responsibility of filling the particular position. The weightings should be multiplied by the scale value checked by the reference and tabulated. Adverse traits should be tabulated with negative values. To illustrate, let it be assumed that for a certain position the following traits are weighted and that an applicant is given the scale values by proper check marks as indicated:

	<i>Weighting.</i>	<i>Scale value.</i>	<i>Results.</i>
Moral and religious character.....	40	+4	160
Disposition, temper, self-control.....	20	+3	60
Vigor, energy, enthusiasm, optimism.....	30	+4	120
Athletic.....	5	-1	-5
Ability as a disciplinarian.....	40	+5	200
Ability as an instructor.....	30	+4	120
Popularity with pupils and students.....	10	+2	20
Usefulness to community.....	40	+3	120
Total quantitative rating.....			795

This use of the card may be extended to the rating of teachers in service covering all or certain selected traits. One figure could then express a quantitative rating of each teacher.

The value of all ratings would be modified by (1) the number of individuals making them, (2) the ability of these individuals to make them, (3) their opportunity of knowing the one rated, and (4) by the intrinsic difficulty of rating presented by particular traits. These points should be duly considered and be used wisely as checks.

Such a use of the rating card may to some seem too intricate and involved, but it is believed that this feeling will disappear by practice in its use. It is also felt that such a use will tend to minimize the personal element in teacher rating and suggest a more scientific solution to this difficult problem.

Blank spaces have been left for the insertion of added qualities in case the list given is not sufficiently extensive. For example, certain types of work might require a rating on technical skill or some other trait or quality. If so, these may be added.

In the making of such a card as this it is needful to keep in mind that the recipient will, as a rule, wish to make his rating rather hastily. Because of this fact the use of the check mark is suggested. A coarse use of the card may be made by simply checking the larger major points at the proper places on the rating scale, a finer use by checking the numbered traits as a group, and a still finer rating by using the letters (*a*), (*b*), (*c*) and (*d*) in the blank spaces on the scale.

In filling some positions it is sometimes desirable to make certain qualities outstanding for more careful consideration; hence the suggestion of underlining such with red ink. Too often the recipient of such a rating card regards filling it out a burden, or perhaps feels that such a service is a personal accommodation. To such the ideas on the card that it is for the improvement of the teaching corps and to help deserving educators may not be amiss.

It is hardly likely that such a card could be used by a teachers' agency. The commercial tinge would be so marked that returns would not probably be complete. Employers of educators would be free from this handicap and should be able to get prompt and complete ratings.

This card may be used not only in filling positions of teachers in the public schools, but also in filling superintendencies and teaching positions in normal schools and colleges. Some of the qualities listed, such as, "use of English, expressive power, executive ability, range, quality and thoroughness of scholarship, interest in student activities," are especially applicable to these latter types of position.

Further, as before indicated, the card has a use for rating teachers in service. Some of the qualities, as "financial integrity, popularity with students and patrons, reputation or standing in the community, and usefulness to the community," are not usually listed, but are highly worth while.

Apart from its use as a rating scale, the card may be possibly suggestive of important qualities that might ordinarily be overlooked. It is believed that some such plan and the weighting of values of certain qualities in relation to the particular vacancy should be more generally practiced by those who employ teachers. It should lead not alone to securing a higher grade of school people, but to a closer study and a better analysis of community needs. It should also act as a check to too hasty filling of positions.

In order to secure a suggestive weighting the card was sent to city superintendents in every state, with the request that they distribute 1,000 points among the four major headings of (I) Personal qualities, (II) Professional qualities, (III) Social qualities, and (IV) Community relationships. One hundred fourteen returns from forty-one different states were received and tabulated. These returns covered supervision areas employing 26,289 teachers. The median values of these judgments were: I, 380; II, 391; III, 106; IV, 123. The variability, Pierson coefficient: I = .26, II = .35, III = 3.31, IV = 3.68. These values are printed upon the revised edition of the card.

