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# THE TECHNE

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

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FEBRUARY, 1923.

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## DO IT TO LAST.

An ancient legend tells of a man who died and in the next world was brought face to face with his failures. He viewed his unfinished work, the tasks badly done, the duties unfulfilled, but he was unimpressed. "There has been some mistake," he informed his guide. "These are not failures; these are the things I meant to do over again."

"It will do for now," children say, and leave the task of which they have tired. We work with our minds on something else and hope that what we have done will "get by." We do a piece of work hurriedly, trusting that some day we may be able to go over it again. We all work, the psychologists tell us, far below our highest possible pitch of accomplishment. We usually do less than our best.

In statesmanship and in business there is second- and third-rate accomplishment. Must it be so in education? Shall we be satisfied with less than the best? At the time the children may not know the difference; the public may not know the difference—but the profession knows and soon the world will know, for weakness in the schools means eventually weakness in the fiber of the race. In education, above all, we must build not for a time, but for eternity.—*Connecticut Schools Bulletin.*

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**STATE MANUAL TRAINING NORMAL**  
PITTSBURG, KANSAS

# THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

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VOL. 6.

FEBRUARY, 1923.

No. 2.

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## 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.

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

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## A Man of Three B's.

ARTHUR DEAN, Professor of Vocational Education, Teachers' College, New York City.

(From December, 1922, *Industrial Education Magazine*.)

Boston is just naturally superior. It was born with it, takes it for granted, and is proud of it. Anyone who doubts it is snubbed, as only Boston can snub. New York does not bother to tell you that it is superior. It is too busy taking your money to prove in words that it is the great and only.

Kansas tells you all about her greatness. She does not assume that you may already know it or have eyes to see it. In her adolescent openness she insists that you know why she is superior.

When I read the state teachers' magazine "write-ups" on the several gathering places of the state meeting of teachers, I was glad that I had been assigned to speak at Hutchinson and Pittsburg. And yet what was I not missing in the other places of meeting! For according to the prospectus to attend the meeting at Hays was to have the privilege of temporary residence in an earthly heaven. To go to Hutchinson was like meeting your professional friends in the Garden of Eden. To convocate at Topeka was to accept a privilege in a national metropolis. To shop in Pittsburg was a veritable gift of the gods. Such is the power of the school press, the ability of Secretary Pinet, and of the Kansas spirit. Luckily for me, I did not have to offend by choosing. The cards were stacked. I was assigned.

Hutchinson evaporates salt, local pride, and hospitality. She exports all three abundantly. It is the gateway for the great Southwestern wheat belt. I saw only its Sinclair Lewis street, two meeting places and a hotel. It was the hotel which kept me inside. Anyone who knows the Fred Harvey system of eating and sleeping will understand why I did not leave "The Bisonte." A town is known by the hotel it keeps. Any man who can organize a hotel and restaurant system which is clean, reasonable in price and efficient in these days of decadent service should have his name carved in the list of great Americans. When I write an inspiring reader for vocational-guidance purposes I shall include Harveyizing along with rail-splitting, wizarding, Bur-banking and cherry-tree cutting. How the average American-plan hotel can take perfectly good eggs, milk, flour, butter, and wholesome raw material and make so scientifically their miserable concoctions has always been beyond my comprehension. More than once I have been tempted to ask for the ingenious formula by which they translated good materials into a hodgepodge of dirtiness, tastelessness and dead-weightness.

The less said about Kansas trains the better. I suggest that their cow-catchers be attached on the rear, because wandering animals might step on the last car. The trains have fancy and grand-sounding names. A slight change of letters will more accurately describe them than their time-table titles. I suggest "Moonshine Special," "Frisky Unlimited," "Rocky Service," and "Hot-box Special." The railroad strike may be over, but the shopmen are evidently not giving that extra twist to the nuts or rebarbitting the boxes.

Kansas has a great governor and a great editor—Allen and White. The former, as those who read the papers know, believes in the sovereignty of the state. In his advocacy of the industrial court he takes away the freedom to

wage industrial warfare and substitutes industrial peace. He has answered those industrial workers who are like the child who, having heard so much about what God forbids and what the policeman forbids, exclaimed, "What a good time we could have if it were not for God and the policeman." Governor Allen reminds the Kansas people of God and the policeman.

