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THE TECHNE

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

April, 1923.

A CHANGING CURRICULUM.

Periodically, in the progress of a dynamic society, the school curriculum needs inventory and readjustment. The curriculum, being a conservative agency, tends to lag far behind the society for which it is held to be preparatory. Rarely does it anticipate social needs; seldom does it serve as a competent agency for social improvement.

Current methods of changing the curriculum are slow and wasteful because they rely upon suggestions of individual teachers, meager textbook revisions, and committee reports. Such methods are indeed largely responsible for the hiatus between curriculum and society. A more scientific procedure is possible: the systematic inventory of current practices and theories, the critical construction of hypotheses on the basis of it, and the use of objective analysis and experiment.—*H. O. Rugg in The Twenty-second Yearbook.*

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THE TECHNE

PUBLISHED BY THE KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,
PITTSBURG, KANSAS.

W. A. BRANDENBURG, *President.*

VOL. 6.

APRIL, 1923.

No. 4

EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

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The purposes of this magazine are: To set forth the distinctive work of this College; 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 College are invited to send communications on such subjects as fall within the scope of the magazine.

Sent free to all alumni and students and to teachers, school officials and citizens on request.

Entered as second-class matter December 18, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

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

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The Industrial Arts Aim in the Junior High School of the Kansas State Teachers' College of Pittsburg.

RAY E. WILLIAMS, Supervisor of Practice Teachers.

It is not at all accidental that the teaching profession should at the present time be deeply engrossed with the junior-high-school problem. One of the chief motives behind the junior high school has been the greater adaptability to the individual needs and individual differences. Perhaps the most important factor in determining the success of the junior high school is the extent to which it is possible to determine individual differences and group pupils accordingly. The peculiar functions of the junior high school are not completely separate and distinct from each other, but are, instead, much interwoven. If the purpose of the manual-arts course is exploration only, the time may be briefer than if the purpose is special vocational preparation. Whether it is exploration or special vocational education which is to be provided must in turn hinge upon the local situation. Sometimes both may be desirable.

To a very large degree, the junior-high-school age is the "finding" period. Probably at no time during their school career will the children of all the people be brought in closer contact. And from no other group do we find so many divergent paths. They will find their way into practically every known occupation. They do, however, hold in common the right to an opportunity to serve themselves and society in the most efficient manner. There are lessons and general truths that must be learned by all, if they are to be relied upon to champion the cause of a greater democracy.

The manual-arts department can render valuable service in its field in the "finding" process. Aid can be rendered up to the limit of capacity. However, care must be exercised that the work is not spread out too thin, made to cover more surface than facilities should permit. The greater the variety of material things we can introduce, and do well, the nearer we will come to providing an education that fits the life of the changing boy. Neither our world nor theirs is made up solely of wood or any single material. It is my conviction that some junior high schools offering woodwork alone for three years are junior high schools only in name, as regards their shop work. The bringing together of pupils of the seventh, eighth and ninth grades does not indicate, by that alone, that a junior high school has been established.

The composite shop is being looked upon with favor by the schoolmen of this section. It is finding a place in many elementary schools, and will, no doubt, meet a long-felt need in rural consolidated and small city schools of the Central states. This plan will permit of a much wider application of materials and processes where teaching facilities are limited. The teacher, however, who will succeed in this work must possess peculiar ability and have broad training.

The following course has been in operation in the Junior High School of the Kansas State Teachers College at Pittsburg for more than two years. It has proven quite satisfactory during the time of its operation. The first-year work is divided into four units, nine weeks each, for pottery, bookbinding, paper construction, and art metal. The second year consists of two eighteen

week units, the first being devoted to printing and the last to bench wood-work. Our experience has proven that a shorter period is not satisfactory. The third year, as the first, provides four units of nine weeks each—forging, mechanical drawing, sheet metal, and electricity. Much of the shop work is closely related to home mechanics. Related drawing is taught during the entire three-year course, but finds a special place only for nine weeks in the third year. Plumbing will be added next year, and from that time drawing will be taught only in its relation to shop work. The time devoted to all manual-arts courses is six hours per week.

Attention is given to informational material as related to each course offered. In an additional course the pupils make a study of all of the more important industries of the community. This section affords splendid opportunities for the pupils to observe and study mining, agriculture, transportation, smelters, machine shops, pottery, brick and tile plants, power plants, etc. They are led to see the extent to which each industry is dependent upon all others. These boys, the men of to-morrow, must be made to appreciate the importance of the other man's work. They investigate the requirements for success, the time necessary to become proficient, etc., in several occupations. Vocational guidance may not do all that should be done for the boy in the way of assistance in finding new possibilities and making a choice, but it has proven exceedingly helpful.

