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State Manual Training Normal School

THE TECHNE

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

January, 1923

THE LITTLE WORD "MY."

The little word *my* is the most important one in human affairs, and properly to reckon with it is the beginning of wisdom. It has the same force whether it is *my* dinner, *my* dog, *my* house, or *my* faith, *my* country, and *my* God. We not only resent the imputation that our watch is wrong, or our car shabby, but that our conception of the canals of Mars, of the pronunciation of "Epictetus," of the medicinal value of salicin, or the date of Sargon I, are subject to revision.—*From "The Mind in the Making," Robinson.*

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THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.
A COLLEGE FOR TEACHERS.
W. A. BRANDENBURG, *President.*

VOL. 6. JANUARY, 1923. No. 1

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.

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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.

CONTENTS.

Pictures in the Public School.

EVELYN METZGER, Assistant Professor of Home Economics.

Our modern education, staged in a bare schoolroom with four walls, a group of windows, a gloomy blackboard and uninteresting desks, may foster an education which helps us to know facts; it trains us scientifically, intellectually—but does it help us to see beauty, to feel beauty, to enjoy beauty?

Picture study offers a most valuable means of training children to see and feel. We train bodies and minds, never realizing that to get joy out of life we must feel. Taste has come to mean a development of five senses, and taste or a feeling for the beautiful in nature, in art, in life itself, is what can be brought to the children in the public schools through the study of pictures.

Pictures are primarily intended for pure æsthetic joy, and it is a thousand pities to assume a didactic tone in showing them to children. Let pictures always be like stories they are told—among their dearest delights. The last twenty minutes of Friday afternoon spent in the enjoyment of a picture chosen by the teacher as one which will appeal to her particular group would mean much. A child's appreciation of a picture is greatly increased by the sympathetic companionship of his teacher. Though his imagination is keener, perhaps, than hers, his powers of observation are less developed. By pointing out the details the teacher assists the child in forming habits of observation.

All children love pictures, and because of this fact they are easily satisfied with any sort of picture. Too many teachers and parents do not realize this. They willingly allow the child through his most impressionable years to pore each Sunday over the funny supplement without giving him anything to counteract its influence. It is a cruel fact of psychology that a lack of youthful training can never be fully made up in later years. We can see this inexorable law in the lives, manners, speech and taste of hundreds of people around us.

Children surrounded by poor or sentimental pictures are handicapped in later life in their susceptibility to beauty. The young mind fed on the best pictures will not only select the good, but reject the inferior. A child's taste should be cultivated during his impressionable years.

One reason why pictures have not been more universally used for the training of the children in the public schools is because graphic art is not so widely understood nor appreciated as literature. It is over 400 years since the printing press brought books into general circulation, and it has been less than a century since photography brought pictures within the general reach of all. Many people who are well read are still more or less ignorant of art. They can tell you the names of books and their authors at once, but they are entirely oblivious to pictures or painters, considering them worthy of the appreciation of the initiated few. They forget that the appreciation of a piece of good literature makes it quite possible for them to actually appreciate a good picture if they would but make an effort.

Pictures in the form of prints can now be had at the small sum of one-half cent. Pictures large enough to be seen by a roomful of children and in color can be bought for $1.50. For a very small sum one can travel around the world in imagination by arranging around the schoolroom photographic views. The paintings of all of the great masters—Raphael, Titian, Holbein, Rembrandt,

Frans Hals, Gainsborough, Millet—are all within our reach if we will but put forth our hands to take them. Some in color large enough for framing have been published in the *Ladies' Home Journal.* Small prints can be bought for one and one-half cents each.

Pictures should be selected, of course, for a particular grade and a particular group. All children in different localities do not show interest in the same pictures. They must always be shown pictures they can understand—something they recognize or can connect with some experience. The primary grades need pictures of children, animals and occupations, such as plowing, sowing seed. Landseer's "Shoeing" shows a blacksmith at work. Millet's "Feeding her Birds" is good, and Jessie Wilcox Smith's "Five Senses."

Pictures should always be placed low enough so that the child can see them. If the room is crowded with blackboard space, a long board can be covered with cloth, and the pictures, pinned to this, can be raised and lowered when needed.

The game of picture posing is great fun for little people. Pictures must be carefully selected. Two especially good ones are "The Sower" and "Madame LeBrun and Her Daughter."

In the intermediate grades story-telling pictures are good. There is an excellant list of suitable pictures in Miss Hurll's book on "How to Show Pictures to Children." This book is an excellent guide in choosing pictures also.

One connot be too careful in presenting story pictures not to fix upon the child the "literary habit," so that every picture means a story to him. The highest type of picture is one that appeals entirely to the imagination of the beholder, as does Burne Jones' "Golden Stairs." The story should always be in the nature of an interpretation; it must never become fabrication. The child must be furnished with some information concerning the picture—many things pointed out and reasoned out with him. Subjects dealing with child life, the home, outdoor pursuits, subjects illustrating history, legend and myth belong in this group.

