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THE TECHNE

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

December, 1926

THE ULTIMATE FORCE IN EDUCATION

Someone has said, "The ultimate force in education is the contagion of a great soul." We may not dare to believe we are great souls; but, if we are lovers of ideals, striving ever toward something higher than today's life, the pleasure of the moment and the commercial interest of the hour, then indeed, we may hope that something of the radiance of the soul will go out from us and touch the children and young people with whom we are associated, so that they, too, when they come to the end of the long path, may leave behind the memory of the loveliest and most beautiful of all works of art, a well-lived human life.

—EDWARD HOWARD GRIGGS

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No. 5

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg
Pittsburg, Kansas

W. A. Brandenburg, President

Vol. 9

December, 1926

No. 5

EDITORIAL COMMITTEE

ODELLA NATION. ERNEST BENNETT. EULALIA E. ROSEBERRY.
A. H. WHITESITT. ADELA ZOE WOLCOTT.
EDGAR MENDENHALL, Chairman.

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 13, 1917, at the post office of 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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GRADED PARTICIPATION IN STUDENT TEACHING

H. C. Pryor, Director College Training High School

Graded participation is a plan for professional preparation of teachers, whereby the novice begins with a simple task and proceeds to those which are more and more difficult and complex, arriving finally, at full responsibility for the room. The plan has been in use in some training schools for a number of years, but only within the last six or eight years has it gained anything like general approval. Now it promises to revolutionize teacher training.

This paper deals largely with the plan as it has been developed at the Northern Normal and Industrial School, Aberdeen, South Dakota, in connection with Observation and Practice Teaching in the elementary grades and Junior High School of the city system. If what is said does not seem to hold true for other situations, it should not be charged to graded participation but rather to the fact that what satisfies the Aberdeen situation must be adapted to meet different needs.

Like every new plan, graded participation has to overcome much opposition. Its chief opponents may be counted among those who believe that the student teacher should be subjected to a sort of "survival of the fittest" test. These persons would put the novice in full charge of the room and leave him to "sink or swim" on the theory that only those who can survive the ordeal are worth saving. Its proponents hold that a more gradual introduction to full responsibility for the room will produce better teachers and at the same time safeguard the interests of the pupils more effectively.

There are several plans for graded participation. The differences, however, are largely in the name. Stuart, Swarthmore, Pennsylvania, worked out a series of "topics" to be studied by the student-teacher in connection with his course in practice teaching. Cook, University of South Dakota, has provided "assignments" covering the work in the University High School. At the Northern Normal and Industrial School, Aberdeen, South Dakota, twenty-one "Graded Units" have been developed, each of which must be studied in connection with the course in Observation and Practice Teaching. Similar plans are in use at Detroit Teachers College; Harrisburg, Virginia, State Teachers College; Farmville, Virginia, State Teachers College; Conway, Arkansas, Normal School; Greeley, Colorado, State Teachers College; Sioux City, Iowa, Normal School; Albion, Idaho, Normal School; Emporia, Kansas, State Teachers College; Towson, Maryland, Normal School; Bucknell University; The University of Delaware;

and the University of Wyoming. The fundamental principles underlying all of these plans are identical. Let us consider several of them, briefly.

First, the teacher's work should be broken up into a number of "units," "exercises," "topics," "assignments," "chores" or "jobs," as they are variously called, "arranged roughly in increasing difficulty and complexity and in the order in which they should be attacked by the student teacher."

"Teaching" as understood here, and throughout the article, includes everything which the teacher does in the course of a normal day's work. It can be seen that this includes not only the different "types of teaching" as discussed by Earhart, but also many problems of school management. Following is a list of Units which has been developed at the Northern Normal and Industrial School during the past six years:

- Unit 1—Caring for the Cleanliness and Neatness of the Room.
- Unit 2—Care of Lighting, Heating and Ventilation.
- Unit 3—Studying the Classroom, Building, and Grounds.
- Unit 4—Arranging Seating With a View to Meeting the Needs of the Individual Child.
- Unit 5—Visual Presentation of Material.
- Unit 6—Keeping a Record of Attendance for the Room.
- Unit 7—Supplying the Class with Materials for Their Work.
- Unit 8—Supervision of Passing of Children, the Handling of Materials, and Other Routine.
- Unit 9—Studying Children.
- Unit 10—Making the Daily Program of Work, Study, Recitation, Play.
- Unit 11—Planning for the Day or Longer Period.
- Unit 12—Recording Grades and Preparing Records.
- Unit 13—Studying the Teacher.
- Unit 14—Working with the Individual Pupil.
- Unit 15—Supervision of Playground Work.
- Unit 16—Health Inspection.
- Unit 17—Testing the Children's Progress.
- Unit 18—Working with the Group or Class.

The Assignment.

Supervised Study.

Induction.

Deduction.

The Telling or Lecture Method.

The Object Lesson.

The Drill Lesson and Habit Formation.

Testing.
Review.
Appreciation.
Socialized Recitation.
The Problem Method.

Unit 19—School Discipline.

Unit 20—Interviewing and Visiting Parents

Unit 21—Getting a Position and Holding It.

The chief justification for these exercises is that skill in their performance is absolutely essential to any high degree of success in teaching. Their mastery is as necessary to the teacher as a mastery of anatomy, "materia medica," pathology, principles of surgery, and the like, is to the physicians; as a knowledge of jurisprudence, torts, court procedure, and the like, is to the attorney.

Different situations might necessitate emphasis on different Units, depending on such factors as whether the work is rural or urban, the grades to be taught, and the like.

Second, the student teacher should be permitted to take up a new "Unit" of work only when he understands and is reasonably proficient in the one which he has been studying. This insures mastery of each phase of the work and results in satisfaction and confidence and the elimination of discouragement. The rapidity of progress is determined by such factors as the difficulty of the Unit being studied and the previous experience or native ability of the teacher.

It is very evident that such a Unit as "Cleanliness and Neatness of the Room" involves fewer difficulties than "Health Inspection," "Supervision of Playground Work," or "Working with the Group or Class." The first might very easily be mastered by a capable student-teacher within a few days; the last is so difficult and complex as to deserve at least one-third of the total time devoted to observation, participation, and teaching.

Other things being equal, the student who has had profitable experience, e. g., under supervision, or is capable of both, should make more rapid progress than one who is inexperienced and incompetent. The writer has found that some student-teachers never become efficient in anything except routing Units and do poor or very mediocre work when in full charge of the schoolroom. On the other hand a few superior ones master the routine Units within a comparatively short time and do exceptionally well when they arrive at full responsibility for the room.

Third, the order in which the Units should be taken up is not fixed. Considerable flexibility should be permitted to meet the needs of different situations.

The training school, regardless of whether it is on the campus, in the country or is part of a city system, should be organized, primarily, with a view to meeting the needs of the child. Subordinate to this, although it is of great importance, is the training of student-teachers. The training staff should have student teachers study Units as they need to be introduced to subserve the best interests of the children, rather than present them in the order which, theoretically, seems best for the student-teacher.

Where there is a campus school, the interests of both of the groups mentioned may be provided for very satisfactorily. Where the school years and subdivisions thereof do not begin and end at the same time, as in the Aberdeen situation, the training staff must learn to adjust themselves to circumstances. Student-teachers take up the Units in the order which meets the needs of the school.

Fourth, when a Unit has been once assigned, it should never be dropped but should be carried along with others, receiving less and less attention as proficiency develops. This cumulative method insures such skill in the use of each Unit that the student-teacher will be able to handle the complex situation involved in full responsibility for the room, when it comes, with a minimum of difficulty. To insure the best results, particularly with the management Units, careful attention to the law of habit formation is necessary. Each Unit to be studied should be outlined so clearly that the student-teacher will have no difficulty in understanding what is required. Enough practice should be provided to insure as nearly automatic performance of the desired task as possible. The training staff should guard against bad practices and try to perpetuate only that which contributes to satisfactory schoolroom procedure.

