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THE TECHNE

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

November, 1922

PREPARATION FOR PARENTHOOD AND FAMILY LIFE

The home is the heart of humanity. Right breeding is the base of the triangle of life, with a clean atmosphere made by parents as one of the sides, and the training of children in a wholesome attitude toward love and marriage as another. Before the school turns out from its doors a young man with a certificate of character, it should know that he is full of chivalry toward women, tender toward children, scornful of sensual suggestions, pure in mind and heart. Vulgarity in speech of boys and girls is like a disease—a breeding sore in society. Every boy and girl must see with perfect clearness, and with an appeal that vibrates through their whole being, that their future happiness and also the destiny of the race are in their keeping, and are dependent even upon their secret thoughts. The strong currents of reproductive life must be turned toward healthy offspring of ideal love.—*From the Iowa Plan Character Education Methods.*



PRINTED BY KANSAS STATE PRINTING PLANT
B. P. WALKER, STATE PRINTER
TOPEKA 1922
9-4946

Published by
STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 5.

No. 9

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5.

NOVEMBER, 1922.

No. 9

EDITORIAL COMMITTEE.

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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.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan. under the act of August 24, 1912.

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.

CONTENTS.

	PAGE
Constructive Student Accounting in the Senior High School.....	3
LOGAN ANDERSON.	
Guidance versus Domination	6
M. I. RASEY and S. A. COURTIS.	
The Outlook in Rural Education	13
J. C. MUERMAN.	
The Ability of Teachers to Secure Measurable Results.....	18
A. C. DAVIS.	
Hawaii's Public-school Program—Seven Basic Principles.....	20
VAUGHAN MACCAUGHEY.	
Know Your Community	21
MAUDE FOWLER.	
Echoes from "Community Week."	22
EULALIA E. ROSEBERRY.	

Constructive Student Accounting in the Senior High School.

(An Outline for Presentation to the School Board.)

LOGAN ANDERSON, S. M. T. N., 1921; Graduate Student, University of Chicago.

Constructive student accounting is a term now being used to describe the sum of those efforts at meeting the individual needs of the student, of determining his capacities, and of surrounding him with that material and social environment best able to develop every capacity he has. The term includes programs of mental and achievement testing, sane educational and vocational guidance, cultivation of special interests through clubs, health programs, and all other agencies and methods contributing to the all-round development of the student. It also embraces the more mechanical routine matters of attendance records, promotion and scholastic records, interschool campaigns, and the like.

Sooner or later the schoolman in towns of 2,500 population and up will be called upon to present a real program of constructive student accounting, or be relegated to the scrap heap. Lay members of the community, and especially of the school board, are demanding that the educator use modern methods. The time is about past when the schoolman can "get by" through the ignorance and indifference of the community. Communities are no longer indifferent and will not long remain ignorant. Schoolmen must show real leadership.

The following outline is designed for presentation to the school board of a plan for student accounting. The staff contemplated is adequate for a high school of 1,000 pupils. It is estimated that towns of 30,000 population are now supporting high schools of that size, and that by proper attention to individual and community needs probably 50 per cent can and will be enrolled in the high school. The salary schedule is sufficiently high to get first-class people. On the face of it the expense appears considerable, but the writer is convinced that economies which the plan will effect, and especially the better results its use will secure, will largely pay the increased cost. Recent studies have tended to show that with homogeneous grouping, classes of from thirty-five to fifty students are possible. A director of research, by organizing homogeneous classes, can conceivably make such a saving as practically to pay his salary.

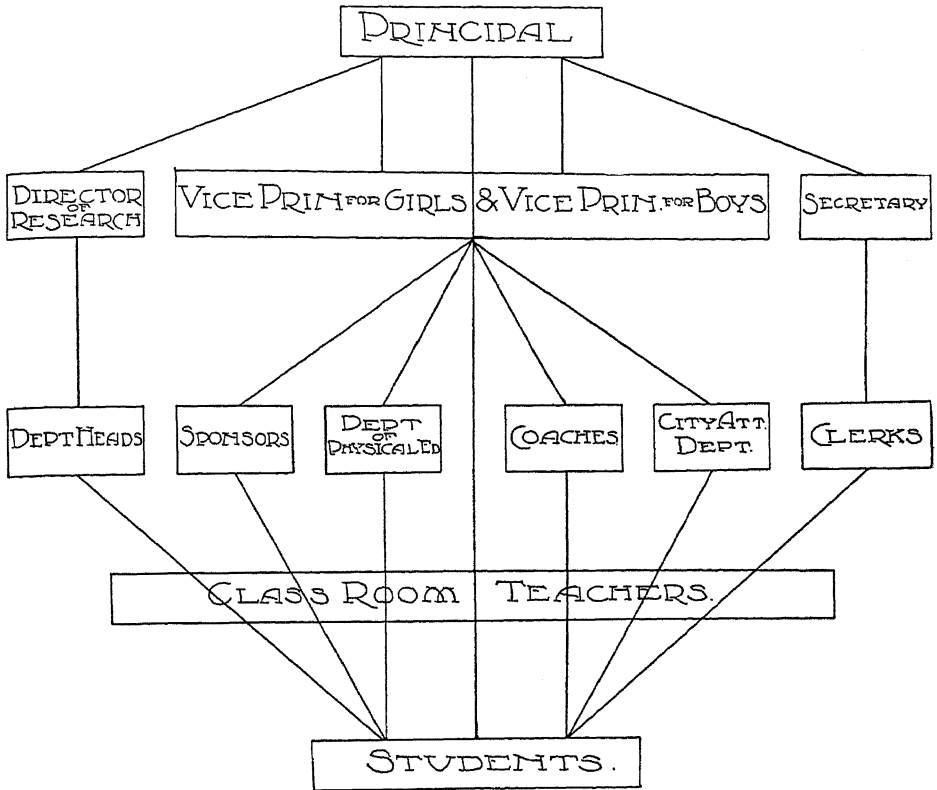
The following plan, while outlined for the large high school, can readily be adapted to smaller institutions. In high schools of 500 pupils less clerical help will be needed, with a consequent saving of perhaps \$3,000. It is probably safe to estimate the per-pupil cost of such a program as is here outlined at about 10 per cent of the present cost per pupil per year. In those few schools which have tried this plan of overhead organization, or similar ones, they are convinced that results are more than 10 per cent better than those secured in the ordinary high school.