Long before the world had printed books wherein all might read, painters told the stories of the Bible very vividly. One of the most wonderful ways to teach the meaning of the most difficult Bible phrases is through the use of pictures. These pictures bring to the children the Angel Gabriel appearing before Mary to tell her of the Christ's coming—the rapturous mother bending over her child in his bed of straw; the wise men from the East with their gifts; the flight into Egypt; the twelve-year-old boy astonishing the doctors in the temple with his wise questions. They show how Jesus, had grown to manhood, was tempted in the wilderness and was baptized in the river Jordan; how he went about doing good deeds, healing the sick, raised the dead; how he was transfigured before his three disciples; how he sat with the twelve at supper on the eve of his betrayal; how he was arrested and falsely accused, brought before Pontius Pilate, and crucified; how he arose again from the dead and appeared to Mary in the Garden, ate supper with two of his friends at Emmaus, and finally ascended into heaven.

Children rarely ever are interested in landscapes or portraits and care very little about how a picture is made. The higher grade may take an interest in how pictures are made, and only here should it be studied. A camera club is a good way to study composition and trees. The mounting, hanging and framing

of pictures, and the selection of wall papers which make good back grounds for them, can be developed here.

In connection with history, Latin, literature and dramatics many pictures are invaluable. The art of the world depicts the lives, customs and thoughts of people in all ages on a spirit more real than anything we have in written form.

Never forget to choose the picture you plan for the students from among the best that have been produced. We should learn to know and love good color prints also. Much as we all love color, it is better to choose a brown-toned print than one colored with an air brush—not so much because it looks bad to those who can really see, but because it is a falsehood.

Do not make a mistake in the hanging and framing of pictures. Often a picture, fine in every other way is completely lost by its framing or hanging. A picture should be hung low enough to be seen, or so that the lower edge of the frame is on or below the level of the eyes when one is standing in front of it. Large pictures should be hung with two visible cords from the molding above. Small pictures may be hung with an invisible cord and under larger pictures. Do not hang pictures between two windows, when the two windows are the only source of light; they cannot be seen. Try to fit the shape of the picture to the wall space it is to fill—a vertical rectangular picture in a vertical rectangular space. Pictures look well hung in relation to a piece of furniture.

Never frame a picture leaving the area of white margin around it. The most vivid of pictures cannot counteract the effect of this glare of white around it. The picture does not need a mat unless the composition contains large figures —figures in violent action or those that seem very crowded. Many pictures of this sort can be framed with a broad, flat frame, so the effect of a mat or rest space is gained by the flatness of the frame. Generally, all color prints, oil paintings and water colors should have dull-gold frames or settings; brown prints, brown wood frames; gray prints, gray wood frames; and Japanese prints in narrow, dull-black frames.

Among the best references for teachers who believe in the power of pictures to develop a child's appreciation and taste are the following books: "How to Show Pictures to Children," Estelle Hurll; "A Guide to Pictures," Chas. Caffin; "How to Enjoy Pictures (chap. XII), Mabel Emery; "Twelve Great Paintings," Henry Turner Bailey.

Standard Test Goals.

FRANK E. ALSUP, Superintendent of Public Schools, Frontenac, Kan.

For nearly two years we have been giving standard tests at regular intervals and find them very helpful. One of the problems we face in giving them lies in making a careful comparison of our results of one month with the standard results of another month. For example, the Haggerty reading tests are standardized for May of each year, and we give this test in another month, and wish to know whether our children are meeting the standards set by thousands of children. Again, the May Ayres Burgess reading tests are standardized for February, and a school gives P-1 in, say, September, P-2 in December, P-3 in February, and P-4 in May, and wishes to know where its

students stand in each test. The Lunceford number tests are standardized for May; the Courtis arithmetic tests for September, November, February and May; the Courtis spelling tests for September, February and May; and the Courtis handwriting tests for February and May. Similar problems arise in giving other standard tests and comparing results with standard scores.

It is my purpose to construct a table that will give a standard score for each grade for each month of the school year. In making this table the standard scores as given by the publishers of the tests are first located at their proper places in the table. Then the difference between this score and the following or preceding score is found, and this difference is prorated to the intervening months. For example, in handwriting the third-grade February standard is 197 and the May standard 290; their difference is 93 and the intervening period is three months; hence each month receives one-third of this difference. Thus, adding 31 to 197 gives 228 for the March standard, and 31 to 228 gives 259 for the April standard, and so on.