Fifth, the training staff should try to conduct the work in such a way that it will not become too mechanical. Most of the Units have to do with the ordinary routine of the schoolroom and may be so administered as to make the student-teacher feel that the teacher's real job, classroom teaching, is being neglected. The training staff should try, at all times, to show that proper hygienic conditions, good attendance, and the like, are just as important in their way, as conducting a good drill lesson or a socialized recitation. The former contribute, largely, to the success of the latter. The student teacher should be led to see that nothing is unimportant or trivial which makes for success in the great art of teaching.

No thinking teacher questions the necessity of drill in teaching the formal subjects; it is necessary as a means to an end, securing automatic responses to certain stimuli. The ultimate purpose of drill is to lay the foundation for high, level, mental processes. In the same

way, facility in managing schoolroom routine enables the teacher to do these so-called less important things with the minimum of attention and leaves the mind free for that which is more important.

In order to secure definite information regarding the extent to which graded participation has been adopted, a questionnaire was sent to one public teacher-training institution in each state, except North Dakota (two), New York (two) and South Dakota (none). The forms were returned by twenty-eight persons representing twenty-four different states, one director reporting on work he had done in a state in which he had formerly been located. The states reporting are Arkansas, California, Colorado, Delaware, Florida, Idaho, Alabama, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New York, North Dakota, Oregon, Pennsylvania, Virginia and West Virginia. Fourteen had to be eliminated wholly or in part, because they were blanks or the information contained was so meager as to be of little value.

In answer to the question, "Do you use such a plan?" eleven reported that they use graded participation, two "partially," one "had used it," fourteen answered "no," one blank.

"How long have you used it?" was answered by one, one semester; three, one year; three, two years; one, four years; one, five years; one, six years; one, nine years, two, ten years; one, several. The average is 4.1 years. One says, "Where student teachers have had previous successful experience, the plan is not adhered to." This is in accordance with sound pedagogy.

"In what institution?" Those using the plan, together with their institutions, are as follows:

F. H. Harrin, Director of Training, Arkansas State Normal School, Conway, Arkansas.

W. F. Tidyman, (former Director of Training, State Teachers College, Farmville, Virginia), Director of Training, State Teachers College, Fresno, California.

W. D. Armentrout, Director of Training, Colorado State Teachers College, Greeley, Colorado.

Fiske Allen, Director of Training, Eastern Illinois State Teachers College, Charleston, Illinois.

Gertrude F. Eaton, Principal, Sioux City, Iowa, Normal School.

John C. Werner, Director of Training, Albion, Idaho, Normal School.

H. G. Lull, Director of Training, Kansas State Teachers College, Emporia, Kansas.

Allen Hulsizer, Department of Rural Education, State Normal School, Towson, Maryland.

Miriam A. Besley, Supervisor of Training, Detroit Teachers College, Detroit, Michigan.

Katherine M. Anthony, Director of Training, State Teachers College, Harrisonburg, Virginia.

C. R. Maxwell, Dean, College of Education, University of Wyoming, Laramie, Wyoming.

F. G. Davis, Director of Training, Bucknell University, Lewisburg, Pennsylvania.

Rena Allen, Director of Education, School of Practice, Woman's College, University of Delaware, Newark, Delaware.

Anna D. Halberg, Director of City Practice, Maryland State Normal School, Towson, Maryland.

Answers to the question, "Is the plan used in connection with the training of teachers of kindergarten, elementary, junior high school or senior high school?" show that training is given to the following types of teachers: Kindergarten, five; elementary grades, 1-6, seven; 1-7, one; 1-8, four; junior high school, nine; grades 9-10, one; senior high school, four; rural, five. In at least four places where the plan has been most satisfactorily worked out it has been adopted for the training of rural teachers. There seems to be no reason why it may not be utilized more generally.

The following answers were given to the question, "How did the plan originate with you?" Writer's own idea, three; other teacher training institutions or individuals, e. g., "Courses taken with Professor Bagley and Professor Carney at Columbia, and discussions with training teachers," "Through my own study and beliefs intensified by U. of Chicago attendance," eight; supervisors' conferences, one; trial and error, e. g., "We began by putting junior students in full charge of room for the hour. The mortality proved too great," two; need; e. g., "The need of producing a product adequately trained for the Detroit situation," three.