The plan is outlined under five main headings, each clearly discernible:

I. REASONS FOR MAKING AN ACCOUNTING.

1. Modern needs demand an all-round development of the child. The school has had forced upon it many functions formerly performed by the home. The school, therefore, must touch the lives of the pupils at many more points than formerly.
 - a. Democracy in education calls for equal opportunity to develop individual capacities.
 - b. Individual differences demand individual treatment of each child.

2. The community needs a thorough Americanization service performed continuously. (Presentation of facts and figures concerning the number of foreign born, their attendance and nonattendance in the high school.)
 3. Constructive student accounting is needed to increase the percentage of eighth-grade graduates entering the high school. (Presentation of tables showing facts of present situation.)
 4. Accounting is needed to prevent waste in overteaching. Objectives must be set and the results checked against these objectives. (Presentation of such facts as can be secured concerning the cost of overteaching. This is a *bona fide* economy measure, and the board will readily see it that way.)
 5. Accounting is needed to prevent waste from retardation. (Presentation of tables showing the per cent of retardation, the cost of reteaching, etc.)
 6. Accounting is needed to prevent waste through elimination. (Presentation of tables showing the elimination rate, with causes, costs, etc.)
 7. Accounting is needed in order to prevent waste through changing of courses, due to lack of proper educational guidance. (Presentation of facts, as above.)
 8. Accounting is necessary to prevent waste through absence, nonattendance, etc. (Presentation of facts.)
 9. Constructive student accounting is necessary to prevent waste from ill health of students, outside activities unsupervised, failure to get parent coöperation, etc. (Presentation of facts.)
- II. SPECIFIC PLANS FOR CONSTRUCTIVE STUDENT ACCOUNTING. The following organization is recommended:
1. Department of research, consisting of one expert and one clerical assistant. (Head to be employed jointly with the elementary schools.) This department to undertake a program of—
 - a. Intelligence testing. (For all purposes for which intelligence data can be used.)
 - b. Progress and achievement testing in order to keep check on instruction.
 - c. Homogeneous grouping.
 2. A system of department heads organized to function continuously for the purpose of—
 - a. Formulating differentiated courses of study, to provide coherence in the instructional program, and, under the direction of the head of the research department, to have charge of all matters pertaining to instruction.
 - b. Meeting individual needs in the daily work.
 3. A vice principal for girls and one for boys for the purpose of keeping in personal touch with every pupil in the school; each to perform the duties of the house principal and the deans. This will include such matters as attendance, social affairs, discipline, and vocational and educational guidance on information secured from all sources. They will take the place of the principal in every case possible. All decisions subject to the approval, usually implied beforehand, of the principal.
 4. A virile department of health and physical education as separate as may be from the athletics of the school. If the system has school nurses, they will be no added expense here.
 5. A system of class and organization sponsors, chosen from among the faculty members. Those sponsors are to be responsible to the vice principals, who are *ex officio* advisors of each class or other democratic—that is, unlimited membership—organization, such as Y. M. C. A. and Y. W. C. A. Sponsors of other organizations, such as debating or dramatic clubs, are responsible to one or both of the vice principals—both if they are coed organizations.
 6. Records department—to consist of a secretary and one assistant. This department will have charge of all the usual records, such as attendance, scholarship records, etc. These will be available to all the other administrative officers and may be kept in separate offices. The secretary will be responsible for them wherever they may be. In a school of one thousand this ought not to be cumbersome.



III. Costs. (Added.)

Director of research (elementary, \$1,500).....	\$2,000
Clerical assistant	1,000
Salary of vice principal for girls.....	2,400
Salary for vice principal, clerical assistant.....	1,000
Salary for extra clerk in secretary's office.....	1,000
Salary for full-time high-school nurse.....	1,000
Added cost of No. 1 physical education man.....	600
Total	<u>\$9,000</u>

IV. RESULTS TO BE EXPECTED. Facts showing as well as possible, and presented in as tangible form as possible, the following:

1. Probable net and percentage gain in enrollment through the meeting of community and individual needs.
2. Probable decrease in elimination through the meeting of individual needs and the checking of failures in their incipency.
3. Probable decrease in the failure rate.
4. Probable increase in the per cent graduating—increase in holding power all along the line. (In all four of the above, date can be presented from other schools which have tried the plans advocated or similar ones.)
5. Probable gain in health and efficiency of the student body through a proper health program, resulting in—
6. Increase in pupils' productive power, when graduated, through better training, resulting in—

7. Gain to the community, the members of which employ these graduates.
8. Probable higher social and moral tone of the school through the influence of the vice principals.
9. Thorough revision of the course of study through the work of the department of research.
10. Better Americanization of the children of the foreign element through the work of the department of research and the department heads, resulting in a course of study meeting that need. (Part of the civics program.)

V. JUSTIFICATION OF COSTS IN THE LIGHT OF EXPECTED RESULTS.

1. Savings through the prevention of present waste will practically pay for the system. In other words—

Present cost per pupil	Future cost per pupil
present results	future results

2. Increase in enrollment, increased holding power, and instruction suited to the individual pupils will result in the school's meeting community needs far better than at present.
3. Every child has the right to the education he can receive. At present the high school does not offer him that.
4. Business organization has proved that the way to get increased results and increased efficiency is to spend money for wise leadership; that is, increase the overhead.
5. The maximum increased cost of the new plan will be \$9 per pupil per year. This represents an increase of but little over 10 per cent. The results obtained from homogeneous grouping and differentiation of the courses will bring savings equal to nearly if not all of that amount.
6. This staff of administrative officers will be sufficient to take care of a much larger enrollment with but little additional cost. The percentage cost of the overhead will thus actually be less through the increased enrollment due to better drawing and holding power of the school. We can expect this condition to obtain permanently.

Guidance versus Domination.*

M. I. RASEY, Acting Assistant Supervisor of Research; and S. A. COURTIS, Director of Instruction, Teacher Training and Research.

(Used by special permission.)