It will be observed that one assumption is made, viz., *each month receives its share of the advance.* This assumption seems sound, because as children attend school month after month they advance in the work of the school. The so-called "plateaus" and "slumps" of individual children in the long run fit into this assumption. The table follows:

Grade and Month.	Reading.			Arithmetic.		Courtis spelling.	Courtis handwriting.
	Haggerty, Sigma 1.		May Ayres Burgess.	Lunceford.	Courtis card cabinet.		
	Test 1.	Test 2.					
ONE:							
September	.3	.2	.....	6–10	.....	.....	.....
October	.9	.2	.....	12–10	.....	.....	.....
November	1.2	.5	.....	18–10	.....	.....	.....
December	1.8	.9	.....	24–10	.....	.....	.....
January	2.2	1.1	.....	30–10	.....	.....	.....
February	2.5	1.3	.....	36–10	.....	.....	.....
March	3.1	1.4	.....	42–10	.....	.....	.....
April	3.5	1.6	.....	48–10	.....	.....	.....
May	4.0	2.0	.....	54–10	.....	.....	.....
TWO:							
September	4.9	2.7	.....	6–5	.....	319	.....
October	5.7	3.3	.....	12–5	.....	345	.....
November	6.6	4.0	.....	18–5	.....	370	.....
December	7.5	4.6	.....	24–5	.....	398	.....
January	8.4	5.3	.....	30–5	.....	424	.....
February	9.3	6.0	.....	36–5	.....	450	.....
March	10.2	6.6	.....	42–5	.....	491	.....
April	11.0	7.3	.....	48–5	.....	531	.....
May	12.0	8.0	.....	54–5	.....	572	.....
THREE:							
September	12.4	8.7	3.90	6–4	.....	423	154
October	12.9	9.3	4.12	12–4	.....	465	162
November	13.4	10.0	4.34	18–4	.....	507	171
December	13.8	10.6	4.56	24–4	.....	549	178
January	14.2	11.3	4.78	30–4	.....	591	188
February	14.6	12.0	5.00	36–4	.....	633	197
March	15.0	12.7	5.22	42–4	.....	643	228
April	15.5	13.3	5.44	48–4	.....	653	259
May	16.0	14.0	5.67	54–4	.....	663	290

Grade and Month.	Reading.			Arithmetic.		Courtis spelling.	Courtis handwriting.
	Haggerty, Sigma I.		May Ayres Burgess.	Lunce-ford.	Courtis card cabinet.		
	Test 1.	Test 2.					
FOUR:							
September	16.4	14.4	5.89	6–3	129	555	296
October	16.9	14.9	6.11	12–3	339	577	302
November	17.3	15.3	6.32	18–3	550	599	308
December	17.8	15.8	6.54	24–3	679	620	314
January	18.2	16.2	6.76	30–3	744	642	320
February	18.6	16.6	7.00	36–3	407	664	325
March	18.0	17.0	7.12	42–3	577	690	346
April	19.5	17.5	7.24	48–3	748	716	367
May	20.0	18.0	7.37	54–3	918	742	388
FIVE:							
September			7.49	6–2	627	608	399
October			7.61	12–2	723	627	410
November			7.73	18–2	819	646	421
December			7.85	24–2	915	665	432
January			7.97	30–2	1,011	685	443
February			8.00	36–2	1,107	704	452
March			8.12	42–2	417	715	474
April			8.24	48–2	672	726	496
May			8.37	54–2	727	748	518
SIX:							
September			8.49	6–1½	490	707	529
October			8.61	12–1½	630	720	540
November			8.73	18–1½	770	733	551
December			8.85	24–1½	715	746	562
January			8.97	30–1½	659	759	573
February			9.00	36–1½	604	772	585
March			9.12	42–1½	548	784	605
April			9.24	48–1½	669	796	625
May			9.37	54–1½	791	808	644
SEVEN:							
September			9.49	6–1	613	728	647
October			9.61	12–1	708	737	650
November			9.73	18–1	803	745	653
December			9.85	24–1	759	754	656
January			9.97	30–1	714	762	659
February			10.00	36–1	670	771	661
March			10.12	42–1	625	783	668
April			10.24	48–1	767	796	675
May			10.37	54–1	809	808	683
EIGHT:							
September			10.49	6–1	635	663	688
October			10.61	12–1	726	675	693
November			10.73	18–1	818	686	698
December			10.85	24–1	788	698	703
January			10.97	30–1	757	709	708
February			11.00	36–1	727	721	715
March			11.12	42–1	696	721	728
April			11.24	48–1	778	722	740
May			11.37	54–1	860	722	753

This table has four distinct advantages:

First. It establishes rather definite standards and sets fairly accurate goals for each grade to attain. They are by no means the mere fanciful opinion of some moralizer; they are the outcome of the achievements of thousands of children collected in a scientific way.

Second. The test may be given any month in the school year, and a rather accurate means of ready comparison with established standards is available. The rate of gain or loss from test to test, in case the tests are repeated, can be noted, the causes found and removed, and thus a scientific study of educational procedure may be carried out.

Third. It aids in the proper classification and graduation of students; it shows the grade in school and the standards of that grade in close proximity, thus throwing much light upon the attainment and the grade in which the student belongs.

Fourth. It suggests a plan whereby other standard tests than those here given may be arranged in such a way as to give more accurate comparisons than is now the usual rule. Those interested in the solution of similar problems have a means of adapting to their several needs.

Scouting for Girls.

HATTIE SCOTT SMITH, Local Director of Girl Scouts, Pittsburg, Kan.

The Girl Scouts, a national organization, is open to any girl who expresses her desire to join and voluntarily accepts the promise and laws. The object of the Girl Scouts is to bring to all girls the opportunity for group experience, outdoor life, and to learn through work, but more by play, to serve their community.