To the question, "Do you consider the plan better than one which does not involve graded participation, e. g., plan which gives the student full control of the room from the beginning?" the fourteen who gave complete answers to the questionnaire answered "yes." Five gave no answer.

The answers to the question, "Why?" involved a presentation of advantages which are discussed more fully in a later paragraph. One answer was, "better results with pupils." All others emphasized the benefits, chiefly psychological, to be derived from such a plan by the student-teacher. Several of the most helpful ones are: "Consistent with psychological approach, known to unknown, relatively easy to more difficult, use of proper imitation (studied) especially gives

assurance to the inexperienced timid beginner;" "better training for student;" students have an intelligent background and become sensitive to the vital problems involved in a teaching situation;" "student does not at any time lose confidence in herself. Reasonable success is assured to students of normal ability and energy;" "It is the psychological way;" "because cumulative plan is in accordance with the laws of growth in learning to perform any new process;" "gradual progress from difficulty to difficulty;" "students are not prepared to take full charge at the beginning of their work;" "avoids bungling or trial and error procedure."—"Students gradually inducted into teaching are ready to give more of their attention to the actual teaching. They are not so concerned about the routine factors and the mechanics. Graded participation gives teachers an opportunity to tie up theory with practice without overwhelming students. Finally it is psychological if carefully managed. It is the laboratory method."

"What is the attitude of your teacher training staff towards the plan?" Nine out of fourteen answer in some such terms as "favorable," "enthusiastic," "fine," etc. One says, "most of them take to it well; a lazy one or two do it halfheartedly." One says, "each training teacher is organizing her own teaching Units." One says, "attitude of teacher training staff is about 50 percent for and 50 percent against." "They are enthusiastic and say it's better than anything we have ever tried." On the whole, the attitude shown is reassuring. The vexing question is whether those who did not answer the questionnaire were simply too busy, or ignorant of the meaning of "graded participation" or opposed to the plan. It seems safe to assume that they do not make use of it.

"Do you find the plan practicable?" was answered in the affirmative and unqualifiedly by eleven. One says, "Yes, decidedly so where there are sufficient supervisors. We do not have such in the grades, three only for eight grades;" another, "Not satisfactory but better than nothing," a third, "Yes, generally. It presents some administrative difficulties."

The first quotation in the preceding paragraph suggests a very real difficulty, one which handicaps many teacher training institutions. The second is axiomatic; the only way in which we can overcome our difficulties is by adopting a constructive attitude. The third is not inherent in graded participation. All plans present administrative problems.

"Please state briefly, in descending order of importance if possible, the chief advantages of the plan as you see it." This question elic-

ited many answers. They cannot be arranged in descending order. Those mentioned most frequently may be grouped, roughly, as follows:

The following were mentioned by five:

"Satisfaction" or "confidence."

The following were mentioned by four:

"Higher standards of," or "efficient instruction."

"Gradual progress towards full responsibility."

The following were mentioned by three:

"Concentration on few problems at a time."

"Better supervision."

"Responsibility, definite goals established."

The following were mentioned by one:

"Student progresses at his own rate."

"Assistance to regular teacher."

"Opportunity to know pupils better than with free observation."

"Enables student to appreciate relative values in a teaching situation."

"Psychological."

"Practical—less loss of time on part of children."

"Logical—simplifies student teaching."

"Please state briefly, in descending order of importance if possible, the chief disadvantages of the plan as you see it."

One answered, "Can't think of any."

One answered, "There are none from my point of view."

The following were mentioned by two:

Danger of becoming too mechanical.

Improper use may disgust students, i. e., over mechanization, etc.

Pupils may lose respect for student teachers.

Work on single units may make it hard to plan for whole job.

One-sided view of schoolroom.

The following were mentioned by one each:

Supervisor needed in each room, something not always provided.

Lack of time to confer with students.

Regular teachers may not allow enough participation.