Pittsburg, Kan., is one of those places where one would rather "go slow and see the town than to go fast and see the jail," to quote a warning sign for Connecticut motorists. There are things to see in the town and the vicinity. It is the Kansas melting pot, literally and figuratively, in that it fuses humans and fuses metals. When Arthur Capper was governor he was given an international banquet here. There were forty speakers. Each spoke a few words of welcome in his native tongue. The intention was to show the cosmopolitan character of the district. It did.

Pittsburg, Kan., is well named. Except for size and smoke, it is like Pittsburgh, senior. The way an industrial operator could sink a shaft, dig out a carload of coal and deliver it to his customer, all in a day's work, interested me. The zinc mining was new to me and added another touch of that world of work-a-day things I always seek.

I walked into the Pittsburg Manual Training Normal School a stranger. I walked out among friends. I had seen its advertisement in the *Kansas Teacher*, which begins: "What is your objective? Is it efficiency and service, is it democracy and good citizenship, is it culture and character?" I now know that the school answers the question in the affirmative. My reasons are three: President, faculty, methods.

Less than twenty years ago, R. S. Russ the local superintendent of schools, and State Senator Porter conceived the idea of founding a state school that should train teachers in the three H's—head, heart, and hands. (The manual-training rah! rah! rah! of that period.) As head of the school system, Russ had worked out a manual-training system, and naturally he wanted "to tell the world." So the state legislature passed a bill authorizing the establishing of an institution for the training of teachers, which was to be known as the State Manual Training Normal School. For six years the student body was housed in a public-school building. The 1907 legislature made an appropriation of \$150,000 for the erection and equipment of the administration building. In January, 1909, the school was moved into a beautiful new edifice on the outskirts of the city. The legislature of 1911 made an appropriation of \$50,000 for the erection of a building to be used for industrial and applied arts. Upon its completion the equipment from the old shops was installed and \$15,000 worth of new equipment added, with the result that by the middle of the year 1914 the school had most spacious and well-equipped shop buildings for carrying on the industrial and applied arts courses. The legislature of 1913 made an appropriation of \$32,500 for the erection of a heating and power plant sufficient in size to admit of additional heating apparatus to meet the needs of the institution for many years.

On the 29th day of June, 1914, fire by lightning almost completely destroyed the administration building. So rapid was its spread that not even the class books of the forty-odd instructors were saved. Practically everything they had accumulated—equipment, books, working apparatus, etc.—which represented years of patient assembling on their part, went up in smoke. Although

the summer session was in full progress, with an attendance of approximately 1,200, not a single expression of discouragement was in evidence. Public buildings of the city of Pittsburg were opened and the summer school was continued to a successful close on schedule time. Governor Hodges, together with the Board of Administration, was summoned. With assurance and encouragement from these men, inside of twenty-four hours the citizens of Pittsburg held a mass meeting and selected a committee, and inside of thirty-six hours had pledged nearly \$100,000 as a fund to be placed at the disposal of the Board of Administration for the reconstruction of the destroyed building. Work was immediately begun and prosecuted as rapidly as possible.

When the legislature of 1915 met, it unhesitatingly made an appropriation of \$188,656.65 for the replacement of funds contributed by the citizens and for the completion of the building and equipping it. Very properly it was named Russ Hall.

The legislature of 1917 made an appropriation of \$200,000, to which the next legislature added \$70,000 with which to erect a household-economics and general-science building with an auditorium annex, and named it in honor of Governor Carney.

Although the physical development of the State Manual Training Normal School has been remarkable, it is by no means the most significant fact concerning the institution's history. From an enrollment of 50 at the opening of the school in 1903, the student body has increased annually until it reached a total enrollment for the year 1921-'22 of 4,189. The enrollment for the summer session of 1922 was 2,760.

During the past year students from the following states attended the school: Kansas, Alabama, Arkansas, California, Colorado, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Massachusetts, Michigan, Mississippi, Montana, Hawaii, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, Wisconsin, and Wyoming. Of the 4,189 different students enrolled last year there were 61 who did graduate study. Its alumni and former students are teaching in more than half the states in the Union. But the physical development and the increase in enrollment are not alone the significant things about the school. Its influence in the promotion of industrial and vocational education, including industrial arts, home economics and a more practical application of all the academic subjects has been far-reaching.