The activities of the Girl Scout may be grouped under five headings, corresponding to five phases of woman's life to-day: (1) the homemaker, (2) the producer, (3) the consumer, (4) the citizen, and (5) the human being.

The program provides incentives for practicing woman's world-old arts by requiring an elementary proficiency in cooking, housekeeping, first aid, and the rules for healthful living for any Girl Scout passing beyond the tenderfoot stage. Of the forty-seven proficiency badges twenty-three of them have to do with homemaking.

Handicrafts of many sorts enter into the program of the Girl Scouts. In camping, girls must know how to set up tents, build lean-tos and construct fireplaces. They must know how to make knots of various sorts to use for bandages, tying parcels, hitching, etc. Among the productive occupations in which proficiency badges are awarded are beekeeping, dairying and general farming, gardening, weaving, and needlework.

One of the features in modern economics is the fact that women form the consuming public. There are very few purchases which women do not have a hand in selecting. The Girl Scouts encourage thrifty habits and learn economy of buying in all of their activities. One of the ten Scout laws is that "a Girl Scout is thrifty."

The basic organization of the Girl Scouts into the self-governing unit of a patrol is in itself an excellent means of political training. Patrols and troops conduct their own meetings and the Scouts learn the elements of parliamentary law. Working together in groups, they realize the necessity for democratic decisions.

Many organizations for women have failed because they did not remember that women are first of all human beings. The activities of the Girl Scouts have been selected for women as human beings. Real work may be followed with a great deal of enjoyment, provided it is creative and awakens the instinct for workmanship, but it is at play that a human being realizes most fully his own nature. So, dancing, sports of all kinds, hiking, camping, boating, athletics, and story-telling are encouraged, not only as a means of

recreation and for physical development, but are made a basic part of the Girl Scouts' program.

The activities of the Girl Scouts are, of course, not peculiar to this organization; each one of them is provided for elsewhere, but the way in which they are combined and coördinated about certain basic principles is peculiar to the Girl Scouts. The method of preparation followed is that found in nature, whereby young animals and birds play at doing things they will need to do well when they are grown and must feed and feud for themselves and their babies. To play any game one must know the rules, so the Girl Scouts have laws that they believe cover most of the needs of the games of life. The Girl Scouts laws are ten:

1. A Girl Scout's honor is to be trusted.
2. A Girl Scout is loyal.
3. A Girl Scout's duty is to be useful and to help others.
4. A Girl Scout is a friend to all and a sister to every other Girl Scout.
5. A Girl Scout is courteous.
6. A Girl Scout is a friend to animals.
7. A Girl Scout obeys orders.
8. A Girl Scout is cheerful.
9. A Girl Scout is clean in thought, word and deed.

These laws are known by all Girl Scouts, but the promise to obey them is made only after they are understood and voluntarily accepted. The promise is:

On my honor, I will try—
To do my duty to God and my country;
To help other people at all times;
To obey the Scout laws.

The heart of the laws is helpfulness, and so the Scout has a slogan: "Do a good turn daily."

Because the Girl Scouts are citizens, they know and respect the meaning of the flag, and one of the first things they learn is the pledge: "I pledge allegiance to my flag, and to the republic for which it stands, one nation indivisible, with liberty and justice for all."

Some observers have criticized the Girl Scout organization because of its apparent military character. It is true that the girls wear a uniform of khaki and are grouped in patrols; that they salute and learn simple forms of drill and signaling; but the reason they do this is because the military organization happens to be the oldest form of organization in the world, and it works. It is the best way of getting a number of persons to work together. The uniform is simple, durable, and allows freedom of action. It is of khaki because this has been found to be the best wearing fabric and color. It is not easily torn and does not readily soil. Wearing it gives the girls a sense of belonging to a larger group, and it is well, too, to have an impersonal costume, if for no other reason than to counteract the tendency of girls to concentrate upon their personal appearance.

The Girl Scout age is from ten to eighteen years. Eight girls form a patrol, which is a working unit. The eight select from their own group a patrol leader, who has charge of the activities for a short time. One or more patrols constitute a troop, which is the administrative unit recognized by the

national organization. The troop is under the direction of a captain, who must be at least twenty-one years of age and whose qualification as a leader of young girls is passed upon by national headquarters before she is commissioned. A captain may have one or more lieutenants, who must be at least eighteen years of age, and her commission is likewise subject to the control of national headquarters.

There are three classes of Girl Scouts, the youngest being the "tenderfoot." She has to know the promise, laws, slogan, and motto, how to salute and when, the respect due to the flag, and the making of some useful knots.

The "second-class" Scout has been a tenderfoot for at least one month, and can pass a test of distinctly greater difficulty, including a good deal of cookery, needlework, animals and birds, trees and flowers, fire prevention, Morse code, use of compass, first aid, making ordinary and hospital beds, and the laws of health.