The number of teachers, grouped in intervals, with the frequencies of the places sending in reports, is indicated in the following table:

<i>No. of teachers.</i>		<i>Places.</i>
26-	75.....	41
76-	125.....	21
126-	225.....	19
226-	325.....	11
326-	425.....	3
426-	1,000.....	12
1,001-	4,000.....	7

A study of the distribution of the 1,000 points made by the 114 city superintendents grouped geographically, and also grouped in reference to the number of teachers under their supervision, revealed no distinctive differences.

The following table shows the frequencies of the value given:

I.—PERSONAL QUALITIES.		II.—PROFESSIONAL QUALITIES.	
<i>Value.</i>	<i>Frequency.</i>	<i>Value.</i>	<i>Frequency.</i>
650.....	1	700.....	1
500.....	11	600.....	1
450.....	2	500.....	23
400.....	40	450.....	2
380.....	2	400.....	36
350.....	12	370.....	1
333.....	3	350.....	15
325.....	1	333.....	2
300.....	22	300.....	25
250.....	13	275.....	1
200.....	6	250.....	5
150.....	1	200.....	1
		100.....	1
	114		114
III.—SOCIAL QUALITIES.		IV.—COMMUNITY RELATIONSHIP.	
<i>Value.</i>	<i>Frequency.</i>	<i>Value.</i>	<i>Frequency.</i>
400.....	1	300.....	1
222.....	1	250.....	2
200.....	17	225.....	2
175.....	2	217.....	1
150.....	17	200.....	19
125.....	5	175.....	2
100.....	60	150.....	26
75.....	4	133.....	1
50.....	7	125.....	6
		111.....	1
		100.....	45
		50.....	7
		25.....	1
	114		114

Some of the following comments elicited by the investigation may be of interest:

1. Your four major heads cover qualities that are indispensable to the successful teacher, for he must have the necessary personal qualities, professional qualities, social qualities, and ability to establish the proper community relationship. If I were compelled to distribute 1,000 to these

four heads, therefore, I think the points would need to be equally divided, 250 to each quality.

But such a distribution is, to my mind, worthless. In the selection of teachers we should begin by eliminating all who do not have the necessary personal qualities and social qualities. After having made this elimination, investigation should be made as to professional training and experience and success, and capacity for community relationship. Given the other qualities, however, the latter can be developed in the system.—*Superintendent of City, 1,348 Teachers.*

2. In my judgment, it is impossible to have a rating set with specific amount assigned to each quality that will be equally valuable to all teachers who may be rated. For instance, there are certain difficulties listed under moral qualities, such as moral character, which of itself is not the best. There are also certain dominant professional qualities. It occurs to me unwise to make any rating card absolutely rigid by assigning to it definite percentages of the total.

The extent to which you have analyzed the four qualities makes it exceedingly difficult for the individual who does the rating, and often by such analyzing the great dominant features that ought to control the estimate of the individual are lost in a maze of more or less related particulars. In all probability we have not yet reached sufficient clearness in our definition of terms used in such rating.—*Superintendent of City, 1,008 Teachers.*

3. Personality is not something that can be measured by a tape line.

4. Community and social seem to be somewhat alike in their implication. Community values might vary somewhat in country, in city, etc.

5. In assigning these values I have assumed that the card is for the purpose of rating *teachers* and *not* principals or superintendents. A rating card for them would, I think, put decidedly more emphasis on your fourth rating—community relationship.

It seems to me a very difficult matter to assign values as I have undertaken to do here, because of qualities in the different distributions. When practically used it would seem wise for the teacher to be rated independently by as many competent people as possible, and her final rating be the average of these several ratings. It must constantly be borne in mind, however, that it is possible for a teacher whose average rating is high to be absolutely disqualified by the predominance or lack of some minor quality.

Improving the Teaching of Geography.

BESSIE L. ASHTON, Assistant Professor of Geography.

Readjustment in the educational world is absorbing the attention of educators to-day. Our astonishing amount of illiteracy, the disgracefully low salaries of teachers, and the lack of discrimination between the trained and the untrained are matters of great moment, not only to the teaching profession, but to the country as a whole. Side by side with these is the never-ending problem of how to improve the quality of teach-

ing, for, after all, it is not *how much*, but *how well*, that counts in the long run. In this respect geography must come in for its share of attention, for it has suffered from poor teaching quite as much as any other subject.

