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State Manual Training Normal School

THE TECHNE

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

MAY, 1925

Education Speaks

I am Education. I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dream and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air, and sea; it is for him I leash the lightning, plumb the deep, and shackle the ether.

I am the parent of progress, creator of culture, molder of destiny. Philosophy, science, and art are the wheels of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.—*Selected.*

K. S. T. C. PRINTING DEPARTMENT
PITTSBURG, KANSAS

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THE KANSAS STATE TEACHERS COLLEGE
OF PITTSBURG, KANSAS.

Vol. 8 No. 5

THE TECHNE

Published by the KANSAS STATE TEACHERS COLLEGE OF PITTSBURG
Pittsburg, Kansas.

W. A. Brandenburg, President.

Vol. 8 May, 1925 No. 5

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 developments 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 13, 1917, at the post office of Pittsburg, Kans., under the act of August 24, 1912.

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

CONTENTS

"Listeners"

By GABRIELLA CAMPBELL, Instructor in Public-School Music

Musically, people are divided into three groups. There is the small group of creators, known as composers; a somewhat larger group, known as the performers; and the larger group, the vast majority, known as "listeners."

There are two types of listeners, the destructive listener and the constructive listener called by Robert Schauffer the "Creative Listener."* Walthers of Chicago, a music lover in the days of the great Theodore Thomas, describes the destructive listeners as "undeveloped listeners."† In an article in the *Atlantic Monthly*, he describes the method he used in developing constructive listeners.

It is this last group that I want you to think about for awhile. Just what part does he have in any kind of a musical program, or what does he bring to a musical program?

Before deciding his part, let us go back into history and listen to the words of Robert Schauffer again.

"In olden times it would not have occured to anyone to decide the relative importance of performer and listener, because when the arts were young, they were such intensly democratic affairs. No distinction was drawn between artist and audience."

"Even today in some of the more primitive parts of the world, no social function is complete until the psaltery has been passed from hand to hand, or the harp with the solemn sound, or whatever the local instrument happens to be, and each member of the circle has extemporized a song to his own accompaniment."*

"Then after awhile an aristocratic thing called technic came, and seemed to fix an unbridgable gulf between player and listener."

"At this stage of proceedings enters science to declare this gulf a figment of modern imagination to show that the audience is a more integral part of the performance than it has ever suspected."*

If you make a definite psychological study of groups of listeners you will find that they bring to the musical program as valuable a part as the performer. "The performer is the violin string, the listener the resonant body of the instrument."†

As the resonant body of a violin must be made of the very finest of material that it might in sympathy catch the vibrations of the string and in return help to give back the beautiful tone under the skillful hands of the artist, so the constructive listener has within the ability to catch and mingle the

* "The Creative Listener," Atlantic Monthly, vol. 108, pp. 335-46.
† Ibid.

"emotions set forth by the performer with his own and return it to the performer in the form of heightened inspiration."*

Now the question arises, just how can this ability within ourselves be developed that we may do our share toward an appreciation of music?

In the first place we must *learn* to *listen* and then *listen* to *learn.* This idea formed the basis for a book called "Music Appreciation for Little Children," published by the Victor company and largely compiled by Frances E. Clark. In all her music missionary work, Mrs. Clark has found it necessary to first *learn* to *listen* and then *listen* to *learn.*

D. G. Mason says, "We cannot hear until we learn how to listen. Few people realize what care and study, what love and enthusiasm are needed to make a good listener, especially to that rarest subtlest form of sound, "Music"†

The greatest obstacle to overcome is the *learning* to *listen* part. After we know how to listen, then it is easy to *listen* to *learn.*

In a 1921 copy of the Outlook is an article by a self-made music lover. In this article he gives six didactics which he used persistently as a passive listener before he became a music lover and could enjoy the things the others enjoyed and obtained through active education.

The six didactics are as follows:—

1. "Stay persistently in the presence of the best—a statement made by the president of Oberlin Conservatory.

2. Cultivate in general the impersonal attitude toward the performer. It is a voice, nothing more.

3. Locate your seats at concerts among sympathetic and appreciative people.

4. Get rid of the desire of performing yourself. Intelligent listening is as essential as intelligent playing or singing. Be content in making the less conspicious contribution.