The highest is the "first-class" Scout, and is very seldom given to girls unless they are fifteen years old at least. She must be able to find her way about city or country without any of the usual aids, using only the compass and her developed judgment of distance and direction. She must also be able to give and receive messages in the Morse code with form and speed, and she must have shown proficiency in home nursing, first aid, home making, child care, laundering, cooking, needlework, or gardening. She must also be an all-round girl, familiar with camping, or be a good skater, or a naturalist, or be able to swim. Not only must she know these things, but she must also have trained a tenderfoot and served her community.

The proficiency badges are carefully selected and are intensely interesting to Scouts. They are as follows: Artist, athlete, bee-keeper, bird hunter, bugler, business woman, canner, child nurse, citizen cook, craftsman, cyclist, dairy maid, dancer, dressmaker, drummer, economist, electrician, farmer, first aid, flower finder, gardener, handy woman, health guardian, health winner, home maker, home nurse, horsewoman, hostess, interpreter, journalist, laundress, milliner, motorist, musician, needlewoman, pathfinder, photographer, pioneer, rock trapper, sailor, scribe, signaler, star gazer, swimmer, telegrapher, zoölogist. There are also group badges, attendance stars, life-saving medals, medal of merit, and a thanks badge. Each subject, when earned, has its own badge, which is sewed onto the uniform.

Very desirable is a council, composed of women and men representing all the best interests of the community—parents, schools, religious denominations, business, producers, women's clubs, and other social and philanthropic organizations. The council acts as the link between the Girl Scouts and the community. It has the same relation to the separate troops that the school board has to the schools, guiding and deciding upon the scout policies and standards. It does not do the executive and teaching work; that belongs to the captains, lieutenants and patrol leaders. Another function of the council is to interest public-spirited men and women, particularly artists and scientists, in Girl Scout work and get them to act as referees in awarding merit badges for proficiency in the many lines encouraged for Girl Scouts.

The central governing body is the National council, made up of elected delegates from all local groups. The national council works through an ex-

ecutive board, which conducts national headquarters in New York City. The national director is in charge of headquarters and has direct administrative responsibility for the work of the whole organization, with the general divisions of field, business, publications and educaton. Mrs. Warren G. Harding is the honorary president, Mrs. Herbert Hoover the president, and Mrs. Jane Deeter Rippin director of the national organization.

Scouting has a universal appeal. There are Scouts in the United States, Hawaii, Russia, Norway, Central America, Alaska, Philippines and West Indies. The Girl Guides, who are the British sisters of the Girl Scouts, are flourishing in England, Palestine, Canada, Australia, Denmark, Portugal, New Zealand and China. The French sisters are called "Les Eclaireuses."

Mary Roberts Rinehart says:

"Girls are great idealists. No one familiar with the working of the girl mind can fail to recognize how quickly they respond to ideals. They dream dreams; not of success, but of happiness. They look up rather than out. Given a cause and a leader, and they will bring to it an almost pathetic eagerness, loyalty, enthusiasm, and unselfish effort. It is time to realize that hundred of thousands of young girls in this country—doubly important now that they are future citizens as well as the potential mothers of future citizens —must be given occupation, a feeling of responsibility, a practical ideal to which they may bring their innate loyalty and enthusiasm. They need organized play and athletics; they need something concrete to tie to; they need to be taught what is the "gang" spirit among boys; they need to learn that their young bodies are to be used instead of decorated. Until they learn to be taught certain loyalties—sex loyalty, loyalties to ideals, loyalty to country —some of our girls need to be taught honesty. Nearest of all the proposed plans to cope with what an increasing number of families are finding to be their problem— the adolescent girl—the Girl Scout movement fulfills all these requirements. It is sane, healthy and normal. It teaches honesty, purity, vigor, and love of country, and it takes the girl in her teens and gives her a live interest in the present instead of the future."

The biggest problem in scouting for girls to-day is the lack of trained leaders for captains of troops. Every college girl should include in her curriculum a course for the training of Girl Scout captains. This course should provide for two sorts of instructions: one, lectures on cultural background of scouting; and two, lessons in the organization and practice of scouting. In this way students can learn the technic as well as the subject matter of scouting.

Principles Relating to State Support.

New York Rural School Survey.

A summary of what has been said thus far may be stated in the form of certain fundamental principles as follows:

1. Local support is fundamental.

2. The local units for the support of schools should contain, in so far as practicable, enough property taxable for school purposes to raise that portion of the expenses of the school which it is believed should be borne by the local districts without an undue burden upon the owners of property.

3. Some portion of the support of local schools should come from the state government, the amount being dependent upon certain factors, exact

standards for which have not been scientifically determined, but which will vary in the different states.

4. The administration of state aid should be such as to increase the efficient participation of citizens in a democratic form of government.

5. The purpose of state aid should be not only to protect the state from ignorance, to provide intelligent workers in every field of activity, and to educate leaders, but also to guarantee to each child, irrespective of where he happens to live, equal opportunity to that of any other child for the education which will best fit him for life.

CRITERIA FOR DETERMINING EFFICIENCY OF STATE SUPPORT.