A large per cent of our boys complete the Senior High School, where they may pursue courses in woodwork, metal working, auto mechanics, electricity, etc.

The aim is two-fold—exploratory and prevocational.

Handicaps of the Rural Child.

O. G. BRIM, Professor of Rural Education, Cornell University.

(Reprinted from the October-November *Journal of Rural Education*.)

The topic for consideration at this session of the American Country Life Association presents, as I see it, two aspects. In the first place we have to consider provisions and opportunities for the rural child's formal schooling. In the second place we must evaluate the educational forces in rural life and environment outside the school. Under the first phase we would consider such problems as the condition of the rural-school building, its equipment, reading resources, courses of study, the training and experience of the teacher, adequacy of supervision, facilities for recreation and social activities, and the child's rate of progress through the school. Under the second phase are all those innumerable environmental conditions and forces that play upon the rural child. Both questions need careful study and consideration in making plans for rural education.

The handicaps of the rural child as respects his formal schooling has been set forth in every study of the rural-school situation. The recent rural-school survey of New York reveals the situation in a state that has always been considered one of the most favored and progressive. Here, as in other states, it was found that in teaching personnel the rural school gets the immature, the

inexperienced and the untrained; and the more rural the school, the less prepared is the teacher. In this state, in its 8,400 one-teacher schools, 10 per cent, or 840 teachers, have never been beyond the elementary school; 44 per cent, or 3,675, have not finished high school; and only 5 per cent, or about 400, have finished a two-year normal school. The injustice to the rural child is revealed by the fact that in the villages 35 per cent and in the cities of New York state 80 per cent of the teaching force have had at least two years of professional preparation beyond the high school.

In a study of the rural-school buildings Professor Butterworth found that 13 per cent were 75 years old, 54 per cent were 50 years old, and only 5 per cent had been built within the last 10 years. How likely are these buildings, constructed 50 and 75 years ago, to meet the standards and serve the needs of modern education? Eighty-five per cent of these one-teacher schools were heated by the unjacketed stove, 34 per cent had painted boards for a black-board, and only 4 per cent were properly lighted. The average size of the school ground was one-fourth of an acre; 70 per cent of the school grounds were under one-half acre, and 84 per cent of all the one-teacher schools had no playground equipment whatever, not even a ball or bat. While this is a picture of the physical plant, an equally unsatisfactory condition is revealed by a study of the teaching equipment. In view of the barren nature of the school and its limited, formal and often antiquated textbooks and courses of study, one is not surprised to find from Doctor Haggerty's results that the rural child in New York is approximately one year behind the urban child in school achievement in reading, arithmetic and history, and this in spite of the fact that the rural child's time is devoted almost exclusively to drill in the formal studies, while the urban child's life is enriched by many additional interests.

A study of the rural child's chances for an education in Kansas gives the following picture:

	<i>One-teacher school.</i>	<i>Third-class city.</i>
Per cent of the attendance based upon the census.....	48%	70%
Out of school daily	50%	29%
Teaching force:		
1. Normal-school graduate	4%	11%
2. High-school graduate	65%	100%
3. Inexperienced	39%	18%
Length of recitation	5-12 min.	25-40 min.
Number of eighth-grade graduates per school year.....	1.09	8.1

These few statements about the rural-school situation will serve to recall to your minds the fact that a gross social injustice is being perpetrated upon the rural child in the very realm where our democracy is supposed to most nearly approach equality of opportunity. Not a single item in the school problem but needs more accurate study and accounting, more aggressive publicity, and a more concerted effort for improvement. However, I have taken the liberty of limiting this paper largely to the second aspect of the question, both because the former has been so frequently presented and because of the basic importance of the second aspect and of the tendency to overlook it.

A word needs to be said about the significance of the environmental phase of the rural child's education in order to give it its proper setting. The first point to hold before ourselves is the fact that the school is a supplementary institution. Historically, education existed before schools. Each individual

child to-day learns much from other than school sources. The school is necessary only because this out-of-school education is incomplete, oftentimes uneconomical and imperfect. It is the office of the school to supply a simplified environment, one in which the undesirable features of our social order have been weeded out, and one in which the limitations of the immediate group are nullified—a place where each individual gets an opportunity to escape from the limitations of the social group in which he was born.