Teachers tend to divide themselves into two classes: (1) Those who, upon reading Professor Kilpatrick's articles on the project method published in the two previous issues of *Detroit Journal of Education* say: "Why, certainly I believe in all the principles discussed, and have always used them in my teaching"; and (2) those who recognize that any real adoption of the project method would call for such a radical and far-reaching change in their methods of work that they ask: "Can't you show us an actual illustration of project teaching? I believe what Professor Kilpatrick says, but I don't know how to begin. It all seems so strange and impossible that I am afraid to experiment; if I could see some other teacher actually using the project method I might be encouraged to try myself."

Not all teachers who put themselves in class (1) are really using the project method. Far from it. Much more often than not they are the very teachers who most grossly and persistently violate every fundamental characteristic of the project method. The explanation is that it is very difficult to get from the printed page more than we put into it. Such teachers have merely interpreted Professor Kilpatrick's words in terms of their own ideals and experiences. Therefore, it may be of assistance both to them and to the other type of

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teacher to describe an actual lesson taught by the project method and to analyze the process in some detail, to make evident just where and how it differed from conventional teaching.

To aid in the analysis, let us begin by listing the essential characteristics of true project teaching. These are:

1. *Basis of organization.* Class work must center around some whole-hearted, purposeful activity, sufficiently unified by the goal to be achieved to permit the term "unit" to be applied to the whole.

2. *Center of responsibility.* The activity must be carried forward under the drive of the children's own interest and desires, so that the purposing, planning, executing and judging will be done by them and not by the teacher.

3. *Nature of teacher's effort.* The teacher must assist, not instruct; guide and not dominate; serve and not "teach."

4. *Character of results.* The activity must yield rich and varied results. In addition to the achievement of the immediate goal aimed at, there must be important contributions to the building up of desirable attitudes and ideals, as well as the development of possible leads to further and related activities.

Here, then, are four criteria by means of which any teacher may measure her teaching to determine to what degree it is right to call it project teaching: Is the basis of organization a dominating purpose? Do the children determine what is done (set their own lessons)? Do the children appraise the success of their efforts (mark their own work)? Does the teacher control through stimulation rather than through dictation? Are the rich and varied results judged by the children to be worth while? The reader is invited to apply these criteria to the account which follows.

The project selected for description originated with the teacher, not with the children. It is chosen purposely to show how the project method can be used by teachers who are "covering" a course of study, and to illustrate guidance as opposed to domination.

The class with which the teacher worked was a group of eighth-grade boys studying English literature. The course of study for this grade contained the suggestion, among others, that "A Perfect Tribute," a story of Lincoln's Gettysburg address, should be read in connection with the celebration of Lincoln's birthday; also, the teacher, according to the course of study, was under obligation to give the class some training in memorization and public recitation. These facts furnished the immediate stimulus to the teacher. The project which grew out of them occupied twelve days of class work.

However, instead of assigning "A Perfect Tribute" for class study and discussion, the teacher began to plan, consciously, to develop a situation which would lead the children *to want to read* the assignment. In other words, her problem as a teacher was to create a demand on the part of the children for the reading of "A Perfect Tribute." This involved a study of boy nature and interests, and the selection of those interests to be stimulated to produce the result desired.

The teacher's study of her problem led to the conclusion that the boys would instinctively and gladly respond to an opportunity to celebrate Lincoln's Birthday, and that a speaking contest based upon Lincoln's Gettysburg speech would result in the situation she desired.

The teacher's actual procedure was as follows: At the time of a regular class meeting about the first of February, she read to the class Lincoln's Gettys-

burg address. This, of course, was pure domination on her part. The children had no say as to whether they would or would not hear the reading, and no knowledge of what was to come out of it. In other words, at this point the "purposing" was wholly the teacher's.

The purpose of the reading was not instruction, but stimulation—the creation of a situation from which a purpose might come to the children. The reading was prefaced by a few remarks to the effect that English authorities in England have ranked the speech as the most perfect specimen of its kind in the English language. A few details of the setting were discussed, but no explanation of the text attempted. At the close of the reading the teacher merely reminded the class that the 12th of February was approaching, and asked, "What can we do to celebrate Lincoln's Birthday?"

With this question the project passed into a second stage, for the children responded as readily as the teacher expected they would, and made many suggestions. From "You read us a story," to "Let's have a Lincoln party," there was a gradual transition from teacher-directed activity to pupil direction. Soon the discussion became real, back and forth from child to child. As the teacher had foreseen, among the suggestions made was that of a speaking contest, based upon the Gettysburg address.

The teacher's problem was now to guide the individual purposing so that all might accept a single worthy purpose. The conventional teacher would have dominated the situation, and by her approval or express order "put over" the contest plan. This teacher, however, adopted a different method. She said to herself, "I do not think the reading of a story by me is a suitable way for the boys to celebrate, because it is too ordinary, and because it involves no learning on their part. If I can get the boys to see these reasons they will also reject the idea of a story." Therefore, she chose guidance instead of domination and merely asked the question, "Why is the reading of a story not a worthy way to celebrate Lincoln's Birthday?" The reasons were forthcoming from the class at once, and even the individual who suggested the story turned to another plan. In a similar fashion, the tendency toward a party was blocked as "too selfish," under the teacher's guidance.

Little by little the trend toward a contest became unanimous. Note that the implied opposition in the teacher's question, "Is a contest a worthy way to celebrate Lincoln's Birthday?" completed the "sale" of the project. In their eagerness to convince the teacher, the class ended by convincing itself. The desire to hold a contest gradually increased in definiteness and strength. At the proper time the teacher graciously yielded to the purpose now dominant in the children, and gave her consent.

It is to be noted particularly that this purposing was entirely the children's. As far as they were aware from this time on, it was "their" project they were carrying on, not the teacher's. Her part was merely to allow them to do what they wished, and to be of service to them in the achievement of their desires.

By this time the end of the hour had arrived, and the class dismissed itself with the suggestion that all come to the next meeting prepared to plan the contest.

At the class period the following day several good plans were offered by the children, but the dominant idea behind them all was that of contesting for a prize. This was discussed at length until finally the teacher's guiding question,

"What is the purpose in giving this speech?" brought out the thought that the most fitting way to honor a man was to stand for his ideals oneself and to teach others to stand for them. The idea of a prize thus died a natural death, and the teacher had the satisfaction of knowing that the pupils would approach their self-imposed task of memorization with the idea of making that drudgery serve a high and worthy purpose.