Coddling.

Lack of definite plan for checking.

Order may be confused.

It is interesting to note that most of the criticisms came from those whose answers to the questionnaire indicated slight knowledge of, if not actual opposition to the plan. Those whose answers indicated that they were most conversant with graded participation

had little to suggest, as might be expected, in the way of disadvantages. The writer's experience with the plan during the course of six years leads to the conclusion that none of the disadvantages mentioned are necessarily inherent in graded participation. All of them can be overcome, in a large degree, through careful planning on the part of the training staff.

Perhaps the most serious danger is that of the plan's becoming too mechanical. So far as the simpler units are concerned, this is not serious, because the more nearly they can be automatized—this seems to be very much the same thing—the better. Automatization insures accurate and uniform response, the thing to be desired.

Another criticism that needs some attention is that graded participation may result in a "one-sided view of the school room." The answer to this is that any occupation is made up of a number of different "units" or "chores," any of which, attended too closely, might give the worker a "one-sided" view of his occupation. As a matter of fact, this does not seem to be the case; no one who has learned a vocation piecemeal, as it were, experiences serious difficulty in reintegrating the parts into a whole.

None of the other disadvantages suggested are serious enough to demand discussion.

"Do you have a full-time critic or room teacher in charge of each room in the campus training school or public school, where practice teaching is done?"

Fourteen answer affirmatively; one, no; one, "One for each two rooms." This is significant because the most satisfactory results can be obtained with graded participation, as with other plans, only when there is an adequate training staff. The writer is of the opinion that there should always be a full-time critic teacher in charge of each room and that she should have charge at all times, assigning different duties to the student teachers under her charge only as they are able to accept them. This would necessitate full responsibility for actual teaching at the beginning, the student performing simpler tasks under supervision. Later on, the latter would take over more and more of the greater responsibilities of the classroom, freeing the critic teacher for supervision.

"Would you object to being quoted?" was answered "no" by all who answered, which accounts for the liberty taken.

In response to a request six sent outlines ranging from single typewritten sheets in the case of two, to more or less fully worked-out bulletins. One of the latter is a comprehensive manual based on the graded participation idea, to be used by the student teacher. Inasmuch as graded participation requires close attention to details in

connection with the different units, complete outlines are essential to success. To avoid the work's becoming too mechanical is the task of the training staff who must see that each task is well done and that all are properly co-ordinated. A conscious attempt must be made, at all times, to show the student teacher that responsibility for the room is her chief goal but that satisfactory participation in the simpler units is essential to success in the larger field.

The writer has prepared outlines to be used in connection with each of the units mentioned of pages 3-4 of this bulletin. They have been tried out thoroughly in the elementary grades in the city of Aberdeen, South Dakota (population 15,000), to a lesser degree in the Department of Rural Education and in the Normal Training Departments of several high schools. Modifications have been suggested, but no one who has used it has criticized the plan as impracticable.

Graded participation is now being tried in the College Training High School at K. S. T. C., Pittsburg. Different departments are adapting the Units to high school needs with a view to making them more useful. It is hoped that the plan will be in full operation by the close of this year.

CAMPUS JOTTINGS

The Pittsburg State Teachers College, together with the Emporia Teachers College, was recently commended informally by the Kansas Tuberculosis Association for giving definite training to teachers in public health work. Prof. J. Ralph Wells is in charge of the courses here.

The election of a charm queen with three maids of honor from the student body is being promoted by the editorial staff of "The Kanza," the college year book. All votes must be accompanied by subscriptions for the book. Fourteen co-eds were nominated by petition.

Miss Mabel Lee Watson of Woodstock, Va., national president of Sigma Sigma Sigma sorority, visited the Pittsburg chapter of that sorority recently. In her capacity as chairman of the Association of Educational Sororities, she spoke at a meeting of the local Pan-Hellenic council.

Sixty-five faculty men dined in a pasture west of the city one night recently on broiled pork chops, liver and bacon, hot mince pies, cranberries, and doughnuts. The occasion was the annual "Trout Bake," at which they were the guests. Despite the name, there was no fish on the menu. The name was due to the fact that Dean G. W. Trout was host.