If this point of view is strictly adhered to it becomes evident that the nature of the school is in part determined by the nature of the out-of-school life. Bobbitt says, "The curriculum of the schools well aims at those objectives that are not sufficiently attained as a result of the general undirected experience," or, stated in another way, "The curriculum of the directed training is to be discovered in the shortcomings of individuals after they have all that can be given by the undirected training." The school's task is to supply the "lacks" of the child's out-of-school education. What he fails to learn about the essentials of hygienic living, the school should supply. What he fails to acquire in the field of socialized attitudes and conduct, the school must seek to give him. Where his breadth and quality of interests fall short of those essential to abundant living, the school finds its obligation. The school should be the complement of environmental education. Consequently, any scientific attempt to provide education for rural children must carefully diagnose and evaluate the educational forces of the environment.

A second reason for a careful diagnosis of these environmental forces is found in the fact that they are really the determining factors in a child's life. On this point I shall do no more than quote from Dewey: "The main texture of disposition is formed independently of schooling by such influences." This unconscious influence of the environment is so subtle and pervasive that it affects the very fiber of character and mind. It determines not only language and manners, but minor morals. "Moreover, in major morals conscious instruction is likely to be efficacious only to the degree in which it falls in with the general 'walk and conversation' of those who constitute the child's social environment." Good taste and æsthetic appreciation are dependent upon such influence. "If the eye is constantly greeted by harmonious objects, having elegance of form and color, a standard of taste naturally grows up. The effect of a tawdry, unarranged and overdecorated environment works for the deterioration of taste, just as meager and barren surroundings starve out the desire of beauty. Against such odds, conscious teaching can hardly do more than convey secondhand information as to what others think." If then we are concerned with the real education of the rural child in the constructive work we undertake, we must turn our attention to rural life itself.

What are the educational limitations of rural life and environment? The answer here will evidently depend upon the sort of education you have in mind. If one believed that the present group standards and group culture are superior to those to be found elsewhere, one would seek to exclude other practices and keep the child ignorant of them. If one wishes to develop enthusiastic and unquestioning loyalty to whatever the group is or does, or if he were anxious to have the child remain a contented member of the group, one would seek to steep him in the activities and standards of the local life and avoid contact with any other forms of associated living. Not progress, but a content-

ment due to the absence of conflicting ideas, would be the goal. Any such educational purpose none of us here would accept.

As a basis for making an educational evaluation of the rural child's environment I have kept in mind two goals of education, namely: the socialization of the child; and, in so far as this is consistent with social standards, the fullest realization of his capacity of growth and achievement.

At this point I feel that an apology is due. I wish that I were able to give you data to demonstrate conclusively these environmental handicaps. That I am not able to do. At this time I can go no further than to raise certain questions that are vital to the issue, present what little evidence there is, which although small may be at least indicative, and hope that it may stimulate studies that will contribute this data which is so vital to our whole future activity in the field of rural education.

In a democracy such as ours each individual is expected to coöperate with other individuals; each group to coöperate with other groups in promoting general social well-being and social progress. To do this one must be constantly sensitive to social tendencies; open-mindedly responsive to new demands; intellectually capable of analyzing and evaluating situations and problems; familiar with the interests, advantages and limitations of the other groups concerned; capable of realizing and appreciating the other group's or individuals' point of view; trained to impartial consideration of the issues at stake and to a judgment free from selfishness or personal bias.

There are in the rural situation several forces tending to promote just this sort of education. Of them it is not my province to speak.

There are in the rural situation very definite handicaps:

First, there is the tendency to class consciousness and a spirit of group isolation expressed in the movement so clearly described by Galpin, and named "ruralism." A smoldering resentment toward nonrural groups frequently exists. It was touched off by the daylight-saving law. Quite the opposite of the social understanding and appreciation necessary to constructive coöperation is shown in the tendency of many rural folk to belittle urban civilization. Urban women are considered lazy, urban recreation is effeminate, its night life is wicked, and plans are laid to keep the rural child in the open country so that he will not be contaminated. Not only does the rural adult lack respect for urban customs, but he feels that he and his work are not understood, respected and given fair consideration by the urban group. One farmer from Ohio states: "The farm folk are treated with contempt and ridicule. Scarcely a daily paper or periodical of any kind but caricatures and pictures the farmer as old 'Hayseed,' with a make-up that is disrespectful and not true." And there is plenty of evidence to support his statement of the existing group relations. This point of view, this doubt of the integrity, sincerity and respectability of the urban group on the part of the farmer, and resentment of the supposed contempt of urban people for his own group, the rural child imbibes as he does his mother's milk, and it does what it can to create the basis of social misunderstanding and discord.