5. Never forget that music is to be judged by the ear alone, not by the eye. Finally and the most important, *simply listen.*‡"

These six dedactics are not difficult, but it takes will power to persist in them.

Clara Gabrilowitch, daughter of Mark Twain says that her father "insisted that his failure to appreciate music was due entirely to his lack of familiarity with higher types of music."§

I am wondering if not after all being unfamiliar with the best is the chief cause of our failure to enjoy music. The six dedactics should be the means of familiarizing oneself with the best.

After we know how to get into the spirit of listening then will come the great joy of listening to learn.

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* "The Creative Listener," Atlantic Monthly, vol. 108, pp. 335-46.
† "The Enjoyment of Music—The Listener's Part," Outlook, vol. 98, pp. 509-13.
‡ "How to Learn to Enjoy Music," Outlook, vol. 121, p. 381.
§ "Mark Twain and Music," Century, vol. 104, pp. 844-50.

D. G. Mason in his article "The Enjoyment of Music" or the "Feelings Aroused by Music" gives us two elements that help us understand music as we listen to it. Each piece is the expression of some composer's ideals and ideas.

The first element he calls the "dance element." He says, "The expression of joy in music is due largely to its suggesting by strong accents the bodily motions we make when joyful although these motions are only suggested, not carried out."*

You will be surprised to see how close is the connection between what the music does and how it makes you feel. Great rapidity agitates us. Slow, even, stately music gives us a sympathetic sense of deliberations or fills our minds with noble feelings. Regular motion, tones all the same length, gives the impression of overwhelming power.†

The second element he calls the song element. "The expression of sorrow in music is due largely to its suggesting by rising and falling tones, the cries we make when sorrowful, although these cries are only suggested not actually uttered."

"The greater the effort that would be needed to produce a sound by our own voices, the more exciting to our feelings will be that sound." Loud sounds are more exciting than soft sounds, so also high sounds are more exciting than low sounds. Melodies that go up or down along the scale line are not so striking as those in which there are wide skips."

These elements may help us get what is called "thrills" in music, but "music has a higher function than to create what may be called *vertebrations.* It is true music like any other art can be sensational. But it is an art of the highest sort only as it subordinates its power to create or intensify sensations to a greater purpose."‡

We have composers as Strauss, Liszt and Wagner whose music gives us sensations but noble sensations. On the other hand, the music of Beethoven and Brahms holds no sensations, no thrills, but nevertheless can be understood and enjoyed.

"One kind of music is more effective for being new, but when the novelty wears off, the thrill subsides. The other kind is more effective for being familiar. The more one hears it, the more one understands it."§

We often wonder and "lament that music seems so vague, but it is for this very reason that music is more powerful. It works from within outward, it is a subjective rather than objective art."*

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* "Enjoyment of Music," Outlook, vol. 93, p. 631.
† "Thought from Mason," Outlook, vol. 93, p. 631.
‡ "Music and Thrills," Outlook, vol. 103, pp. 576-8.
§ "Music and Thrills," Outlook, vol. 103, pp. 576-8.

In summing up, if one thoroughly persists in familiarizing himself with the best in music, reward will come quickly. "There will come a memorable occasion, when for the first time a symphony will open its soul to you. First few measures grip you in the belief that here is a composer with a message for you. Quickly he confides his plan, shows the blue-prints, and sketches as it were. Then he begins to build. After burrowing deep for solid foundation, the big granite blocks swing soundlessly into place. Before your eyes, the temple grows, fluted columns, marble floors, with shafts of sunshine, slanting through the vistas. Then perhaps the architect with a friendly arm across your shoulder strolls with you around the growing building, pointing out the subtler beauties, flutings, and scrolls on freize and capital, and the gargoyles. Yes, don't miss the gargoyles, the funny, grinning friendly faces that make you want to laugh aloud for joy. Then comes the dedication, crowds of happy men and women, troops of children singing, and flowers everywhere. As through the chanting music seem to come the words of dedication, suddenly with a rush, the realization comes that not only has the great architect here builded a thing of exquisite and haunting beauty, but of service that to it, reared anew through succeeding generations, shall come other troops of tired men and women to find peace and cleansing of the soul and courage for their tasks."*

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The Individual Plan

By ERNEST F. MONROE, Assistant Professor of English

As never before, the "individual" plan of teaching is now issuing a hopeful challenge to the teaching profession.