These principles and the consideration upon which they are based warrant certain criteria which may be used to determine the efficiency of any plan of central support of schools. Any scheme of state support should be arranged so as to comply with as many of the following criteria as possible:

1. The efficiency participation of citizens in the responsibilities of citizenship should be promoted by making the extent of the state's contribution depend upon the legislative action of the local board.

2. The authority of the central or state office to withhold funds should be fixed in such a way as to promote neither autocratic control, on the one hand, nor supineness of action, upon the other. This will be gained by requiring that the amounts to be withheld by reason of deficiencies in the local school districts be graded and made dependent upon the extent of the shortcoming and the number of previous delinquencies.

3. The state should encourage by grants the introduction of new features into the schools, especially those which would not ordinarily of their own volition be undertaken by many communities.

4. The districts should receive support in inverse proportion to their true valuations back of each school unit (as a teacher and her school) in order that the equalization of educational opportunity among all the children of the state can be the more easily secured. The point in the scale of equalized valuations per teacher to which this equalization should be carried is to be determined by differences in wealth and in educational interests in the local communities as well as by the amounts of money available and by the compelling necessity of preserving and stimulating democratic control of schools in local communities.

5. Efficiency in conduct of schools should be promoted by increasing the state grants whenever the true tax rate is increased and by lowering it whenever the local tax is decreased, since these usually reveal increased and decreased efficiency in the qualifications of teachers employed, in courses of study taught, in supplies and equipment furnished, and in every other factor that goes to make up a good school.

6. The plan of state aid should be so framed that it will measure precisely the elements involved and will respond promptly and surely to any change in the local districts affecting them.

It should be noted in connection with these criteria that they do not diminish in any way the control which the state legislature has over the schools of any district. On the contrary, their observance will assist in the realization of such standards and practices as may be set up by it or under authority granted by it.

THE TREND.

The Extension Department of the Division of Vocation and Extension Education of New York sets up four aims for its homemaking classes:

1. To assist girls in performing their present home activities more intelligently and more efficiently.
2. To increase their sense of responsibility for the welfare of the home.
3. To raise the standards of the present home, and of the future home.
4. The aim is preparatory in so far as preparation is derived from the fundamental processes involved in the conduct of the majority of the homes.

Four aims for vocational education are given in the New York survey as follows:

1. To make more efficient farmers.
2. To train boys to be practical farmers and to appreciate farm life.
3. To teach some useful technology, some skills, and to train boys to utilize them in making plans and carrying them out.
4. To teach the principles of farming through special local types.

Much interest is being manifested in the formulation of a code of ethics for teachers. The following code is suggested in the *Tennessee Educational Bulletin:*

1. To affiliate with professional organizations—local, state, and national.
2. To be loyal to superiors.
3. To become familiar with school law.
4. To avoid professional jealousies.
5. To take a personal interest in the progress of each pupil.
6. To leave the child with the desire to know more.
7. To discipline through good comradeship.
8. To avoid misunderstandings through coöperation with parents.
9. To give the best service possible without the stimulus of the dollar.
10. Not to criticise coworkers or predecessors in the presence of pupils or patrons.
11. Not to "talk shop" in the presence of strangers.
12. To seek new educational theories and adopt those of proved value.
13. To be willing to give to others the benefit of investigations and experiences.
14. Not to resign without the consent of the board, unless the contract provides for release upon proper notice.
15. To organize and leave for the incoming teacher such information, data, and facts as are needed for the opening of the school year without loss or delay.

There is no such thing to-day as individual independence or national independence. All men in all nations are dependent upon one another, involved in a great network of mutual services, and obligations. There is nothing to which a man, whether a capitalist or a workman, can point and say, "This is mine. I created it." All the men in the world who are of any use, besides a host of inventors and toilers of past ages, stand behind every act of creation or discovery or manufacture and claim their share in it. It is idle merely to "say grace" over our food. It is necessary to give thanks in the only way, under God's laws, by which we can render efficient thanks, namely, by trying, at least, with all of our might to do our part to keep up the mighty tide of the circulation of the life of the world.—*Charles F. Dole.*

There are a few sincere opponents of the Towner-Sterling bill who believe that the federal control of education, even though specifically inhibited by the terms of the bill, must eventually result from federal aid to education. There are a few others who are opposed to the bill on quite opposite grounds—namely, federal aid without federal control is an "Absurd" theory.—*Journal of the National Educational Association.*

In every age the prevailing conditions of civilization have appeared quite natural and inevitable to those who grew up in them. The cow asks no questions as to how it happens to have a dry stall and a supply of hay. The kitten laps its warm milk from a china saucer, without knowing anything about porcelain; the dog nestles in the corner of a divan with no sense of obligation to the inventors of upholstery and the manufacturers of down pillows. So we humans accept our breakfasts, our trains and telephones and orchestras and movies, our national constitution, or moral code and standard of manners, with the simplicity and innocence of a pet rabbit. We have absolutely inexhaustible capacities for appropriating what others do for us with no thought of a "thank you." We do not feel called upon to make any least contribution to the merry game ourselves. Indeed, we are usually quite unaware that a game is being played at all.—*From "The Mind in the Making," Robinson.*

THE LINCOLN SCHOOL OF TEACHERS' COLLEGE.