The need for organization had become increasingly evident. The teacher's question, "How are you going to arrange for the contest?" led to the division of the class, by the children, into five teams of five boys each, and the appointment by the class of two committees to arrange details. The class had had previous experience in this form of organization, and lost no time in getting to work.

The first assignment made by the class was logically the learning of the Gettysburg address. Each boy took his copy and went to work. In twenty minutes the first individual announced himself as ready for the contest. Several others soon followed his example, and the speaking began. One boy managed to say two complete sentences, several got through one, while two or three, judged by themselves as adequately prepared, faced their classmates absolutely wordless. The contest ended in dismal and complete failure, and the teacher, sitting on the side lines, could not keep the smiles and amusement from her face.

Immediately the class demanded an explanation of their failure. They were not afraid; they had studied the text until they thought they knew it. Why should they fail? Under the teacher's questions it soon developed that they had little real understanding of the meaning of the words they were attempting to say, and no background for interpretation. The hour closed with a demand on the teacher by the class for reading material that would supply the background, and for assistance in getting the meaning.

When the class assembled at the next class period the teacher's desk was piled high with material. There were twenty-five copies of "A Perfect Tribute," several histories and a large dictionary. Some of the children took to the stories at once, several tackled the histories, while two at a time used the dictionary. Intensive study of this material and the discussions that grew out of it occupied several days. During all this period assignment and study was wholly under the children's own direction. The teacher merely placed her services at the disposal of the class and responded to individual calls for assistance. Note that at this point one of the teacher's purposes had been accomplished. The children counted it a favor to be supplied with a copy of "A Perfect Tribute" and to be allowed to study it. A more grateful and appreciative class would be hard to imagine.

Finally the day came when, in the judgment of the class, it was ready for another trial of the contest. This time several succeeded in saying all the words, but found themselves short of breath, shaky, or uncertain of voice, expressionless, and pretty generally criticized by the class for uncouth posture or manner of address. The trial, however, gave promise of eventual success, and was distinctly encouraging.

A second period of analysis of failure followed and resulted in further demands on the teacher for assistance. The teacher, however, gave it as her opinion that these were matters for expert advice. Accordingly, after a short discussion and under the guidance of her questions, the class directed its

committee on arrangements to ask the special teacher of music in the building to speak to them on voice placing and control, the gymnasium teacher on proper breathing, and the principal of the school on the behavior, posture, etc., proper for a man making a speech.

The class period the following day was devoted to lectures by these "experts" and to answering questions put by the boys. Again the close attention paid by the boys, the discriminating and intelligent appreciation of the advice given and their gratitude for assistance rendered were a source of joy and encouragement to their teacher. Concomitant results of this character are products which can be secured only by the project method.

The next few days were given to elimination contests within the teams. Each boy of the five gave his speech and was ranked by his team mates. Then the member judged to be the best was chosen to represent his team, and was coached and groomed by his team mates in preparation for the final contest. The team spirit made it necessary for every boy to give at least a word-perfect speech.

As a result of the elimination contests, the project entered its final stage—a discussion of standards of judgment. The class eventually decided upon a score card with percentage values totaling 100. Sincerity was given 40 points, emphasis 20, bearing 20, and enunciation 20. It was taken for granted that every one of the contestants would know the speech perfectly, and the apportioning of values given by the children indicates how completely they had entered into the spirit of the occasion when Lincoln himself had been the speaker.

A second by-product of the judging activity was the selecting of the judges, the writing of invitations, arrangements of seatings, and similar detail, all of which involved a large amount of planning and foresight by the children.

The contest was held on the 11th of February, and showed five very creditable performances, between which the judges found it very difficult to choose. At the suggestion of one of the judges, the winner offered his services to the senior room for their Lincoln Day program. Opportunity was found throughout the school for the other contestants to give their speeches before the various English classes. Thus the final product of the project was put to immediate use, and the children's ideas directed to "service" as the ultimate goal. But from the point of view of the class, the project was completed by the final contest, and the degree of interest and satisfaction in this contest and the real appreciation of the ideas and ideals involved in Lincoln's historic address proved that the teacher's work had not been in vain.

As an aid to summarizing the discussion above, and to show the essential features in their proper relationship, the plan of activity has been condensed to the outline given below:

ELEMENTS INVOLVED IN THE LINCOLN DAY PROJECT.

1. STIMULATION. Reading of Gettysburg speech.

Teacher—

Immediate purpose: To create situation favorable to purposing.

Activity: Reads speech.

Children—

Purpose: None.

Activity: Listening.

Situation—

February 1; twenty-five 8-B boys; school.

2. STIMULATION. Discussion of plan for celebration of February 12.
- Teacher—
 Immediate purpose: To start purposing.
 Activity: Question, "What can we do to celebrate February 12?" Blocking undesirable leads.
- Children—
 Purpose: To find suitable means for celebration.
 Activity: Discussions from questions and class suggestions.
- Situation—
 1. Party (blocked).
 2. Story (blocked).
 3. Learn speech.
3. PURPOSING. Planning contest.
- Teacher—
 Immediate purpose: To control purposing.
 Activity: Question, "Why is a contest suitable?"
- Children—
 Purpose: To defend their selection.
 Activity: Discussion through questions.
- Situation—
 1. Contest for prize (blocked).
 2. Improve English (blocked).
 3. Honor Lincoln.
 4. Spread ideals of Lincoln.
4. PLANNING. Preparation for contest and study.
- Teacher—
 Immediate purpose: To show need for organization.
 Activity: Question, "How are you going to manage this?"
- Children—
 Purpose: To organize.
 Activity: Choosing teams and committees.
- Situation—
 Five teams (five boys each); one arrangement committee.
5. EXECUTING.
- a. First trial and failure.
- Teacher—
 Immediate purpose: To point out weakness.
 Activity: Question, "Why the failure?"
- Children—
 Purpose: To repeat speech.
 Activity: Failure to give speech.
- Situation—
 1. Fear?
 2. Didn't understand meaning.
- b. Analysis of failure.
- Teacher—
 Immediate purpose: To present material.
 Activity—
 1. "A Perfect Tribute."
 2. Histories.
 3. Dictionary.
- Children—
 Purpose: To locate weakness.
 Activity: Ask for help.
- Situation—
 Refuses to explain, but offers material.
- c. Preparation for contest by study.
- Children—
 Purpose: To understand speech and procure background.
 Activity: Reading; study.