The introduction of the individual plan into the schools of Pueblo, Colo., by Dr. Search in the early '90's, was explained with doubtful clarity in his "An Ideal School." But the plan has taken on very definite forms in recent years, here and there, throughout America and England. Notable among them are the "Burk" plan in the San Francisco State Teachers College, introduced in 1913; the "Winnetka" plan, under Dr. Washburne, at Winnetka, Ill., in 1920; and the "Dalton" plan, under Miss Parkhurst, at Dalton, Mass., in 1920. Los Angeles, Detroit, and many other cities, and the rural schools of many sections, are finding the individual plan vastly superior to the conventional plan. The second part of the Twenty-Fourth Yearbook of the National Society for the Study of Education, published in February, 1925, is devoted entirely (410 pages) to the individual plan of teaching.

Changes in institutional activities, while interesting, even charming, to some people, are disconcerting, sometimes terrifying, to others. Far-reaching changes are slow to come, and slow to develop. Yet they sometimes do come—after long waiting on the part of protagonists and advocates. We are now on the eve of the second great revolutionary—no, metamorphosic—change in the fundamental functioning of the American public school, as a dynamic factor in the evolution of American democracy.

The first great change, long ago, was that of superseding the "tutorial" plan of teaching with the "mass" plan of teaching. The system of tutors, by which the teacher taught one or two or three children in the home, enabled only the well-to-do—the few—to acquire a schooling. It ignored the many. It was essentially aristocratic, not democratic. After the school took on a democratic mantle, and beckoned to all the people, teachers faced the increasing "masses." Their pupils were of necessity organized in mass formations, known as "grades" in the graded systems, and "classes" in the departmental systems. This was, of course, but a natural step in the evolution of democracy. It also spelled economy in teaching—the economy of the initial stage of the evolution.

While the first giant step in the evolution of democracy has been that of firmly establishing democracy in the institutions—of making the world "safe" for democracy, as against autocracy—the next giant step to be taken is that of making democracy "efficient," as against, possibly, itself. The checks and balances that have so well, in the first stage, made us safe are now becoming, in the new stage, the tonsils and appendices that bring inefficiency and serve as cultures for graft, buck-passings, and other pathological conditions. During the progress of this stage of the evolution, many changes and amputations will necessarily be made upon the social body, in the name of greater "efficiency."

The efficiency of democracy is not to be found merely in "mass" movements—not in the leveling process, not in the reducing of all individuals to the common denominator of mediocrity. Democracy is a spiritual force—not a condition that comes from the mechanism of mass formations. The constituents of real democracy are "individual responsibility" and "co-operative responsibility." They involve individual, group, national, and world-wide self-government. Without a liberation of the individualities of all the individuals, without individual and co-operative self-government of those individuals, there is no democracy worthy of the name, whatever the mass mechanisms may be.

This step to "efficiency"—this second giant step in the evolution of democracy in our governments, churches, and other institutions—which would eventually show itself in the schools, is already making much progress, at the call of the esoteric, or professional, force itself, within the public school systems of America and England. It contemplates the displacement of the "mass" plan of teaching in favor of the "individual" plan. Although the "grade" and "class" formations may be retained as convenient machinery, with no perceptible disturbance in administrative crystallizations, yet the pupils will be taught as individual entities, both individually and in homogeneous groups, rather than as blurred masses of humanity.

Long before the wide variations and differentiations in intelligences and abilities were revealed to us in our new psychological and achievement measurements, many educators realized and recognized, perhaps by intuition, as well as by penetrating observation, the great necessity of a wise individualization in our teaching. In their diagnoses of the mass-teaching plan, they have clearly seen that the grade or class is an artificial, unnatural, and unscientific grouping of widely varying intelligences in a mass formation. That the individual pupils are lost in the grade- or class-unity of the mass. That this deadens the individuality of the individual pupils, and thus creates the passivity so patent and so baneful in the conventional schoolroom.