Announcement of New Curriculum Materials in the Social Sciences—To be Developed in Cooperation with Selected Public Schools, School Year 1922-1923.

NEEDED CHANGES IN THE SOCIAL SCIENCES.

In recent years progressive teachers and supervisors of the social studies have worked vigorously for improvements in the content of history, civics, geography and related subjects. They are thoroughly convinced that changes like the following need to be made:

First. That much of the political and administrative history now taught is of little value to their pupils. Therefore, there should be substituted readings, activities and discussions which center around modern social and industrial modes of living and vital contemporary problems.

Second. That courses in geography should emphasize essentials instead of giving the present encyclopedic emphasis upon isolated facts.

Third. That courses should be definitely organized about stimulating problems which the pupils can understand and which deal with important contemporary matters.

Fourth. That there should be much opportunity for the children to learn how people live, by participating in social activities; hence, that there should be a wealth of pupil activity—excursions, map work, debating, and the like.

Fifth. That instead of memorizing isolated facts, children should constantly be given practice in forming conclusions, in deliberating, in making decisions about questions and problems which have a bearing upon their social life and upon the life that they will live as adults.

THE TEACHER'S PRESSING NEED FOR ORGANIZED READING MATTER.

Perhaps the most pressing need is for readings made up principally from actual human episodes, so written and graded that children will grasp present matters by "living over" the experiences which are described in their reading. History-civics-geography textbooks have rarely included these rich concrete accounts of how people live and what their problems are. The books have consisted of brief paragraphs which tell about a multitude of things in an uninteresting manner and in an abstract form, which is very difficult for children to grasp.

OUR TENTATIVE PAMPHLETS IN THE SOCIAL SCIENCES AIM TO MAKE THE SUGGESTED CHANGES.

For two years and a half in the Lincoln school we have been making basic curriculum investigations of the needs of children and of adults in order to develop an improved curriculum in the social studies. We have collected, assembled and organized for various school grades thousands of interesting human episodes. These have been incorporated, with other types of reading

matter and with exercises, questions and activities, into courses for selected school grades.

CONTENT OF THE COURSE IS BASED ON RESEARCH AND CAREFUL TEACHING.

These curriculum materials are unique in that they have been collected and assembled by thorough research. Three workers have been engaged for two years attempting to determine the great outstanding problems of current life, to discover the basic questions and principles, and to compose the historical background that will be the basis of intelligent comprehension. The great problems of the day, the basic questions, generalizations, geographic and social causes, and historical background—these fundamentals of a social-science course we are discovering by scientific investigation. Public-school workers can be assured that there is an objective basis for our selection of curriculum materials. This basis will be reported in detail in scientific monographs to be published during the next year. We are enlisting the advice and coöperation of leading thinkers in government economics, history, geography, sociology and related fields.

THESE PAMPHLETS BASED ON CAREFUL TEACHING OF PUPILS.

During the past two years we have taught classes in the intermediate and junior high-school grades almost daily. All teaching has been done under the careful observation of another experienced teacher from the group, the observer trained in educational psychology for the critical observation of this kind of work. The procedure we are now following was developed in the Rugg-Clark mathematics experiment carried on in the Parker high school in 1917-1918, and has been known as the "paired-teacher plan" of teaching and observation.

THE SOCIAL SCIENCE PAMPHLETS ARE PLANNED FOR THE SEVENTH, EIGHTH, NINTH AND TWELFTH SCHOOL GRADES.

In order to go forward with the scientific development of these curriculum materials they must be printed in experimental editions and taught to public-school pupils in different school grades. We are printing the materials in the form of pamphlets to fit the abilities of public school pupils of the seventh, eighth, ninth and twelfth school grades.

We do not recommend them as a perfected curriculum. Our purpose in printing an experimental edition is to enlist the coöperation of a number of public schools in the practical use of the materials in the classroom.

WHAT THE PAMPHLETS COVER.

We will issue an experimental pamphlet dealing with the conditions, problems and historical background of each of the following aspects of contemporary life: (1) Immigration and Americanization; (2) conserving our natural resources; (3) the American transportation system; (4) our industrial and business system; (5) education and the formation of public opinion in America; (6) the American city and its problems; (7) problems of government in a representative democracy; (8) America and world affairs.

Thus we shall cover the entire range of social, economic and political matters commonly included in social-science courses. The materials are being tentatively assigned to the respective grades, seventh, eighth, ninth and twelfth. Trial has convinced us that some of the seventh-grade material can be used helpfully as supplementary readings in the fifth and sixth grades.

NO ADDITIONAL HISTORY OR CIVICS TEXTS ARE NEEDED.

In the seventh and eighth grades all socially worth-while history and geography will be included, and in the ninth thorough discussion of civic problems. In the twelfth grade a more mature but rich discussion of the "problems of democracy" will be given. The pupil will not need an additional history text for the seventh and eighth grades or a civics book for the ninth, for our pamphlets contain all the history, civics, economics *and geography* that pupils will need. However, children in the seventh and eighth grades will need to have access to the maps of a conventional geography book, because in this experimental edition we cannot incur the expense of basic maps.