A second handicap is found in the social relations of the rural child. Breadth of interest, understanding of another group's point of view, tolerance of differences, do not grow out of isolation, but out of a rich, varied experience and abundant personal friendly relations. The limited opportunity of the rural

child for social contacts both in number, variety and quality is well known. Its significance for the development of socialized individuals needs closer attention.

The country child lives in the midst of his family, associating intimately with them in the many activities. But in a large degree the family sets the boundary of his social life. In his neighborhood contacts he is handicapped by distance and by occasions for getting together. The demands of farm life upon the rural child's time, the farmer's idealization of work and industriousness, the belief on the part of the father that recreation is not essential, the lack of his appreciation of the child's interest in gangs, clubs and camping, all serve to reduce even the already meager chances for associating with others than one's immediate family. A few social parties, Sunday school, and trips to the "center" measure for many the social opportunities that rural life offers.

When occasion permits or demands that a rural child or adult visit a town he is largely a stranger in a strange land. Galpin thus states the farmer's status in the village: "Rural people come to town by team or automobile or on foot or horseback, do their business without a resting place of their own, stand on other people's streets, in other people's shops, and trade over other people's counters. In the village they are aliens." The rural youth, likewise, has no place to go. He mingles somewhat with the village group in public places, but does not associate with them intimately or participate freely in the activities of the group. Yet it is just this intimate association and participation upon terms of mutual respect that must be had to bring about that social integration essential to effective coöperation. "The final result of it all is one of the most conspicuous moral cleavages within the nation. Though far less recognized, it is as wide and deep as any class distinction, and is more extensive and massive than any race division." And in it all the rural child suffers most. He is denied the medium through which an education most effectively comes.

The independence which rural life has both demanded, selected and cultivated has many virtues, but from the point of view of socialization it, too, offers certain handicaps. The farmer can in a crisis feed and clothe himself. He is, upon a limited basis, self-sufficient. As a result there is an indifference to many social issues. An illustration of this on the community level is found in the attitude of the New York state farmers toward the conduct of the school. Judd reports that "the school meeting is attended by only a very small fraction of the taxpayers of the district. The only occasion when the attendance is likely to be large is when there is a controversy on. As for the trustee, he very often received the election because it was understood he would keep the taxes down. Not infrequently he is a man who was not at the meeting. He does not desire the office, has often had no experience in such an office, and is now very sure he will never accept again." Gillette says the indication on the part of the farmer of "an appreciation of his relationship to society at large, dependence upon social conditions, and of a control of his destinies through the social organization, have been spasmodic and incidental. Recently he has been getting a larger view of matters, but it cannot be said that he has come into possession of an adequate and comprehensive view of his social relatedness so that he is able to make use of it." In relation to the same question Vogt remarks: "The tax for the support of government is one of the sore spots in country life. The farmer still looks

upon government as a necessary evil, to be limited in every possible way to the minimum of activity." The same limited social consciousness is pointed out by Wilson in another aspect of our social relations. He says: "The farmer has perfected the individual standards of the pioneer, but he is not yet endowed with social standards."

I am not prepared to say that the forces in the country that make for socialization of mind are inferior to those in the city or that the civic virtue of rural folk suffer by comparison. I am sure that very definite handicaps exist. The statements just quoted are indicative. In the field of civic education it is necessary that we gather much specific data concerning the prevalence of social topics in discussion, the attitude of parents towards social issues and toward civic duties and responsibilities both in the local community and the larger state. Not only are they basic to the civic work in school, but they determine in large measure the type of social member he will become.

However, the handicaps of the rural child are more clearly revealed if we analyze rural life with reference to the opportunities it offers for his fullest individual development. In this connection it is necessary that we see clearly. In this democracy of ours there is no room for class distinction, group levels, or predetermined limits set to opportunity. The rural child is on a par with all other children. The rich social heritage should be made available to him. He must be led to discover his abilities, to realize upon them, and to serve society in ways in keeping with his own interest. The school, established to free him from the limitations of location and time, cannot, of all institutions, lose sight of this great major service.

I recall a statement once made by Professor Giddings, which, from the standpoint of educating any individual or group, is pregnant with meaning. He said that the early civilization was an inland-sea product, and that the present civilization is a civilization of the ocean front. Facility of social contact, communication, rivalry, and borrowing of ideas and achievements have been major elements in group progress. Thorndike touches the same point in the following: "Obviously," he says, "the habits and knowledge possessed by a race do not measure its present original nature. Its habits and knowledge, its 'civilization' or 'culture' are in the main due to the original nature of men long dead. A race that originated none of these may now possess them all. The civilized races have not remained isolated, and have got most of their civilization from without."