- d. Second trial—partial success. Analysis of weakness.
- Teacher—
 Immediate purpose: To show importance of voice, breath, poise.
 Activity: Question, "Cause of weakness?"
- Children—
 Purpose: To give speech intelligently.
 Activity: Imperfect giving of speech; requests for assistance.
- Situation—
 Several versions of same words.
 Lack of breath control.
 Stage fright.
 Suggests help of experts.
- e. Lectures by experts.
- Teacher—
 Immediate purpose: To point out value of expert services.
- Children—
 Purpose: To learn control.
 Activity: Listening; questioning.
- Situation—
 Self-directed drill.
- f. Third trial—success.
- Teacher—
 Immediate purpose: To show unreliability of mere opinion.
 Activity: Who really gave the speech best?
- Children—
 Purpose: To give speech perfectly; judging.
 Activity: Each boy giving speech; selecting one from each team.
- Situation—
 Elimination contest; one from each team chosen. Standards for final judgments.
6. JUDGING.
- a. Formulation of standards for judging.
- Teacher—
 Immediate purpose: To assist in the selection of right standards.
 Activity: Questions—blocking.
- Children—
 Purpose: To put proper emphasis on speech giving.
 Activity: Formulating score card.
- Situation—
 Score card: 40, sincerity; 20, emphasis; 20, bearing; 20, enunciation.
- b. Preparation for contest.
- Teacher—
 Immediate purpose: To present social obligations.
 Activity: Question, "What is our duty to judges?"
- Children—
 Purpose: To make judges welcome, care for comfort, etc.
 Activity: Passing, explaining cards, seating guests, etc.
- c. Final contest.
- Children—
 Purpose: New projects stimulated.
- Situation—
 Winner offers service to high-school room for February 12.

This long description may well be closed with two warnings. The first is that to one who does not understand how completely the success of the method is dependent on the skill and thoughtful care of the teacher, it may seem that the teacher is doing no work. To all appearances she is most of the time an idle though interested spectator. The process moves forward smoothly, and the children do all the work. Occasionally the teacher breaks in with a question, more for her own enlightenment, apparently, than for the good of the children, and occasionally she is kept busy supplying material or information in response to the children's demands. It is always thus with a

skilled performance in any field. One can never estimate accurately, until he has tried and failed himself, just how great is the skill which knows just when to intervene, and just when to let the process run through to failure. One can never know, until his own plans have failed entirely, how much careful thought, resourcefulness, and knowledge of child nature have gone into the teacher's planning of a successful project. The project method will never be used extensively by the unskilled teacher, *except in following bunglingly along the path already marked out by the exceptional teacher*. Just as the products of project teaching far excel those of conventional teaching in all that makes for character, intelligence and efficient citizenship, so the skill of one who can originate projects, and control through guidance instead of dictation, must excel that of the conventional teacher.

This does not mean, however, that project teaching is only for the exceptionally able. On the contrary, every teacher, whatever her ability, can adopt the spirit of service instead of domination, and, so far as her ability goes, alter her procedure to conform in some degree to the criteria set up at the beginning of this article. Furthermore, from time to time and in increasing volume, projects worked out by able teachers will be available for others to follow. It is thus perfectly feasible for any teacher, who really so desires, greatly to improve her teaching skill.

The second warning is a corollary of the first. Do not expect to achieve at once the degree of success described above. Both teacher and class had had a long previous training which alone made this extended project possible. With most classes a first attempt to set children free to work out their own purposes results in disciplinary problems which greatly dishearten the teacher. Fortunately, the reason and the solution are both simple. Children who have grown up under teacher domination have small powers of either self-direction or self-control. Their lack of resourcefulness and their riotous behavior when once started on the achievement of a purpose of their own are both the strongest kind of evidence in favor of project teaching. Children need to be trained in methods of self-direction, self-appraisal and self-control, and need to learn to work coöperatively and harmoniously with their classmates no less than they need to acquire the three R's and other forms of the world's store of wisdom. Teachers are warned against attempting too much at first. Professor Kilpatrick's advice given at the close of his first article is sane and sensible. If only all Detroit teachers could be led to follow it, the future happiness and prosperity of our city would be assured.

The Outlook in Rural Education.

By J. C. MUERMAN, Specialist in Rural Education.

Legislatures in forty-three states will meet during the year 1923. There is no better time than the present for those interested in the welfare of rural schools to get busy and present to the lawmakers suggestive changes in the present school laws if changes are desired.

SALARIES OF TEACHERS.

Minimum-salary laws have already been passed by many states. For example, in Delaware there is an established minimum of \$500; Colorado, \$75

(monthly); West Virginia, \$50 (monthly); Rhode Island, \$650; Indiana, \$800 (for grade teachers); South Dakota, \$90 to \$180 (monthly); California, at least \$1,200; New Hampshire, \$500. In one state the minimum-salary law was repealed during the last session of the legislature.

There has been a growing movement for some time in the direction of an equalization of the salaries of teachers of special training or of better qualifications by means of state aid. Maine recently redistributed the state school fund in order to give rural districts a larger share. Ohio, Virginia, West Virginia, California, Illinois, Kentucky and Maine have increased their state aid for schools during the past two years. However, the entire amount of state aid is not always available for the increase of teachers' salaries. From statistics published by the United States Bureau of Education in January of the present year, 1922, these states were paying a median of \$300 to the one-teacher schools, with an average term of from five to seven months. In five states the median was \$400, and in another group of five states it was from \$1,000 to \$1,200. It appears the variation is greater and the salary much less in the one- and two-teacher schools than it is in other schools. In Kansas reports from over 55 per cent of the counties gives a median of \$800. One of the specialists in rural education comments as follows upon the salary situation:

"During the war and the years immediately following considerable progress was made toward securing for teachers in both rural and city communities increased salaries. While the increases were largely permanent and substantial in their nature, due to the added appreciation of the importance of educational work, an element of temporariness, because of the urgent need of teachers and the added cost of living, into other vocations, and hence the most marked salary increases were apparently among those holding the teaching positions. There has been a feeling among many educators that salary increases to persons holding higher school positions, such as principals, supervisors and superintendents, did not keep pace with those granted to classroom teachers."