THE PAMPHLETS ARE DESIGNED TO FIT PRACTICAL SCHOOLROOM CONDITIONS.

The pamphlets will contain a wealth of actual human episodes, together with charts, graphic devices, questions and directions for pupil activity ready for the teacher to use, with or without modification, as he wishes. In designing them we have had in mind a public-school course of four lessons per week, 35 to 40 minutes per lesson; total of about 150 lessons per year. They can be fitted to either a semester or a year course by selection of materials.

WHAT THE PAMPHLETS WILL COST.

The pamphlets will vary in size, but will average about 100 pages each, totaling approximately 800 pages per grade. They will be sold at prices averaging 25 cents each. This will insure that the total cost per pupil per grade will not be more than $2, probably not more than $1.50, certainly not more than is now paid for materials in this field per pupil per year.

This is in no way a *commercial* enterprise. It is a research undertaking. We cannot go further in the revision of our curriculum materials without printing them and using them in public schools. *Every cent received above the bare printing costs will be put into the collection, assembling and experimentation upon new materials.*

HOW TEACHERS AND ADMINISTRATORS CAN HELP REORGANIZE SCHOOL COURSES.

We know that progressive school teachers desire to take an active part in the scientific improvement of the curriculum. They are hampered by not having at hand organized materials with which to experiment. Our materials are offered to administrators and teachers who wish to make a constructive contribution in their own schools in addition to coöperating with us in the extension and revison of our program. These materals could be used in a few sections, paralleling the regular geography and history of the seventh and eighth grades and the civics and history of the ninth grade. A definite comparison of results obtained from the use of the two types of course can be made by giving tests at the end of the semester or year. We will supply the tests without charge. The adequacy of the tests will be decided by a group of competent teachers and specialists in school history, civics and geography. Administrators can use such a program to help interest their teachers in vital progressive matters of curriculum reorganization. Teachers themselves can feel that they are making definite contributions to the improvement of the course of study.

One interesting feature of the coöperative program proposed for 1922-'23

is a series of round-table conferences, which we will hold with teachers and administrators who desire to have them. At these conferences important questions of curriculum making will be discussed.

There are immediate practical values to coöperating schools from the use of the social-science pamphlets as supplementary reading matter. We are including many optional readings and exercises in these pamphlets. The materials provide teachers with rich, concrete reading matter, which will serve as valuable supplementary readings in case teachers do not wish to follow our complete scheme for a semester or a year. They will be sold to such users also on a cost basis.

For those who wish to use the materials in accordance with our complete scheme, printed tests will be sent, without charge, to be given to the pupils at intervals through the year, covering each phase of the work.

WHEN THE PAMPHLETS WILL BE PUBLISHED.

We will print the first pamphlet—Immigration and Americanization—before April 15, if enough coöperating schools can be found to agree to use the materials in one or more grades next year. The second pamphlet will be ready before September 1. We will guarantee to supply before September 1 enough of this pamphlet material to keep the pupils going three months. We will guarantee further to supply subsequent pamphlets several weeks before they are needed in the classes.

The only possible factor which can hold up the publication and distribution of the materials is that not enough coöperating schools can be found to aid in the enterprise. We need to be assured that 3,000 copies of each pamphlet will be used by the schools in order to go ahead. This means thirty school systems, using, say, 100 copies in *each* grade—seventh, eighth, ninth and twelfth—or fifty using 50 copies each, or some other combination or numbers and of grades.

WILL YOU COOPERATE IN THE USE OF THIS MATERIAL?

We recognize that we cannot ask you to subscribe definitely to use these materials without seeing a typical sample. On the other hand, we are undertaking a very serious financial obligation and are incurring a distinct risk in carrying the publication personally. We feel that these materials cannot be published commercially until they are scientifically perfected. We are trying to estimate their *probable* use by discussing the matter first with progressive public school administrators and teachers. From their responses we can determine the wisdom of going ahead with this preliminary edition at our own expense.

It is probably, therefore, that you would like to try out the materials in a few selected grades. We will appreciate your coöperation in any one, two, three or all four of the grades we are working on. If you can help even in only one grade it will contribute to the success of this coöperative attempt to improve the social-studies curriculum.

We will be glad to answer any questions that arise in your consideration of our proposal.

Address all inquiries about the enterprise to HAROLD RUGG, The Lincoln School, 425 West 123d street, New York City.

TYPES OF LEADERS.

The *reactionary* thinks in terms of the past; he opposes change because it is change. He does not believe in progress.

The *conservative* thinks in terms of the present; he opposes change because it affects his stake in the present order. The true conservative is usually well grounded in the past. He believes in progress provided it comes slow enough to be imperceptible to him.

The *liberal* thinks in terms of the future; he welcomes change as the only mode of growth and the principle of life. He believes in tentative progress.

The *radical* thinks in terms of a future fashioned according to his will; he usually has a single solution for all present ills. He believes in absolute progress.

—EDUARD C. LINDEMAN in *The Community*.

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