I might tell about the 84 degrees conferred last year upon the four-year students, the 248 life diplomas awarded to the two-year students, the 212 certificates for one year of work and approximately 600 other state certificates of various kinds, signifying various preparation and various vocational destinations. I might write about the departments of household arts, music, commerce, rural education, arts and crafts, public speaking, playground directorships, and so on. I might give further figures of the 1921 legislature, which appropriated \$100,000 for a gymnasium building and \$25,000 for a cafeteria building, to which amount the institution itself added \$10,000 for the building and \$12,000 for equipment.

The legislature has recently made an appropriation of \$120,000 for a hall for women. The gymnasium is nearly completed. It is 100 by 150 feet, modern and complete in every respect. The cafeteria building is one of the most

unique and beautiful dining halls in the state of Kansas and has a seating capacity for 400. With the completion of the latter building the physical plant of the State Manual Training Normal School will represent approximately \$1,000,000.

And so I might go on with figures, facts and facilities. But I am writing about a man of three B's—Brandenburg, brains, business. The business end is shown in his ability to get money from the legislature and in the growth of the school—1,416 students in 1913, when he came to the school, and 4,189 students in 1922. The brain end is his acceptance and full development of the policy of the founders of the institution—the education of the head, the heart and the hand. The Brandenburg end is the stand he and his faculty have taken to practice as well as to preach that an educational institution exists for one purpose—that of serving society through its particular channels of service.

It has never been President Brandenburg's policy to encourage or even tolerate anything that would not conserve and promote democracy of relationships. The social atmosphere of the campus is such as to make the student of financial means and the student without financial means share in the same welcome. Students soon come to understand and to appreciate that personal merit and worth are the only passwords.

After all, it is the same old story. "An institution is the lengthened shadow of a man." I never knew it to fail. Tell me where (not what) a man eats and I'll tell you what he is. If he goes home for lunch at twelve o'clock exactly and stays until one p. m. exactly, he is a conservative. If he eats in the school cafeteria and waits on himself, he is a liberal. If the students tip their hats to him on the campus, he is respectable. If they wave their hands, he is lovable. If teachers come up to him any time and anywhere, he is companionable. If he merely posts notices for students and sends form letters to his faculty, he is smoke-screenish. (This school was one of the few I ever visited where the bulletin boards were not covered with notices of "forbids" signed with the name of the head of the institution with several lines of titles underneath the signature.)

Brandenburg began teaching in an Iowa log schoolhouse. He "up-graded" himself until he became superintendent of schools in Oklahoma City. Pittsburg, Kan., has been his terminal now for the past nine years. In personality he is dynamic. In ability "to get there" his I. Q. will be high if a system of measuring it is ever devised. In genuine democracy he is 100 per cent, and this, thank heaven, is a measurable factor.

He has a real grasp of the things which we lesser lights stand for. He believes in productive work, *i. e.*, in making productive the products of the shops and in making the products of the shop productive in the training of the mind. He has a direct way of saying things. Pedagogic language is out of his field. He does not merely quote educational authority; he acts on it. He talks facts and not fancies. He supplied my sense of sight with tables, benches, chairs, dressers, renewed automobiles, garden and household arts products made in his school, and he left it to me to supply the "isms" and "ologies" on which rest the theory of his productive practice. He does not leave it to anyone in his school to supply the objections. His mind is not

of the pin-wheel type. Pin-wheel pedagogues are mighty tiresome fellows to visit.

His school has recently had the touch of a very prevalent national epidemic. It has been surveyed. Here I am tempted to quote from St. Luke, chapter II, verse 46, changing only one word, "Woe unto you also, ye surveyors, for ye load men with burdens, grievous to be borne, and ye yourselves touch not the burdens with one of your fingers."

Some people think that the three B's of Pittsburg Normal are going too far. I do not know what these surveyors are going to say in their report. But after hearing some comments elsewhere, I can well imagine: "You are a manual-training normal school; stick to the label." "You are giving degrees; don't imitate the college." "You are giving courses in the elements of mining and engineering; tend to your knitting, which is manual training." "You are growing too fast; be satisfied with little things." "You are training people for playground directorships, community music leaders, and cafeteria managers; stick, my friend, to the 1907 ideas." "You are training young men to be printers, as well as teachers of printing; trade machinists, as well as teacher machinists; auto mechanics as well as teachers of auto work; don't do it. Remember that you are a normal school and there is a distinction between learning how to earn a living by working at a trade, and learning how to teach others how to earn a living at a trade."