Somewhere in that schoolroom, but invisible to the eye, is a mythical "average" pupil, whose progress constitutes the objective of both the curriculum-maker and the teacher. When the teacher is convinced that that mythical average pupil has satisfactorily learned his lesson, all the life-and-blood pupils of that mass-group are promoted to the next lesson. One-half of the pupils are brighter and quicker than the average; and one-half are duller and slower than the average. The bright pupils are held back; and

they twiddle their thumbs; they mark time; they concoct mischief. The slow pupils are moved along too rapidly; they are denied thorough training all along the line; and they are confused and lost in their efforts. Between the brightest of the bright and the slowest of the slow may be the whole gamut of intelligences between the Lincolns and Edisons and the low-order and feebleminded morons. Yet—both the bright and the slow are all "run over the same course and under the same wire together." No pupil at all gets the kind of training, either in quality or quantity, that he really needs. The system is a lock-step. It is uneducative. It is miseducative.

No common-sense layman untrained esoterically in the occultism of pedagogy would so absurdly insist on one "average" speed-rate, compulsorily imposed, for an airplane, an automobile, a locomotive, a horse, and a wheelbarrow. Nor would a schoolman propose such a thing for a trotting horse, a draft horse, a roadster, a Shetland pony, and a donkey. The "average" is the only thing that naturally "goes" at that artificial rate. No moronic foreman of a shop-room would require a workman to continue to potter away for days on a piece of work after he has finished it, simply to await the mythical average workman's completion of his task and to keep all the workmen together. Nor to leave a piece of work unfinished and to take up another task, for the same absurd notion. Only the stereotyped and the crystalized mass-teaching schoolroom will make some pupils, who already know how to add fractions, to continue several days to add fractions until the mythical average pupil has learned to add fractions. Or will remove other pupils from the adding of fractions, before they have learned to add fractions, in order to keep pace with a mythical average pupil.

The mass-teaching schoolroom apparently attempts to train for the common denominator of mediocrity. It seems to do, therefore, in an educational way what nature would do in a biological way were it to reduce all humanity to 12-year-old morons. But nature does not do that. The mass-teaching schoolroom, however, actually does worse than that. It tends to reduce the biologically intelligent to an educational mediocrity, by making them mark time with the average; and it prevents the biologically moronic from reaching even the educational levels for which nature has equipped them, by hustling them along, only partially trained at any stage, and always befogged, in the chase of the fleeting average. Thus is it constantly a process of arresting the mental development of all the pupils! All this, too, at the most plastic age, when habits and ideals are being molded and fixed for life!

What a complete change takes place upon the introduction of the "individual" plan of teaching! The emancipation, the conservation, the effectual development of human powers must come through the inspirational awakening and inspirational momentum of the individualities of the individuals. Every successful person—the person who has been most successful in life, whether in statesmanship, in business, or in any other calling—owes his success to this four-fold source of inspirational momentum: responsibility, vision, initiative, and interest. He feels seriously his "individual responsibility" in the

performance of his work; and, because of this responsibility, he makes progress at his own individual and natural rate of development, forming his homogeneous associations as he and others conveniently makes them in plying their work. He possesses an "aimful vision" of the social-service possibilities in his particular field of work; and because of this vision, he organizes and pursues a definite plan of action. He takes a "problematic attitude" toward every detail and series of details that confront him in his work; and because of this attitude, he attacks, diagnoses, and solves every problem and masters every task with the fullest thought and care. And he holds a "motivated interest" in his particular field of work; and, because of this interest, he devotes ample time and effort to his chosen work.

Since these four interrelated, interdependent, and interactive forces have been employed by man along every line of success up through the ages, it seems obviously clear that the school should enthusiastically utilize them, as great constructive and economic powers, in its work, in each and every subject of the program of studies.

Those schools, indeed, that have learned this complain no more of the ultra-artificiality and baneful passivity of the schoolroom. Their problems no longer include the rising inflection and monotone recitation, the so-good-good-enough attitude, the float-along progress and promotion, the credit-first concernment, the discipline annoyance, and many others of the conventional mass-teaching schoolroom.

In feeling out for this light—though not with a perfectly clear mental vision and insight—I myself, as a boy, in the summer of 1898, taught my first class by the "individual" plan, back in the hills of old Vermont. Between that day and this I have taught and supervised the teaching of many classes in many subjects under that plan. Let me here set out, for special mention, one of those subjects—that of geography.