If we view rural life with these essential conditions of individual and group progress in mind, its isolation and its lack of social contacts are seen not only as a cause of lonesomeness, they are not only a handicap to social understanding, sympathy, and coöperative service, but they take from the rural child the basic conditions of individual growth. Dewey says: "The more numerous and more varied points of contact denote a greater diversity of stimuli to which the individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests." Intimate contact with numerous and varied points of view would cultivate the plasticity of early life and would encourage open-mindedness and intellectual hospitality to new interests.

One need merely think of the rural child's opportunities with reference to these quoted social and educational principles to be at once aware of the environmental limitations to his growth. Opportunity of social contact, ready access to the achievements of other groups, facility for borrowing ideas and ideals, accessibility to the service of institutions erected by others, the stimulus that comes from diversity of experiences, are sorely wanting in the rural situation. All those forces that hinder the rural child's socialization limit his individual development as well.

The rural child is not only limited in number and variety of contacts, and thereby limited in the number of new ideas, but the group of which he is a part is conservative in attitude, critical of the new, and tending to resist change. "Habits, ideas, traditions and ideals have long life in a rural community." Freedom to vary is essential both for social progress and for individual self-discovery and self-expression. The man from the open country takes pride in his freedom, yet, after all, this rural freedom has very definite limits which anyone who is not accustomed to accepted rural practices quickly feels. In the country one may go without a collar, he may wear a colored shirt or overalls. Fashions do not trouble him. Within the accepted customs of the group he is free, but one in the country may not so freely dress for dinner, play golf, or do any one of the thousand things accepted in the more cosmopolitan urban group. Improvement of the home invites comment. "Putting on airs," "gentleman farmer," "too ladylike to soil her hands" are comments upon some who break away from the crude form of life, the unintelligent agricultural practice, or the household drudgeries. The city girl finds it difficult to teach in the country, not in her capacity as teacher, but rather in her capacity as member of the group. Her dress, her forms of recreation, her mannerisms, her social relations are severely scrutinized, and judgment is not long withheld. Girls that have been reared in rural communities are more desirable and more successful because they do not vary from the routine behavior of the group.

In spite of this great need for bringing the rural child into touch with different customs, different standards and different practices as a means of stimulating him to question, to think, to evaluate and choose in keeping with his individual nature and judgment, in spite of the need for breaking up the conservatism and facilitating variation and progress in rural life, we are witnessing some tendencies in quite the opposite direction. I refer to the consolidation of schools in the open country, away from the "contamination of the city"; to the secondary schools for agriculture and home-making ("cornfield high-schools," Douglass calls them); to the tendency to ruralize the elementary-school curriculum; to the tendency to select rural girls for prospective teachers, and prepare them in rural normal schools, or by a thoroughly ruralizing course of study, to go back to the country and teach rural children about rural things. A broader point of view on the part of rural folk, a more tolerant attitude toward different types of life, an appreciation of the new, an encouragement of variation, would stimulate the child to freer self-expression.

Any person is the product of his group or age. From it in large measure he secures his ideals, his standards, his interests, and his customs and habits. The rural group in which the rural child is so completely immersed transfers to him

its own approved practices as ideals and standards. In his attitude toward other social groups, in his attitude toward government, in his sense of responsibility for community undertakings, in his interest and concern in civic and social problems, in his attitude toward variation and progress, he will strongly tend to adopt the practices of his group.

In every aspect of rural life the practices and standards of the group need to be carefully evaluated in listing the handicaps of the rural child. Time does not permit a full treatment. I will merely suggest a few others that are very real to me, and in their ultimate influence most significant.

What standards and taste in dress and personal appearance does the rural child acquire from his group? It is a simple matter and one that might seem quite beside the point. However, I have known too many boys whose road was made thorny, whose life was distinctly limited by criticism and consequent self-consciousness upon this point.

Is the rural child habituated in the common and conventional social courtesies so that he may feel at home among other groups, and, feeling at home, mingle freely and profitably with them? The names applied to rural folk in this connection are not entirely undeserved. The self-confident adult or the Bohemian may not care; but social scorn and social approval are very real to the child, and to him dress and manners are vital factors in his progress.