We hear much about retrenchment and economy, and there is good reason for such practices, but it certainly is poor economy to hope to maintain good rural schools with a wage too low for the teacher to meet the lowest standard of living in any civilized community.

QUALIFICATIONS OF TEACHERS.

Approximately one-third of the states during the last sessions of their legislatures changed or modified the school laws governing the certification of teachers. Two states that had lowered the standards returned to prewar standards.

It is very probable that many changes in certification laws will be made during the coming legislative sessions.

Teachers will welcome a just law that will recognize merit and improve the standards for the teaching force. "Better pay for better-prepared teachers" is a good but very ancient slogan.

Ten states already provide teacher training in service. Normal schools, teachers' colleges, and universities offer extension courses and invite teachers to join them. The opportunities are at present as great, if not greater, than they have been at any time in the history of our schools.

During the past year in several sections of the United States especial efforts have been made to bring rural teachers together in centers and have them enroll in classes taught by experts from the higher institutions of learning. The

teachers have, in these Saturday classes, the personal contact of the professor himself. It is real classroom instruction. The report from a majority of these extension classes was very gratifying, and the outlook for the class of extension work is exceedingly good for the present and next school year. Full credit is allowed, and by supplementing the work with an attendance in summer school several credits may be secured.

STANDARDIZATION OF THE SCHOOL PLANT.

State aid usually depends, in part at least, upon certain conditions of the school buildings and grounds. Nearly all the states have raised the standards required for first-, second- and third-class schools.

Perhaps nothing stimulates local pride in the school more than the plan adopted by many states to "score" the school building and grounds. While great improvements in the physical conditions of the school plants have been made in the past, much greater improvements are contemplated in the future.

A county superintendent remarked that people frequently counted the costs, and when the question came up of "making over the old building or building a new one" to conform to the standards set by the state, they were willing to unite with other districts and build a new centralized, union or consolidated school. The taxpayers considered that cheaper in the end when the results from the one-teacher school were compared with those of the larger unit.

Unfortunately, building costs have not as yet reached a level where all school districts feel like making the improvements desired, and for good economic reasons they hesitate to put before the voters a heavy bond issue that may be lessened greatly in a year or two.

THE COUNTY UNIT.

Approximately one-half of the states have what is commonly called a county-unit system. The state of Missouri will vote upon this question in the coming election.

To better equalize school conditions and to aid the weak district, some form of county unit is rapidly being brought to the notice of our taxpayers. This is certainly a question well worth considering, but it must be carefully considered, for what may prove to be an excellent county-unit law for one state might be a failure in another.

Local pride in the schools is necessary, but the local rural district needs the financial assistance of the county and state, and equitable division of this expense must be made.

CONSOLIDATION AND TRANSPORTATION.

One-half of the states show increased interest in abandoning the one-teacher school for the larger unit of several rooms, and in a central location with free transportation for the abandoned districts.

There are 12,000 consolidated schools, but there are nearly 200,000 one-room schools. Nearly a half a million pupils are transported to school, a majority of this number to the consolidated school. The cost of transportation is almost twenty millions annually.

The question of cost of transportation is an important one, and upon its successful solution depends the success of any large consolidated school district. The average distance by horse-drawn conveyance is from five to six miles. Costs vary from \$2.50 to \$3.50 a month for each pupil transported.

The costs of transportation by horse-drawn van usually is reported as a trifle cheaper, but the large autobus, when the roads permit, is displacing the slower type.

All auto transportation costs depend largely upon salary of driver, care of machines and type of machine used. If it is possible to secure teachers as drivers, as it is in the large open-country consolidated school of Sargent, Colo., where eleven of the twelve autobusses are driven by teachers (nine of the eleven are women), the cost may be much reduced. The teachers at the Sargent school receive \$25 a month for this extra service, while other consolidated districts in the same locality pay to outside help as drivers \$40 a month—a saving in driver's salary alone of \$1,485 for the school year of nine months. Another important item in costs is the proper care of the autobusses by competent mechanics. The Jordan high school in Utah has solved the problem for that school by building a fireproof mechanics' building, dimensions 102 by 62 feet, with cement floor inside and large parking platform outside. Here the eleven large autobusses are cared for by the student help under expert direction and at a minimum cost to the district. Depreciation, which may be added to service costs in autobusses, has been estimated at from 10 to 20 per cent a year with ordinary care; with extra care it is possible to lessen this percentage. Neglect to provide proper care for the school autobusses during the three months of summer adds to the depreciation. The average school autobus should give at least five years of good service and show fully 100,000 miles of travel.

Transportation costs are increasing each year. The better types of conveyances, whether horse-drawn or gasoline-driven, cost more in the beginning, but give greater satisfaction. Light and cheap autobusses are not recommended; they cost much more for repairs and fuel and they give least service for the money expended.

The small town or village as a consolidation point is gaining in some sections. Economic conditions usually favor such a union and all that prevents its consummation is local petty jealousies and ancient animosities and traditions that should be forgotten when the highest interest of the children are to be considered.

No one familiar with conditions pretends that the one-teacher schools will all be abandoned in the near future, but that thousands should now be abandoned and good-working, efficient centralized schools take their place is admitted by practically every authority on school affairs.

SUPERVISION FOR RURAL SCHOOLS.

When an abundance of well-trained rural supervisors are available we may expect a greater interest in this important problem.

The following from a report of the United States Bureau of Education gives the present status of supervision of rural teachers:

"Inexperienced, untrained teachers need more help than those with professional training and experience. Yet in only six states is the employment of rural supervisors statewide.

"A study made by the Bureau of Education in 1917 shows that on the average rural teachers receive annually from county superintendents but one or two visits, varying in length from one-half hour to two hours.

"In only 18 per cent of the counties throughout the United States are assis-

tant superintendents employed; only 29 per cent have clerical assistance; the average territory over which superintendents must travel in order to visit schools in 1,672 square miles."