President Brandenburg has an idea that his school exists to serve Kansas. It is a sort of obsession. If there is a demand for vocational training of music supervisors for a new type of musical appreciation and practice, then he thinks that it is his business to do it. If the school has a label over the door that does not fit the times, he would say, "Change the label and not try to change the times." If there is a real demand for a state school of secondary technology—a sort of Kansas Pratt Institute—then by all means let's have it. If there is no place in the state for a boy to go and learn auto mechanics, plumbing, pattern making, printing, etc., because he lives in some small place which has no public vocational training in those lines, then it is the business of the K. S. M. T. N. S. to give this training." Why quibble over words and labels? Remember the three B's are at work. And I agree with the busy B's.

President Brandenburg has another idea. It is that there is not a whole lot of difference between learning how to do a good job in the shop under capable instruction and learning how to teach others to do a good job. Both cases involve doing a good piece of productive work. He has no use for models as such. The best cabinetmaker is one who can make a good cabinet. The best teacher of cabinetmaking is one who can make a good cabinet and teach others to make good cabinets. The first projects his head into his hands. The second projects his head into the boy's head. Both get cabinets. Both use their heads.

From what I could learn, the surveyors would have been better satisfied if they could have seen models strung up on hooks and eyes along the walls instead of rows of finished desks, drawing tables and stools; Christmas cards instead of the *Manualite* and school reports; nice, clean gas engines set upon standards instead of dirty, greasy automobiles on a garage floor; pretty



drawings of shades and shadows instead of full-sized pencil drawings of layouts.

If I were in his place I'd stand up for my "service to Kansas" idea. I would continue my useful-products method. I would train teachers of practical arts for the junior high schools. I would train teachers for the general shop idea. I would train teachers for trade schools. I would train in short, non-degree-taking courses any young men and women for vocational service in lines outside of teaching which were not "pure" agricultural or "pure" engineering or "pure" mining courses of university rank. There is a great field of technology of a grade lower than the university work. I would make the K. S. M. T. N. S., in so far as the vocational field is concerned, a first-class state polytechnic institute. If the present name did not fit my ideal I'd either forget the present name or change it. I would not change the times nor forget them. They are different from what they were twenty years ago.

The school prints a paper called *The Vocate*—a good name. It is the mouthpiece of the Veterans' Bureau group of trainees. I rather guess that Brandenburg and his faculty will continue to vocate and not to vacate their ideas.

## Vocational Education—Home Economics.

From *Educational Press Bulletin*, Illinois Department of Public Instruction.

### HOME-ECONOMICS PROJECTS.

The home-making project is no longer an innovation in home-making instruction. We all realize that home-making is a composite of undifferentiated occupations, requiring various forms of skills, informations and appreciations. It is no disputed fact that home economics in schools can never teach a girl all she will need to know of home-making, but it should and can establish a respect for home-making, a keener interest in the home, skill in the ordinary household operations, habits of right living and ideals of good American family life. It is but natural that we should turn to the activities of the home and to the home itself for our projects.

The home project should be defined in terms of (A) objective, (B) place, (C) characteristics.

- (A) The objective is the contact of the student with home problems of considerable extent under conditions as nearly normal as possible for the purpose of supplementing the school's instruction and making it distinctly practical.
- (B) The student's own home is a very desirable place for this work if conditions there offer suitable opportunity. Other homes or places approximating home conditions, or offering opportunities for the solution of educational problems in any phase of home-making may be selected.
- (C) The characteristics of the home project are—
  1. The genuine need, apparent to the student, exists for the solution of the problem.
  2. The student has the preparation for attacking the problem.
  3. The problem has potential educational values in
    - a. Standards of manipulation.
    - b. Initiative.
    - c. Managerial ability.
    - d. Results which can be evaluated.

The following principles should guide the development of the home project in home economics.

- (A) The home project should grow out of and be intimately related to school instruction, therefore,
  1. Preparation should be made in school for the work.
  2. The amount of credit will depend upon the relative value of this portion of the course.
- (B) Supervision by the teacher and by the parent or other person is essential. The means of obtaining this supervision must depend upon local conditions, and will be decided in part by the effect of the supervision upon the future development of the work.
- (C) Home projects should be selected upon the basis of:
  1. The relative contribution of each project in the preparation of the home-maker.
  2. The relation of each successive project to the entire range of duties of home-makers in the local community in particular.