Recent studies of rural life leave little room for doubt concerning the retarded nature of rural standards and practices in the realm of sanitation and hygiene. While the accuracy of some of the available data is questioned, yet it is evident that in the face of conditions that are greatly in their favor, rural folks are not equaling in health attainments the less fortunate urban group. Reports from students of rural life show that scientific medicine is making slow headway. Simple neglect, home cures or patent medicine are far too prevalent in cases of illness. The philosophy of play and recreation seems not to have reached very far in the thinking of rural people. There is plenty of work, exercise enough, to the minds of the parents. Why should provision be made for play? Note the meager playground space and equipment provided at the rural schools in New York state. This is not unusual. It is merely one expression of a point of view which is fundamental in rural life.

Whether you consider a rural child's education with reference to individual development or social integration and social service, reading is to him of unusual importance. If we think of the need for information bearing upon the many tasks of farming, the questions of scientific achievement, the events of the day, the current civic problems, we find that the rural inhabitant must rely largely upon reading. If we think of the vast social heritage of racial ideals, ambitions, dreams, failures and achievements, which are to us a lesson, a stimulus and a goal, reading is the key that unlocks them for us. If we think of the knowledge that is basic to social intelligence, sympathy and coöperation, it must be secured mainly from printed sources. The impersonal pleasure available in our magazines, novels, short stories, poetry and dramas is likewise dependent upon reading resources and reading ability.

I cannot forbear calling up for a moment a possible objection to the position taken here with reference to the importance of a rural child's free

access to printed materials. Some say we read too much and think too little. The situation of the rural child and adult is often praised because he is alone so much of the time, reads little, and comes to depend upon his own ideas, to think his own thoughts uninfluenced by the opinions of others. In this connection I want to quote from Thorndike in his discussion of "Education for Initiative and Originality." He says: "The truly initiating mind does not imitate less, but more. It imitates more men in more fields, in a greater variety of conditions. . . . The truly independent thinker does not make less use of other men's ideas than the servile thinker, but more. The expert man of science, law or business, or one might add farming, has a thousand masters, while the servile mind has but few." To meet this major need rural life offers meager provision.

A recent study has been made of the "Reading Matter in Nebraska Farm Homes." The study covered 1,338 farm homes in eight selected counties. The results pertinent to the present question may be briefly summarized as follows: Newspapers reached approximately 92 per cent of the rural homes studied. No figures are given to indicate the quality. The author states, however, that "The great bulk of those found were (1) county weeklies, or (2) dailies published in Omaha, Lincoln or Kansas City. About 76 per cent of the rural homes receive farm papers. "In number of issues per week or month they are excelled by newspapers, but were far ahead of all other kinds of periodicals. Nearly half of the homes received two, three or even six farm papers." Women's magazines came next in the list, but are found in only approximately 24 per cent of the homes. General magazines found their way into a still smaller number of homes, only 18 per cent reporting such reading matter. Concerning literature for children the writer says: "Perhaps the most startling fact revealed by this study is the almost total absence of periodicals intended primarily for the younger members of the household." The juvenile periodical is reaching only 4 per cent of the Nebraska farm owners' homes and about half that proportion of tenants. Library service to rural people in Nebraska is meager. Less than two-fifths have access to public-library facilities. Even such facilities are evidently not fully used, because not over 5 per cent of the rural population report the use of library books. Current events, market reports, local happenings and information pertinent to the rural vocation are evidently quite available to the people represented in this study. But when it is considered with reference to the child's interests and needs it is sorely lacking. It will never serve to open his eyes to his racial heritage or assure to him that common culture upon which social stability and individual growth alike depend.

Reading resources are not the only factor in securing reading habits in the child. What stimulus to read does a rural child receive from the practice of his parents or friends? What facilities are provided in the way of a suitable place, sufficient light, warmth, quietness, leisure time, and reserve energy? Upon these points I have no data other than experience and observation. In the light of those, I am convinced the rural child has an uphill fight.

"If the eye," says Dewey, "is constantly greeted by harmonious objects, having elegance of form and color, a standard of taste naturally grows up." What standards of home and landscape art, what taste in personal appearance,

what pride in the appearance of roadside and field is found in the rural community? What knowledge and appreciation of the world of painting and the plastic arts comes to a rural child through his environments? Nature has contributed richly here, but where man is most responsible the situation is least satisfactory.

A survey of Livingston county, in New York state, undertaken for a somewhat different purpose, contributes a little data. In this county in 86 per cent of the rural homes the front lawn was mowed; in 51 per cent the back was mowed; 43 per cent had no shrubs; 35 per cent had shrubbery, but it was poorly placed; only 21 per cent had shrubbery which contributed artistically to the home setting. Fifty-one per cent of the houses had not been painted within the last 10 years; 72 per cent had not been painted within the last 5 years. From an uncompleted study of several communities last year, one of our students found that copies of masterpieces in painting were almost unknown in their rural homes. Enlarged portraits and family photographs, together with brightly colored chromos, represented the world of pictorial art. Whether this data is representative I cannot say. Neither can we say that it is not. We need to know just the situations and practices to which the rural child is exposed and the standards to which he is habituated.