Forty classes in that subject have had a total enrollment of 820 pupils—an average of twenty-one pupils a class. The grades were the fourth, fifth, sixth, and seventh, widely located geographically: Dover, Vermont, 1898; Glendale, Crounce, and Davey, Nebraska, 1898-1902; Shelton, Nebraska, 1909-1916; Las Vagas, New Mexico, 1917-1918; Lamar, Colorado, 1918-1919; and Garden City, Kansas, 1920-1923. The smallest class consisted of twelve pupils, and the largest of thirty-seven, though the total number of pupils in the grade or room under the teacher ranged from twenty to sixty-five.

The pupils moved forward individually, from goal to goal, as rapidly as they were capable of advancing, scattering themselves, at first, along the line of progress. In every class, however, they invariably reassembled themselves, but in accordance with native abilities, into four intellectually homogeneous groups. Never once did they approximate the five divisions of the normal curve of frequency known to the mass-teaching plan. There were always the four groups—A, B, C, and D. Not only did the "social-discussion" work and the "project" work contribute to this grouping, but also did the "drill" work, after the plan had become well settled in its course of progress. There seemed

to be a center, somewhere in each group, to which all members were drawn, some being kept working at a speed higher than that in which they would otherwise have worked, while others may have been held back a little, though the apparent tendency of each group was that of keeping its speed at a maxium, bouyed high by the intense enthusiasm of definite and enjoyable accomplishment, and of a social co-operation among homogeneous intelligences.

The forty A groups, added, gave me 84 pupils, or 10.2%. Group B, 318 pupils, or 38.7%. Group C, 347 pupils, or 42.3%. And group D, 71 pupils, or 8.4%.

Group C did the regular work of the state course of study—the quantity prescribed for the year, semester, or term (under the mass-teaching plan). Group D were the laggards, accomplishing only a fractional part of the regularly prescribed quantum. Group B completed from one and a half to two years' work in one year, or one nine-month year's work in from five to six months. And group A, from two and a half to three years' work in one year, or one nine-month year's work in from three to four months. The extreme maximum was found in two boys, one eight past in age, and the other ten past, who completed in one year of nine months the prescribed state course for four years—both the "small" and the "large" geographies, including the supplementary readers and discussions and the required projects. They then took, in regular manner, the state teacher's examination in geography, as a "stunt," learning later thru the county superintendent that they had earned the grades of 93% and 87%, respectively. How different is this from the reports here and there of the examinations of various classes of college freshmen in geography!

The efficiency in every class as a whole—the median pupil—in the consideration of the subject-matter covered, was always increased at least fifty percent—sometimes sixty percent. If we grade the accuracy of the work done as 100%, to say nothing of the enthusiastic motivation derived, we should not grade the work of the mass-teaching plan higher than 50%. In other words, the total efficiency was well double to threefold that of any mass-teaching class that I have ever seen in the same subject. From these studies and observations I am convinced that the mass-teaching plan is unnecessarily fraught with enormous wastefulness.

One interesting phenomenon that occurred many times in the forty classes, during the span of twenty-five years, is worthy, I believe, of emphasis. It indicates typically the degree to which the pupils keenly felt and enjoyed their "individual responsibility," "aimful vision," "problematic attitude," and "motivated interest," in their work. I was surprised, the first time, when the pupils of one accord brought calendars and almanacs to school, and planned their goal and topic "itineraries" for months in advance. By moving at his past and present rate, one pupil would figure that he would reach such a topic of such a goal, and find himself, say, "landed in Africa," at the close of the school year. A little additional effort daily would enable him to complete a well-rounded toll of goals, leaving him, instead, at a more favorable stopping-

point. Ever now and then a remark was dropped by a pupil that he was a certain number of topics "ahead of his schedule."

When I gave a series of intelligence tests in 1914 and 1915, I was at first perplexed in finding that the results did not at all coincide with the class groups in achievement. The high-intelligence pupils scattered themselves thruout the groups A, B, and C in their class-work achievement under the individual plan. I finally dubbed the intelligence tests as "static" tests, and the individual-achievement work as "dynamic" tests. In that the achievement results, earned by means of tenacity, in a steady response, day after day, the individual plan of teaching really out-intelligenced the intelligence tests. The only homogeneous groups for the social discussion portion of the work, therefore, are those whose members have grouped themselves through the means of their daily ability and tenacity in their work under the individual plan—and not those who have been grouped in a really artificial manner by means of "static" intelligence tests.