The teacher and student should keep in mind when selecting a project that it should be first of all an "educational job" and that it should be considered just as much a part of the school activities as any other part of the student's work. The home project should never be an assignment by the teacher: it should be a selection by the pupil in conference with the teacher, or, better still, a selection by a committee composed of the girl, her mother and the teacher. The teacher should have prepared a list of suggestive projects in several of the various phases of home-making activities. The girl should select such project or projects as will best fit her needs.

After the project has been selected the girl should work out a plan for her project, which should include a statement of its aim or purpose and why she has chosen this project; what she must know and do in order to accomplish her purpose and what books, bulletins, tools, materials and furnishings will help her. She should then submit her plan to her teacher for advice and suggestion. While working out the project the girl should keep a working notebook, recording progress and results. This notebook should not be filled with useless detail or be used simply as a place for recording deeds for the teacher's inspection; it should contain suggestions, references and a record of results that will truly help the girl in her work.

When the project is completed the girl should make a brief final report which should usually contain the following items:

1. What was the purpose of your project?
2. Give very briefly your method of working out this project.
3. What difficulties did you have and what helped you solve these difficulties?
4. What new things have you learned?
5. What would you do differently and why if you were doing this work another time?

All activities of the home which deal with food, clothing, home management, care of children, home nursing, laundering, the yard, garden and recreation offer opportunity for project work. They will vary as to the time required for completion, the skills and informations needed in working them out, but every project should be a normal unit of work such as may be found in the homes of the community. The project should afford the girl an opportunity to gain new knowledge and skill in working out a real problem as well as an opportunity for doing a piece of productive work. The following list of projects are suggestive of the type of projects that may be offered to high-school girls:

(A) Food preservation projects.

1. Canning family supply of vegetables.
2. Canning family supply of jelly, jam, preserves, etc.
3. Canning for family one dozen quarts of tomatoes, peaches, pears, plums, etc.
4. Vegetable drying for family.
5. Storing family supply of eggs by water glass or other method.

(B) Food preparation projects.

1. Preparing and serving three to five different breakfasts, dinners or suppers.

2. Preparing and serving of farm dinner for threshing, haying season, etc.
  3. Making of pies or cakes for family for three or four weeks.
  4. Making of yeast bread.
  5. Study of student's own diet for a given period of time.
  6. Preparing and serving of meals on Saturday and Sunday.
  7. Preparing and packing of school lunches for two or three weeks.
- (C) Clothing projects.
1. Upkeep of clothing for family (three or four weeks).
  2. Darning for family (three to six weeks).
  3. Renovation of dress.
  4. Renovation of clothes for small brother or sister for summer.
  5. Making of undergarments for summer.
  6. Making of school dress.
  7. Making of sport suit or dress.
  8. Making of party or commencement dress.
  9. Making of curtains, draperies, table linens or other household articles.
  10. Baby layette.
  11. Men's or boy's pajamas.
  12. Making set of slips for furniture.
- (D) Household management projects.
1. Cleaning and storing of winter garments.
  2. Care and storage of stoves for summer.
  3. Care and cleaning of cellar or basement.
  4. Cleaning and care of yard.
  5. Personal accounts for three months.
  6. Laundering of woolen sweaters.
  7. Care of second floor of detached house.
  8. Refinishing woodwork in bedroom, living room or kitchen.
  9. Refinishing of floors.
  10. Weekly laundering of girl's own clothes or for family.
  11. Entire care and management of household.
  12. Home accounts of girl's own home (with inventory).
- (E) Child care projects.
1. Bathing and dressing of baby.
  2. Preparation of food and feeding of child of one to two years for one week.
  3. Preparation of food and feeding of two to four years for one week.
  4. Entire care of two or three children, bathing, dressing, feeding and playing for one week.
  5. Care of child's laundry for one week.
- (F) Yard or garden projects.
1. Small mixed vegetable garden.
  2. Flower garden of various kind.
  3. Poultry yard.
  4. Window boxes.
  5. Vines for porch or fence.