Lack of supervision creates educational misfits. Very little help can be given by a superintendent who is able to visit a teacher only twice a year. Consequently large numbers of the youngest, most untrained, least experienced teachers in the United States are gaining experience under conditions that do not result in growth in teaching skill and in the satisfactions accompanying such growth. Lack of initial training, coupled with the absence of guidance that will help to solve intelligently the complicated problem of teaching a one-room school, is producing every year thousands of teachers who are educational misfits. Society is disturbed over the industrial misfit. It should be far more disturbed over the teacher misfit.

Supervision makes rural positions more attractive. It is difficult to secure and retain for a period of years the services of a well-trained teacher in a one-teacher school. The position is more difficult than a graded-school position and the salary is less. In the absence of supervision opportunities for professional growth and advancement are often lacking. Statistics reveal the fact that in cities of the United States of 8,000 population and over the average length of service of elementary-school teachers is 9.47 years. This is in marked contrast to the average of 3.75 years spent by the one-room school teacher in three different rural schools. A large turnover in teaching positions represents one of the greatest wastes in education.

BETTER LIVING CONDITIONS FOR RURAL TEACHERS.

Better salaries for better-trained rural teachers and careful and complete supervision of rural districts are all essential to better rural schools. One other very important point is too frequently either neglected or not considered at all, and that is good, homelike living conditions for our rural teachers.

During the past ten years more attention has been given to our living conditions in rural districts because a number of rural teachers, finding no homes open to receive them have given up their schools and the district was, for a time at least, without a school.

A district-owned cottage near the school building solved the problem in hundreds of remote districts, until there are now over 3,000 of these homes and over 10,000 teachers who enjoy them, usually rent free. The young lady teachers do not occupy these homes alone, but a mother or sister usually lives with them, and then real home conditions are possible. A majority of county superintendents, where these homes have been built, state that these homes attract better teachers, and good teachers remain longer in the same district because of the homes.

THE OUTLOOK IN GENERAL.

Great civic organizations have rural departments that are making a study of rural-school conditions. Their judgments are entirely impartial. The President has designated December 3 to 9 as school week. Teachers everywhere should make the most of this week. It is theirs, and devoted to their interests and the cause of education from a national standpoint.

Come, let us "reason together." Let the nation and the people of our

nation know about our schools, their exact and true conditions, and the outlook for the future will be better and brighter because of the opportunity given during the week to present to the people what the schools really are, what they are trying to do, and, in spite of handicaps, the great work they are accomplishing for the nation and the individual to promote a better citizenship, eliminate illiteracy, and make us all try, at least, to live up to the highest ideals of the founders of our republic.

The Ability of Teachers to Secure Measurable Results.

A. C. Davis, in *Educational Research Bulletin*.

Many teacher-rating schemes have been devised and more or less extensively used. Most of them have such general headings (with subtopics under each) as the following: "Physical Qualities," "Mental Qualities," "Moral Qualities," "Governmental Skill," and "Instructional Skill."

Such devices measure, for the most part, the teacher and not the result. Supt. W. L. Connor, Republic, Mich., says, "Teaching, not teachers, must be measured."

The problem here is to devise a method by which results may be measured. Results are desirable changes in pupils; for example, more reading ability, more writing ability, better spelling ability, and the like. The greater such changes are, the greater has been the service of the school to the community, and the greater has been the service of the school's agent, the teacher.

Other things being equal, the teacher who secures the greatest changes in pupils will be considered the best teacher. Other things, however, are not equal; for example, the abilities of the pupils to learn, their capacities to undergo these changes, are decidedly unequal. On the assumption that intelligence is ability to learn, a child with an intelligence quotient of 75 would be expected to exhibit only 75 per cent of the change that the normal child or the child with an intelligence quotient of 100 would undergo. Likewise the child with an intelligence quotient of 125 would be expected to take on 125 per cent of the change to be expected in a child with an intelligence quotient of 100. It is, then, evident that the changes brought about as a result of teaching must be considered in the light of the ability to undergo change, and in relation to the capacity of the children to learn.

If we have data secured by giving standardized tests at intervals, these may be converted into age scores or grade scores, and the gains or improvement found in terms of years, one unit being the standard amount of improvement for a year. For illustration, suppose pupil X, when tested at the beginning of a semester with the Monroe Reading Test, made a rate score of 165, and that in a parallel test at the end of the semester he scored 185. According to the published forms, these scores correspond on a mid-year basis to 6.5 and 7.3 in terms of grades. This pupil has therefore gained 0.8 of a year. Since he did this in half a year, his improvement has been at the rate of 1.6 of a grade in a year. Now suppose that X had an intelligence quotient of 125; he would then be expected to improve 1.25 times as much as the average child. The actual gain of 1.6 is therefore 0.35 more than would be expected of this child. In other words, the conditions of learning (apart from his own intelligence) have

been more than usually favorable; in fact, about 28 per cent more favorable. In the case of another pupil, however, the reverse may be true. The progress may be below the level of learning ability, and the pupil not come up to his expectancy.

This process can be applied to a class or to all pupils doing work with a teacher, in a subject in which an achievement test may be applied. Let g represent initial scores when transmuted into grade units, and let G represent the final scores, similarly transmuted, or the scores at the end of the semester. Then $G_1 - g_1$ is the gain for the first pupil, $G_2 - g_2$ the gain for the second pupil and so on. We may represent the sum of all such gains by $\Sigma(G - g)$. This must be doubled to express the aggregate gain on the year instead of the semester basis. (If the recorded gain had been over a period of one-third or one fourth of a year, the aggregate gain would have been multiplied by 3 or 4.) Since, as shown in the illustration above, the intelligence quotient, expressed as a decimal, is subtracted from the yearly gain, the sum of the intelligence quotients must be subtracted from the sum of the yearly gains, *i. e.*, from $2 \Sigma(G - g)$. This will give the aggregate improvement independent of intelligence for the group, and when this is divided by the number of pupils (N) the average improvement per pupil is obtained. The formula, then, is:

$$\text{Improvement} = \frac{2 \Sigma(G - g) - \Sigma(I. Q.)}{N}$$

An application of this method of measuring the ability of teachers to secure results is made here, using data secured from the fourth, fifth and sixth grades of Main school at Williamson, W. Va. These grades are taught departmentally. Educational tests were given the latter part of November, using Monroe's Revised Silent Reading, Buckingham's Extension of the Ayres Spelling Scale, Ayres Handwriting Scale, Courtis Arithmetic, Trabue Language, and Hahn-Lackey Geography. Different forms of the same tests were used the first part of the following April. The intelligence data were obtained by giving the National Intelligence Test, series A and B. Only pupils who were present for all tests were considered in computing the improvement of each group. The total number of such pupils was 225. Six teachers taught these pupils—one in arithmetic, another in geography, and so on. The results of the tests were combined according to the above formula for each subject; and this gave a measure of each teacher's success in getting the kind of results measured by the tests. The following were the results obtained:

Teacher.	Improvement.
A	3.66
B	3.00
C	1.98
D	1.93
E	1.34
F	1.09

Some of the improvements look very high, and in this connection it should be mentioned that during the interval between the initial and final testing there were six weeks of intensive drill in each subject, but in no case was this drill nearer than six weeks to the second testing.

It must be kept in mind that the results here recorded are merely measures of ability to secure gains or improvement in subject matter and not of the

general usefulness of the teacher. Teachers are valuable for many other things, some intangible but nevertheless very real—things which may be given such names as inspiration for good, desire to help others, good citizenship, and the like. While, therefore, the knowledge of a teacher's ability to secure measurable results is important, it is just one of the many things which go to make up the good teacher.

Hawaii's Public-school Program—Seven Basic Principles.

VAUGHAN MACCAUGHEY.

1. The primary aim of our public-school system is to train for effective American citizenship. This training includes mastery of the "three R's," a friendly attitude toward industry and American home-making, and a working knowledge of American history, civics, and the ideals of democracy.

2. The American public-school system endeavors to provide (for those who are qualified) an unbroken pathway from kindergarten to University.

3. American homes can be best made and maintained by women trained in American home-making. The home-making subjects are, therefore, of special importance in Hawaii's school curriculum.

4. American homes are dependent on dignifying industry. The schools should be closely and sympathetically articulated with the great basic industries of Hawaii. From these the schools derive their support and in these Hawaii's young people seek livelihood. This means industry and agricultural education, trade schools, part-time and continuation classes, and vocational guidance.

5. Physical education is of strategic importance, as the productiveness and happiness of a community is determined in large measure by its health.

6. Wholesome moral and ethical teaching should pervade the curriculum, as the final products of education are character and personality. These are expressed largely through community service. "He profits most who serves best."

7. The costs of education are chargeable, not alone to the individual or child, but to the state, which maintains the public schools in part to protect its own future and to preserve its social institutions against ignorance and all the forces of evil.

Know Your Community.

MAUDE FOWLER, Field Secretary, Y. W. C. A.

Number of families in this community.

Number of young people who live here but are out of school.

HOMES.

Are they attractive? Is there a pride in keeping up buildings, lawns, etc.?

Do many magazines come to these homes?

Name two most popular magazines in this community.

Do any homes in the community have recreation equipment (tennis courts, croquet, etc.)?

Are the children evidently taught respect for authority?

Are the people generally hospitable?

Do many of the young people hope eventually to live in the city or in the home community?

Are farm homes to blame for this feeling?

Name the ways in which your local school might help change this attitude.

CHURCHES.

Number and denomination.

Does any pastor live in the community?

Activities of church: Do they reach young people? How? (Meetings, recreation, etc.)

Name two things it should do if it is to lead religiously?

SCHOOL.

Grounds: How much space?

Is there any playground equipment?

House: Is it comfortable and attractive? Are there good pictures?

Are there defects which could be remedied by fathers and mothers in the community at little expense if they were interested.

Do the people of the community show a helpful interest in the activities of the school?

OTHER ORGANIZATIONS.

Name other organizations operating in your community, such as Red Cross, Farm Bureau, Grange, Y. M. C. A., Y. W. C. A., etc.

Has the school coöperated with any of these organizations? Has the result been successful?

Have you plans for coöperation this year?

THE COMMUNITY IN GENERAL.

Do you at once think of certain people as leaders? How many?

What are the most popular forms of amusement?

How far must the young people go for these amusements?

Is there some annual event in which the entire community participates? (Old settlers' picnic, home-coming, etc.)

Is there any community center building?

If not, what seems the logical center (church, school, grange, etc.)?

What particular things could you help promote which would mean most in building up community pride and unity, and help young people most vitally?

6. Things to be discussed at the meeting: Contests for school year; punctuality; attendance; Parent-Teachers' Association; anything pertaining to the betterment of our schools. Everyone will be given a chance to offer suggestions and give advice.

7. Equipment needed: Ball and bat; swings; horse shoes; perhaps an oil stove; various things to add to the pleasure and success of the day.

8. We ask the hearty cooperation of every teacher, parent, child, and anyone interested in the work we have planned.

Invite the ministers of each community and others who may help you in your program. Remember this is just a suggestive plan and program; make changes as seem most convenient and best for those concerned. Teachers should talk or write to others of your group and hold your meeting soon. The sooner a community interest is aroused, the better will be your school. The weather, too, will perhaps be bad later.

Please write or call me at any time. I shall be glad to help you. As soon as date is fixed please let me know.

Yours for a splendid school year.

MAY HARE, *County Superintendent.*

“Roman society was divided into six classes. The sixth, or lowest, social class, made up of paupers, vagabonds, and degenerates, was exempt from civic duties, military service, and the payment of taxes. But was this class debarred from having children? Not at all. On the contrary, it was positively encouraged to do so. These dregs of the Roman populace, were termed “proletarians,” “producers of offspring”! In other words, a man might be incapable of civic duties, incapable of bearing arms, incapable of paying taxes, but was considered not only capable but specially apt for bearing children, who were accepted as his contribution to society. Think what an attitude on racial matters this implies! No wonder Rome fell! And yet—let us not forget that this was substantially the attitude of our grandfathers, and that it is still the attitude of millions of so-called “educated” persons. Here is once more evident the dead hand of the past, perpetuating old errors and blocking the effective spread of new truths.”—*From “The Revolt Against Civilization,” by Lothrop Stoddard.*