The physical resources in music seem more promising. In Clay county, Iowa, 24.7 per cent of the homes had pianos. In Black Hawk county, Iowa, 52 per cent, and in Livingston county, New York, 31.5 per cent of the homes had pianos. In Livingston county 37.1 per cent of the homes had a victrola, while only 19.9 per cent had no instrument. But the instrument is not the only requisite to develop musical appreciation and to make available training in expression. In our own uncompleted study we asked concerning the number who could play. Quite invariably we received the reply either that no one could play, or else that one could play only hymns and a few simple pieces. Records for the victrola were few and limited largely to comic selections, popular pieces and religious songs. "Community sings" rarely occurred, and musical entertainment by local or outside talent are practically unknown. Singing is seldom taught in school, and the child with musical interests and talent would be fortunate if a music teacher could be found nearer than five miles.

The poverty of the rural situation is further revealed when we consider it with respect to the opportunities for vocational choice. More and more we are coming to see the importance of this step. The vocational-guidance movement expresses our consciousness in this field. As long as crudeness characterized the various activities, peculiar fitness or unfitness was not so important and was not so easily revealed. When expert service is required in any vocation, as in medicine, teaching, engineering, and the awakening movement in farming, fitness and unfitness become factors, and intelligent vocational choice important. As long as social welfare was measured in terms of sufficient production and the absence of large social disturbances, whether a man was fittingly placed in relation to his interests and desires was of small importance. Now we know that results in happiness, interest in work, creative thinking, contentment, social stability and progress are dependent upon the proper choice of a vocation. In this connection Dewey says: "Nothing is

more tragic than failure to discover one's true business in life, or to find that one has drifted or been forced by circumstances into an uncongenial calling."

The rural situation does not provide the conditions essential to vocational choice. Instead of being made familiar with demands and opportunities of the various vocations in which men spend their lives, the rural child is handicapped by a familiarity with a very few, and a distorted knowledge of others.

As a result of constant contact and several years of participation in farm activities, he faces this question of vocational choice with certain agricultural resources to his credit. This is the only field with which he is at all familiar. To this familiarity with the rural field is added ignorance of urban possibilities. Imagination and story supply the conception of the city opportunities, and many of the more venturesome strike out to be dispersed among the various callings. Some rise and some fall, but all alike suffer the handicap of ignorance and unfitness for the tasks they undertake. Evidently the right of the child, the profitableness of his future and democracy's ultimate welfare demand an answer quite different. Education for the country child must supply the shortcomings of his local environment. Child growth demands a thorough blending and integrating of urban and rural life, a carrying to the country all that the city, town or village has that is good. It means a broadening of the world in which the rural child lives until it includes in its scope the many possibilities which the present social order has to offer.

This may seem like one long list of complaints. Recall that the topic assigned me was "The Handicaps of the Rural Child." There is another side—the educational opportunities and resources of the rural child—about which we have talked glibly, but which have not been carefully analyzed, evaluated, and constructively used. They deserve attention. But any scientific doctor does not hesitate to diagnose the ills before beginning constructive treatment. And in any scientific treatment of the rural child's education we must face fairly and earnestly these evident limitations. We must go beyond anything that has been said here. We must undertake a piece of social research that will present finally a clear and detailed picture of the forces that are making for and against a rural child's socialized growth. Then the rural social worker and the rural educator will be prepared to make an effective attack upon these problems of rural education.

THE TREND.

It is highly regrettable that the recommendations of the Kansas School Code Commission were not embodied in constructive legislation so that the rural boy and girl might educationally come into their own. There may be some comfort in reflecting that possibly the public has been a bit informed concerning the present inequalities of educational opportunity in this state.

Every progressive teacher should keep in touch with the scientific trend in education by reading the yearbooks issued by the National Society for the Study of Education. Part I of the twenty-second Yearbook recently issued is given to the consideration of "English Composition: Its Aims, Methods and Measurement"; part II to "The Social Studies in the Elementary and Secondary School."

The December-January number of *The Journal of Rural Education* has an excellent article upon the "Transportation of School Children," by T. L. Head, assistant superintendent of Montgomery county, Alabama. This journal is the outstanding publication of the country devoted to the advancement of rural schools.