- (G) Sociability or recreational projects.
1. Small dinner party.
  2. Tea party.
  3. Parties with stunts as center.
  4. Dancing party.
  5. Porch or veranda party.
  6. Birthday party.
  7. Luncheon or supper.
  8. Shower party.
  9. Assistant at mother's party.
  10. One-night camp.
  11. Party to celebrate some holiday.
  12. Bacon bat.
  13. Swimming party.
  14. Hostess at club meeting.
  15. Director amateur dramatics.

## Ethics for Teachers.

(A code of ethics for Mississippi teachers was adopted in 1918.)

1. No teacher should lend his or her name in any way whatsoever in a situation which has arisen from attack upon a teacher for personal or political reasons.

2. A teacher should not sever a contract with a school board without sufficient notice, and then only if to do so is in conformity with the rules and regulations under which the teacher entered into the contract. On the contrary, no teacher should be displaced without timely warning.

3. To apply for a position held by another, and not known positively to be vacant, is a violation of professional ethics. Nor should a teacher enter into negotiations with school authorities regarding a position that has not been formally and officially declared vacant. This, however, shall never be construed as precluding the right of teachers to direct letters of inquiry to educational authorities as to probable vacancies in schools or school systems. Advancement or a change of position should not be sought through criticism of another teacher.

4. A situation may develop in a community in which no ambitious or self-respecting teacher could hope to succeed. Under such circumstances others in the profession should inform prospective candidates of existing conditions; and it should be considered unethical to accept such a position without a change in conditions.

5. Teachers should not make special requests to individual members of the school board. If an unusual or extraordinary condition should arise, a teacher may go direct to the board, but this should be done with full knowledge of the superintendent or principal. The practice of teachers going direct to the board with complaints or for favors should be condemned as opposed to a professional spirit and as counter to principles of successful organization and management.

6. A superintendent or principal should regard himself as in honor bound to accord any teacher due consideration and justice and be prepared to give any complaint a fair and impartial hearing. His attitude toward his teachers should be governed by the principle of merit alone.

7. That harmony and unity may prevail in the work of the school, teachers should observe a respectful attitude toward each other and to the principal and superintendent of the schools. They should not indulge in criticism of each other or of the principal or superintendent, excepting when the good of the school is involved, and then only under conditions which will permit of defense.

8. It is most unprofessional and unethical for a school superintendent or principal to issue a testimonial to a teacher ascribing qualifications which she does not possess. In giving a verbal or confidential estimate of a teacher's qualifications for a position, schoolmen should be absolutely frank with one another and altogether act without any mental reservation whatever.

9. It is unethical for a teacher to recommend to any school board a teacher for a definite position unless said position has been officially, legally and conclusively declared vacant.

10. Bad opinion of the members of the board of education, of a superin-

tendent, or other superior school official, no matter what the reason for such opinion, can never justify a teacher or other inferior official in public expression of such opinions as long as such official relationship exists. Those in authority are in turn duty bound to withhold from the public information and opinions as to the personal qualifications or the personal attainment of teachers so long as said teachers are under contract.

11. Obtaining and securing positions by fawning upon members of boards of education or others in authority by courting their personal favor, or by doubtful relations with them, will be regarded as undignified and unethical by respectable and self-respecting teachers. The election of teachers to office should be based solely upon merit. No other should be so quick or so zealous to insist upon elections under such system as teachers themselves.

12. In communicating with parents or guardians, teachers should exercise the utmost candor. They should hold inviolable information as to the financial limitations of children or wards, their physical or mental defects, their genealogies, or any other information the public discussion or mention of which would tend to prove displeasing or discouraging to said parents, guardian, children or wards.

13. Teachers should fearlessly expose corrupt or dishonest conduct in the profession, and there should be no hesitancy on the part of teachers in exercising the utmost diligence to disqualify and debar the criminal teacher whose conduct at any time becomes a reproach to the profession.

14. It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor to establish reputation or to obtain position by innuendo, exploitations, complimentary press notices, or advertisements, is undignified and unprofessional.

15. It is undignified and unprofessional for any teacher desiring to succeed to a given position to use any influence whatsoever or permit his name to be used whereby the incumbent may be handicapped or a vacancy created. Social, political, religious or denominational prejudices should never be aroused against an incumbent by a prospective candidate.

16. A superintendent or other official to whom is delegated or entrusted the power to employ teachers should not knowingly employ a teacher without the knowledge and consent of the employers of said teacher.