One of the most conspicuous results of poor teaching of geography is the persistence of inaccurate statements and misconceptions. Some teacher who knows no better teaches an untruth; it is accepted and passed on, and the error continues. Sometimes wrong impressions are left of which the teacher is unaware. Clearness, conciseness, definiteness and exactness should be insisted on. Statements should be so worded that they cannot only be understood, but that they cannot be misunderstood. If a teacher does not know what he is supposed to teach he should not try to teach it. It is better that an idea is never taught than that it should be so taught that it must be corrected later. Do not think that because the child is small it doesn't matter whether what is taught is correct or not; first impressions are the most lasting, and if they happen to be erroneous the harm done to the cause of education is incalculable.

The following are examples of current misconceptions or erroneous ideas: The statement is often made that there is no twilight at the equator, whereas this is an impossibility. There is no place on the earth that passes directly from sunshine to darkness without traversing what is known as "the zone of twilight." The truth is that in lower latitudes the twilight period is so short that it is not appreciable unless care is taken to observe the exact time of sunset. Dew does not fall; it forms, or condenses on objects. Frost is not frozen dew. The fact that the sun is shining vertically on the equator at the time of the equinox is in no way responsible for the storms that sometimes occur at that time. If any other date between September and March were chosen, it would prove true that a storm would occur either on that date, or shortly before or after that chosen day, which is all that can be said of the equinox. The statement that "fog is caused by warm air coming in contact with cold air" is inaccurate, in that this is only one of the several ways in which air can be cooled to form fog. Many other examples might be given of inaccurate or erroneous statements that are frequently made, largely because insufficient thought is given them. One of the results that should be obtained from the study of geography is the ability to judge of the truth of such statements. Another error is the mispronunciation of the names of places—an error common even among the educated. The only safe way is to trust to dictionaries, pronouncing gazetteers and other authoritative sources, and not to pronunciations that are heard.

The teaching of geography cannot be said to be good unless it recognizes the constant changes that are taking place. Geography is not a static subject, and what was true yesterday may not be true to-day. An example may be found in the recent change on the Virginia coast during a severe storm. The war brought about many changes which must be considered, the most important being those of territory. Old boundaries were changed and new nations created. Not only political but industrial changes have taken place. For instance, the United States forged to the front in the shipbuilding industry in 1918, but fell to second place

the next year with the rebuilding of the industry in Great Britain. In the manufacture of silk the United States has surpassed all other countries. Declines are to be noted in certain cases, as of the export of diamonds from Brazil. Frequent and considerable changes take place in cities, and statistical tables of rank are of little importance unless dated. Only recent tables can be recognized as being even approximately correct.

To be good teaching the work must be interesting, and one of the best ways to gain and hold interest is through concrete, objective teaching, especially in the lower grades. Instead of teaching about the thing, teach the thing itself. Field excursions offer opportunity for this concrete study, but they involve difficulties which tax the best of teachers. Surface features, drainage, soils, local industries, etc., lend themselves to out-of-door treatment and are especially accessible to the rural-school teacher. If the class is large it is well to discuss the things to be seen before attempting to take the class out of doors, in order to keep the trip from degenerating into a mere picnic. Experiments to show evaporation, weather observation and recording, and exhibits of specimens of commercial commodities, all aid in making the work concrete and interesting.

To the teacher of regional geography the chief concern should be to give individuality to the various regions according to their characteristics, instead of following the cut-and-dried outline of position, coast line, surface, climate, etc., in a mechanical way without regard to the significance of each factor. Every region presents a problem, and the various geographic factors should be studied only as aids in the solution of the problem. In the treatment of the Netherlands, for instance, there are several methods of approach, but the first thought should be to discover and explain the characteristics of that country. The first step on the teacher's part is the mastery of the subject matter, then the selection of those things for which the Netherlands stands as the basis of a problem to present to the class for solution. The giving of problems furnishes the motive for study and makes the preparation of the lesson a definite task. The study of statistical tables, reference books, etc., may be required to solve the problem. If so, a valuable lesson in the use of sources of information may be learned.