It should be remembered, of course, that this plan of teaching—the "individual" plan—is a strictly individual plan in matters of procedure and promotion in the "drill" work. but is also the best sort of a "group" plan in the social, cultural, and appreciation phases of the "discussion" work, while both the individual and the group function together in the "project" work. These three fundamental procedures are well "correlated." Occasionally a critic unwittingly denounces the plan as mechanical or non-social, because of his having centered his comprehension of the plan narrowly upon the literalness of the word "individual." We call the plan "individual," however, in contradistinction to the "mass" plan, in which the pupil is divested of his individual responsibility, trained to lock-step in the mass, and sold to passivity.

The only critical objection that seems to carry weight to the thinking minds of the profession, so far as I have met with objections to the individual plan, is the one to the effect that the drill work is likely to become a separate task in itself, divorced from the social-development work, instead of being taught in subordination to the "needs" that naturally grow out of the social work. That, of course, might happen. It has happened, and does constantly happen, under the prevailing mass-teaching plan—in spelling, for example. But it need not. It is not a characteristic necessarily peculiar to the individual plan. It is, rather, a maladjustment of any plan.

Drill work should, of course, consist of the informational knowledge revealed as "needed" by, and therefore to be "correlated" with, the social-development work. But just what is a "need"? Even the social-development work itself, in its assignments of hypothetical problems, is more or less artificial, in such real appeal as it makes to the pupil's mind. When the development work fails to appeal, it reveals to the pupil no need either for itself or for the drill work. Often, in fact, the enthusiasm in drill work actually inspires the pupil to an interest in the development work. Both complements of the work are interdependent and interactive. When the pupils actually "want" or "desire," they feel a "need," whether the work be developmental or drill—just as a

man "needs" an automobile because he "wants" one. "Needs" grow out of "desires"; and the desires of life are often more emotional than logical. When a class of pupils "want," enthusiastically "desire," to study their drill data, and when the correlation of those data with their "discussions" and "projects" is well managed, so that they feel a "vitalized" interest in their work, we do not worry a molehill into a mountain by questioning too closely whether it is the drill work or the development work that actually antedates the other.

We need to educate for fruitful knowledges, useful skills, and cooperative attitudes—all three, well correlated. I am not one of those who are overly finicky lest we might actually teach some really definite knowledge facts! "Wisdom"—knowledge, with capacity to use it—"is the principal thing; therefore get wisdom; and with all thy getting, get understanding."

Wisdom, that wisdom which embodies the sociological subconsciousness and finally the consciousness of mankind, as manifested in the evolution of ideas and ideals, is now ushering into the schools the "individual" plan of teaching. It is demanded in the name of "efficiency"—the objective of the new giant step in the evolution of democracy. In the light of the recent discoveries in biology and psychology—the wide variation of individual intelligences—the imperative "need" of the complete liberation and development of the powers of every individual intelligence cannot be gainsaid. The growth and development, and ultimately the extensive, if not the universal, use of the "individual" plan of teaching seem inevitable.

Although the mass-teaching plan will, of course, continue its great service to the masses, by means of its general though hazy appeal and instruction through the pulpit, platform, assembly, press, cinema, radio, and other means, yet the fundamental, definite, brass-tack teaching of the schools—the teaching that spells efficiency and makes for the solid foundation of our democratic civilization—must change, and successfully is changing, the classroom procedure to the "individual" plan. The students now in preparation for teaching shall have the duty, the honor, the pleasure, in their generation, of making the great readjustment—undoubtedly the greatest readjustment in things educational ever made in the history of the world. They should, therefore, it would seem, right now, begin to "get" the individual responsibility, aimful vision, problematic attitude, and motivated interest necessary to their training for their great work.

Kansas State Teachers College

Pittsburg, Kansas

A Great Summer Session is Being Planned June 1 to July 31

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IMPORTANT ERRATA:

Under "Fees," page 6 summer bulletin, Kansas State Teachers College, should read:

An incidental fee of $10.50 is charged each student who enters the institution for the summer session.

Also a hospital fee of $1.00 is charged each student, except in case a student has paid the $1.00 hospital fee during a proceding term of the current year.

Persons not residing in Kansas are charged $10.00 in additional to the above incidental and hospital fees.

Assessments are made for materials actually used.

Write for Special Summer School Bulletin at Once

W. A. BRANDENBURG
President