17. Adverse criticism of a predecessor or of a teacher employed in the same system, particularly of a teacher of a lower grade, is unethical and should not be indulged in by those who are mindful and regardful of the dignity of teaching. Such criticism, if made, should be made only with the intent of serving some good end.

18. It is the duty of every teacher in Mississippi State Teachers' Association to pay the membership dues annually, and to respond cheerfully to all demands for service made on him by the association.

19. A committee of three may be appointed by the president of the State Teachers' Association to investigate charges or reports of violations of this code of ethics as heretofore set forth, and to render to the president a decision sustaining the said charges or reports or exonerating the teacher. This committee should be so appointed at the written request of any teacher against whom such reports or charges have been made, or at the written request of any teacher desiring to charge another teacher with the violation of the code of ethics.

**Report of Committee on Intelligence Tests.**

*To the President and Faculty of K. S. T. C., Pittsburg, Kan.:*

The undersigned Committee on the Use of Intelligence Tests in Institutions of Collegiate Rank, begs leave to submit the following report of its work:

I. METHOD OF PROCEDURE IN SECURING DATA.

The following questionnaire was sent to fifty representative institutions. In addition a limited study of some of the recently published literature from leading centers of research was made.

Name of Institution .....

1. Extent to which intelligence tests are given: To all .....; to freshmen .....; to selected individuals.....; to selected groups.....
2. Administration in charge of whom.....
3. Uses:
  - (a) For entrance; optional with student.....  
conjointly with other data.....
  - (b) For division of classes.....
  - (c) To eliminate students unable to carry work.....
  - (d) For granting excess hours.....
  - (e) For guidance in selecting subjects.....
  - (f) For vocational guidance.....
  - (g) For placement after graduation.....
  - (h) For research work in educational problems.....
  - (i) For modification of courses.....
  - (j) Other uses.....
4. Are results satisfactory..... (comment invited)
5. Are scores made known to student.....; to entire faculty.....;  
to all instructors of the student.....
6. (a) Procedure in low-grade cases.....  
(b) Procedure in high-grade cases.....
7. Tests used.....
8. Approximate number tested.....  
Signature.....

II. THE RETURNS. The following reported:

1. State Universities and State Colleges: Iowa U., California, Texas, Virginia, Iowa State College, Indiana, Illinois, Washington, Missouri, Penn. State, Wisconsin, Nebraska—12 in all.
2. Endowed Universities and Colleges: Columbia, Pittsburg, Stanford, Miami, Barnard, Brown, Chicago, Rochester, Clark, Harvard, Cornell—11 in all.



3. Technical Schools: Bradley Polytechnic, Syracuse Coll. of Forestry, Worcester Polytechnic, Carnegie Inst. of Technology, Mass. Tech.—5 in all.
4. Teachers Colleges and Normal Schools: Greeley, Buffalo, Albany, Warrensburg, La Crosse, Ypsilanti, Salem, Cedar Falls, Terre Haute, Stout, Carbondale, Gunnison, Indiana (Penn.), Cheney (Wash.), Towson (Md.)—15.

### III. SUMMARY OF RETURNS.

1. To whom intelligence tests are given:
  - (a) To none—4 (including Stout and Harvard).
  - (b) To all students—12.
  - (c) To freshmen—24.
  - (d) To selected groups or individuals—15.
2. Testing in charge of:
  - (a) Depts. of Education or Psychology—24.
  - (b) Faculty Committee—7.
  - (c) Registrar—1.
  - (d) Dept. of English—1.
  - (e) Unanswered—7.
3. Uses made of tests:
  - (a) Optional to all students in lieu of entrance examination—2.
  - (b) As a factor in entrance—11.
  - (c) As a basis of dividing classes—11.
  - (d) Elimination of students (more or less restricted)—19.
  - (e) For granting excess hours—11.
  - (f) Guidance in selecting subjects—9.
  - (g) Vocational guidance—5.
  - (h) Placement after graduation—12.
  - (i) For purposes of research—20.
  - (j) Modifying courses of instruction—8.
  - (k) Other uses mentioned: Inspiring students; planning a long-time record; selecting superior students; understanding students; a check.
4. Are results satisfactory?
  - (a) Yes—24.
  - (b) Qualified—Yes (fairly, in part)—5.
  - (c) Deferred judgment, or partly finished—4.
  - (d) Noncommittal—7.
  - (e) Adverse—0.
5. To whom scores are revealed:
  - (a) To students—.
    - Clearly yes—9.
    - Qualified affirmative—9.
    - Clear negative (especially in low-grade cases)—10.
    - Noncommittal—12.
  - (b) To faculty as a whole—.
    - Unqualified affirmative—6.
    - Unqualified negative—10.
  - (c) To instructors of the student—.
    - Without request (apparently)—5.
    - On request—15.
    - Clear negative—3.
  - (d) To deans and advisers only—2.
6. Procedure in low-grade cases:
  - (a) "Consider in entrance;"
  - (b) "Supplement other data;"
  - (c) "Conference;"
  - (d) "Special study of lowest tenth;"
  - (e) "In connection with discharge;"
  - (f) "Reduce load;"
  - (g) "Lowest tenth on probation if scholarship is low."