After a study of the Netherlands it may be windmills, wooden shoes, or possibly cheese, that stand out in the mind of the teacher as representative of that country. If cheese is chosen, the problem may be, Why is the Netherlands such an important cheese-making country? By a logical sequence of questions the following may be evolved: Much cheese calls for many cows; many cows are possible because of much grass; luxuriant growth of grass is due to heavy rainfall, which again is due to the position on the western margin of the continent in the westerly wind belt, etc. Before the lesson is finished all of the points on the outline which it is believed such a lesson should include have been brought into the discussion, but in their proper places according to their significance. The lesson has had a purpose and a special interest because of that.

If the study has been of Switzerland and why that country produces so much cheese, the influence of the rough topography and high altitudes,

rendering much of the area suitable only for grass, would have been the point to emphasize. Here, however, a highly developed type of manufacture is to be found in the delicate watch, fine embroideries and beautiful and painstakingly executed wood carvings. The difference lies mainly in the presence of water power, which furnishes the means of turning the wheels, while the expense of importing quantities of raw materials limits the amount and determines the character of manufactures. On the other hand, lack of mechanical power in the Netherlands and its coastal position at the mouth of the Rhine tend to make it a much more important commercial than manufacturing nation.

The application of geographical knowledge is the climax of geographical study, and to teach the pupil to use in a practical way what he has learned is as important as to teach him facts and principles. Judging the truth of statements in newspaper articles and interpreting and explaining current events, as well as literature and history, are ways in which this knowledge may be used.

The Trend.

The state of Ohio has surveyed the age and grade distribution of 180,000 children. Of this number 24.5 per cent are not as far advanced in school as they should be. If this average of approximately 25 per cent holds throughout the state it would mean that 240,000 children are retarded. If every one of these children would complete eight years of school work the cost each year for teaching them would be \$6,500,000.

The following indicates the exact situation in the state as last tabulated:

	<i>Number accelerated.</i>	<i>Number normal.</i>	<i>Number retarded.</i>	<i>Per cent retarded.</i>
Cities and exempted villages.....	5,416	67,432	22,130	23.2
County districts.....	5,833	57,106	22,093	25.9

A recent investigation of the salaries of 5,116 teachers in Connecticut reveals the following:

1. The median salary received by women teachers in elementary schools is \$1,300 to \$1,339.

2. The median salary received by women teachers in high schools is \$1,700 to \$1,799.

3. The median for principals in elementary and high schools is as follows:

	<i>Men.</i>	<i>Women.</i>
High-school principals.....	\$2,500-\$2,999	\$1,600-\$1,799
Elementary-school principals.....	2,200- 2,399	1,700- 1,799

The physical examination of 12,340 school children in Alabama shows that defective teeth is the most common physical handicap.

There is a growing sentiment for paying teachers of elementary schools salaries equal to those received by high-school teachers, providing training and experience is the same.

The minimum salary paid teachers in Indiana is \$800. There is no maximum limit.

South Dakota gives state aid of \$500 to rural districts erecting an approved teachers' cottage.

Many leading educators of Kansas are hoping that the Kansas Code Commission will recommend the appointment of the state superintendent of public instruction by a board. It is recognized that this office should be held by an educator with ability equal to that of the president of the State University or the presidents of the normal schools.

The county unit law passed by the last Missouri legislature provides for a county school board of six members. This board will select the county superintendent and necessary assistants, contract with the teachers, and have the management of the schools of the county. This legislation should do much to equalize educational opportunity in the state.



Probably the greatest and commonest mistake that we all make is to forget that learning is a necessary incident of dealing with real situations. We even go so far as to assume that the mind is naturally averse to learning, which is like assuming that the digestive organs are averse to food and have either to be coaxed or bullied into having anything to do with it. Existing methods of instruction give plenty of evidence in support of a belief that minds are opposed to learning—to their own exercise. We fail to see that such aversion is in reality a condemnation of our methods; a sign that we are presenting material for which the mind in its existing state of growth has no need, or else presenting it in such ways as to cover up the real need.—*John Dewey, in Schools of To-morrow.*