Oklahoma, with the assistance of the United States Bureau of Education, has completed a school survey for the state. Many of the findings of this survey apply to Kansas. The deplorable educational condition in the state is ascribed to (1) a defective system of taxation, (2) a system of school finance which makes it absolutely impossible to provide adequate school funds, (3) the district system, and (4) an unscientific method of apportioning the state funds, which ignores both the ability and the effort of the local units.

Concerning the district system the report states:

"It would be almost impossible to think of a more cumbersome system, or one which by its very nature would breed and perpetuate greater inequalities of every sort. Not only do these districts vary in size and in wealth, but they vary greatly also in their intelligence respecting the importance of education, their zeal for the same and their desire to support schools.

"Any suggestion to abolish the district system arouses an outcry from many admirers of this century-old institution. Some of those who champion it most stoutly do so in the name of democracy. The essence of democracy is equality of opportunity. We have shown that the district system not only fails to provide such equality, but makes any approach to equality impossible.

"Generations of district support and district control find one of the richest commonwealths in the richest nation on the earth denying multitudes of her children any educational opportunity whatever, and sending hundreds of others to school in dismal unsanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained and incompetent teachers. Such are the results of the time-honored, undemocratic district system in Oklahoma."

In Indiana, which has the township unit of school control, under which a politically elected one-man trustee selects the teachers of each township, and also selects, with the other trustees of the county, the county superintendent, a county unit bill was considered by the state legislature. This bill has been vigorously opposed by the thousands politically elected trustee of the state. It is said that the bill was heartily supported by the state superintendent of schools and by nearly all the teachers and superintendents of the state.

The relation of the size of classes to efficiency of instruction is now receiving intensive study by educators owing to the climbing cost of education. The general standard for the size of a class seems to be about thirty-eight pupils.

In 1913 the total governmental expenditures were \$3,179,559,000. In this same year \$521,546,000 was expended for education. These figures represent, respectively, 9.24 and 1.51 per cent of the national income. In 1921 governmental expenditures were \$9,373,595,000, and educational expenditures \$1,192,000,000, or 16.73 and 2.13 per cent, respectively, of the national income.

KANSAS STATE TEACHERS COLLEGE OF PITTSBURG, KANSAS.

1923 Summer Sessions.

First Session, May 28 to July 27.

Second Session, July 30 to August 24.

The Kansas State Teachers College is a college whose catalogue embraces the liberal arts, the industrial and vocational curricula.

Here the student may take general liberal-arts courses of full college rank; he may specialize in industrial, vocational and technical fields of preparation, such as home economics, industrial arts, or practical industrial engineering.

The variety and strength of courses, the splendid articulation of the different curricula of the institution, is proving very popular and attractive to the young men and young women who desire not only a strong general college course, but who also desire the opportunity for getting a thoroughly practical education.

Courses of the industrial-engineering type are proving popular beyond expectation. Several hundred young men are now enrolled in these courses. The rapidly changing educational policy with respect to vocational and industrial education in the high schools of our nation has brought about a strong demand for the most practical industrial-engineering trained type of man in addition to the older manual-training type.

The teacher who can best carry on in this latest type of work in the high schools or colleges is a man thoroughly equipped for the doing as well as the teaching of mechanical, chemical, civil and electrical engineering. The old theory that one could be a competent teacher of a vocational or industrial subject without being sufficiently skilled or informed to really do the job to the satisfaction of the industrial and commercial world has been exploded.

Such a teacher may camouflage, pass a few counterfeits to an unsuspecting and trusting group of young people, but he need not "kid" himself into the feeling that the group will "rise up" some day and call him "blessed." They may in time "rise up" and call him something; but when they do, the chances are they will not use the word "blessed."

The Music Department, now recognized as one of the strongest of our state, is preparing many men and women for the work of music supervision in the public schools, community leadership, orchestra and band direction. The full course leads to the degree in music.

Three hundred fifty are enrolled in our splendid commercial department. The two-year course in this department leads to the life certificate, and the four-year course leads to the degree.

In addition to the many courses in general education, twelve courses are offered by the Department of Rural Education, dealing with and touching practically every problem related to the rural teacher's work.

The primary and chief function of the Kansas State Teachers College, Pittsburg, is that of preparing people for the profession of teaching; hence the student will here find an opportunity to prepare himself or herself for the teaching or direction of any phase of work called for in the public schools of our state. The summer-school bulletin, general catalogue and other literature and information gladly furnished on request.

Preparations are being made to comfortably and advantageously take care of at least 3,000, the expected enrollment of the summer quarter beginning May 28. Write Kansas State Teachers College, Pittsburg, for particulars.