7. Procedure in high-grade cases:
  - (a) "Stimulation;"
  - (b) "Excess hours;"
  - (c) "Special study of highest tenth."
8. Tests used:
  - (a) Army Alpha—8.
  - (b) Thorndike "College Entrance"—13.
  - (c) Thurstone—10.
  - (d) Brown—2.
  - (e) Otis—4.
  - (f) Terman—2.
  - (g) Miscellaneous tests and combinations of tests—Nearly all.
9. Number tested:
  - (a) Range from a few selected individuals to entire student body.
  - (b) High totals—10,000 (Indiana and Washington).
  - (c) Present year—
    - 900—Stanfords;
    - 1100—Iowa State;
    - 1200—Banard, Cornell, Nebraska.

#### IV. APPARENT TREND IN THE INSTITUTIONS STUDIED.

1. To give tests—40 out of 43 are doing something.
  2. Freshman classes, Psychology classes, and English classes most frequently.
  3. Usually in charge of Dept. of Psychology or Education.
  4. "Educational Research" noted as frequent use.
  5. Widest use is in dealing with individual students—
    - (a) When fitness for entrance is questioned.
    - (b) When exclusion of student is questioned.
    - (c) In limiting hours.
    - (d) In stimulating to more worthy effort.
    - (e) In placement after graduating.
- Note:—Deans and advisers make most use of the tests.
6. Attitude of those making returns: 75 per cent a qualified or unqualified approval; a few defer judgment; a few not answering or noncommittal; not a single adverse reply.
  7. None favor broadcast dissemination of scores; only about half favor even a restricted revelation to students; a clear tendency to make known to instructors, but usually on request.
  8. Alpha, Thorndike, and Thurstone most in use.

#### V. SIGNIFICANT EXPRESSIONS.

- "Nearly all students dropped tested low."—Nebraska.
- "When students have difficulty with work, test is given."—Wisconsin.
- "Instructors discouraged weak students by revealing low scores."—Maryland.
- "Used tests six years and find them very valuable."—University of Pittsburg.
- "Starting on a ten-year record."—Indiana.
- "Would not eliminate on tests alone."—Cedar Falls.
- "Low men have smaller chance of graduation than high, seven times the probability of a mid-semester 'warning'; only one chance in a hundred of any 'honor'."—Brown.
- "We shall make more extended use of them."—Greeley.
- "We find them of great help in dealing with low-grade students."—Buffalo N. S.
- "We consider what we are doing well worth while."—Cornell.
- "Considerable emphasis is now being placed on the gifted student."—Iowa State.

- "Intelligence tests are a complement to the close scrutiny we give all of our students."—Syracuse.
- "Used in doubtful cases, but never alone."—Clark.
- "Faculty as a whole much interested."—University of Iowa.
- "Except for a few individuals our faculty are not interested."—University of Pittsburg.
- "Our policy to get data before starting radical changes."—Warrensburg.
- "Partly, not wholly satisfactory."—Pennsylvania State.
- "Use the test when a student's record comes in question in any way."—Ypsilanti.
- "Many bright students informed for the first time that they are not accomplishing worthy achievement."—Indiana.
- "Intelligence tests constitute a valuable instrument. They are more accurate than teachers' marks."—Massachusetts N. S. Report.
- "No institution that has used them for one year considers them as still in the experimental stage."—Columbia.

Respectfully submitted,

OSCAR ALM.

EDGAR MENDENHALL.

FRANK DEERWESTER, *Chairman*

March 6, 1923.

## SUMMER SCHOOL ANNOUNCEMENT

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