More than 4,000 spectators witnessed the Thanksgiving football games between the Pittsburg State Teachers and the Hays Teachers, and between Pittsburg High School and Columbus High School on Brandenburg Field. The last few minutes of each game brought victory to the home teams by a score of 7 to 0.

Everett Nicholson of Blackwell, Okla., was the hero of the Thanksgiving battle. Playing half, he connected with two successive passes from Prentice Gudgen of Pittsburg at quarter for gains of five and fifteen yards. Earlier in the game, Nicholson staged spectacular runs for 59 yards and 25 yards. It was he who carried the ball over the Hays goal line and kicked it over the bar for the additional point.

The two glee clubs gave a concert together at the Pittsburg senior high school on the night of Dec. 10 under the auspices of the Extension Study Club of Pittsburg. Prof. Walter McCray conducted the men's club, and Miss Gabriella Campbell the Polymnia Club. This is the first season that the two clubs have given a big concert together.

The Festival Chorus and Orchestra gave a Christmas program the night of Dec. 14. "The Anvil Chorus" was one of the novelties.

A choral number based on old plantation melodies was another. The orchestra, which is almost symphonic in its proportions, gave several numbers. Prof. Walter McCray conducted the concert.

A new grades training school, to be erected by the city of Pittsburg and operated by the College, will be built, probably next summer, just across Cleveland Avenue from the campus, on the present site of the home of Registrar J. F. Mitchell. The building which will face south toward the new Porter Library, will be two stories high and will contain ten or eleven class rooms.

The holiday vacation began Friday afternoon, Dec. 17, and will continue for two weeks, until the Monday after New Year's. There will be but three weeks left in the first semester after the holidays.

The Arden Players, student dramatic club, gave "The Road to Yesterday" before the crowd of about 1,000 in the auditorium the night of Nov. 18. Miss Virginia Bailey of Joplin played the heroine's role and Jack Carter of Moundville, Mo., was the leading man.

The Kampus Kats, girls' rooting club, are gathering an emergency loan fund for the benefit of students who are temporarily out of funds.

Basketball practice began in earnest the week following Thanksgiving. Five letter men are again at work—Deming Shaw, captain; Jess Anderson, Frank Hoffman, Glenn Meisenheimer, and Maurice Woodford. Promising new players are also at hand.

Twenty-two gridsters received "K's" at the close of the season. They were as follows: Carl Killion, Howard, captain-elect; Leo Folck, Little River, fourth year; Frank Campbell, Altamont, fourth year; Glenn Meisenheimer, Garnett, another senior; Frank Hoffman, Pittsburg; Jean Bennett, Haviland; Herbert Butterfield, Mulvane; Edward Shilts, Wilson; Prentice Gudgen, Pittsburg; Willie Hill, Pleasanton; Jess Anderson, Wetmore; Ross Barndt, Garnett; Dale Fry, Sedgwick; Maurice Woodford, Topeka; Lee Bournonville, Pittsburg; Floyd Scott, Independence; Robert Lance, Pittsburg; Alphonso Bowers, Columbus; Everett Nicholson, Blackwell, Okla.; James Ewing, Iola; Kenneth Pettit, La Harpe; Lester Rice, Iantha, Mo. Three other men—Walter White, Oswego; William Baker, Girard; and David Paoli, Frontenac—received reserve letters.

If you wish to be placed upon the mailing list to receive The Techné, fill in the blank below.

Name.....

Address.....

How Big Is Your Task?

Edgar Mendenhall

How big is your task, O teacher?

How big is your task? you inquire?
It's as big as the arched sky above
you;

Yea, it touches the studded vault's
fire.

How big is your task? you repeat it?

How big is your task? Still in
doubt?

It's a torch in eternity's pageant;
'Twill blaze when heaven's orbs
are burnt out.

How big is your task, O teacher?

Once more before parting you seek?
Pray the Sage of the sages to
fathom;

The reach of man's mind is too
weak.

October 17, 1926