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THE TECHNE

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

Vol. XII MARCH-APRIL No. 4

He declared the future was in the hands of the schoolmaster and busied himself with questions of education. He desired that society should work without ceasing at the elevation of the intellectual and moral level; at the coining of knowledge; at bringing ideas into circulation at the growth of the mind in youth.—Victor Hugo in Les Miserables.

MARCH-APRIL, 1929

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THE TECHNE

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The Techne is a magazine and research bulletin issued bi-monthly by the College except in July and August. The articles are for the most part in the field of education, some of them dealing with experiments and projects, others discussing and interpreting current problems and developments. Though much of the material is contributed by the faculty, contributions that fall within the scope of the magazine are welcome from alumni, teachers, and administrators.

The Techne is sent free to the alumni, to institutions of higher learning, public libraries, and to school administrators of this district, as well as to any other person or institution on request.

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Making Electricity Practical in High School Physics.

Elmer W. Jones, Associate Professor of Chemical and Physical Sciences

The true objectives of education are the inherent needs of human nature. The preparation of young people to take their part in the business of living should be the very practical purpose of an educational program. The school curriculum should be built up out of the intellectual resources used in operating our social institutions, not merely as these institutions now exist but as they may become; it should be a curriculum that meets the demands of the present and prepares for the needs of the future. If electricity is to function in ordinary life, knowledge of it must be had by our young people. They must be furnished a schooling that parallels this phase of the civilization in which they live. So universal is the use of this modern form of energy, that any boy—or any girl for that matter—who is deprived of a chance, somewhere in his school career, to study the essential facts of its behavior and use, is handicapped at the very beginning of his productive years and that regardless of his future calling. Where is there a better agency than the school, or indeed, any other agency, to impart this information?

Electricity as a modern subject stands out prominently in teaching possibilities among the several divisions of high school physics. First, because it is comparatively new in the minds and lives of people and therefore is not established in the social background of general information. Second, because it is rapidly becoming more widespread and useful in everyday life than the other divisions, with the possible exception of mechanics, and because more of the principles and operations studied, if carefully selected, may be carried over into the realm of common experience of both girls and boys.

Electricity is new, inasmuch as its present-day development has all come about within the last fifty years, mostly within the last twenty-five. It has grown within a generation from a seldom considered source of power to one of the most universal, though the least understood. A new industry has been built up with many ramifications. New methods and standards have become established in the home, in travel, in communication and transportation, in commerce and manufacturing, in all the techniques of industry, even in amusements and the arts and sciences. A new vocabulary of terms and meanings has been introduced, almost as complicated and confusing as a foreign tongue. The end is not yet. Changes are taking place now, greater and faster than ever before in history. A potent example of these changes is the Industrial Revolution now upon us, wherein electricity is employed to distribute and apply that vast amount of power which, obtained from coal, petroleum and falling water, is doing the world's work today faster, cheaper, and better, perhaps, than it was formerly done by the muscle power of toiling men.

How may this new knowledge best become a part of the mental capital of the race? There is very little in the social heritage to supply it, and that little is shot through with superstition and mystery. Although electricity was recognized for centuries as a potential force, our real knowledge of it had its very beginnings only a hundred years ago. For decades later it remained the problem of the scientist and the plaything of the inventor, then became more recently the tool of the engineer. Information as to its activity and application was the exclusive possession of these specialized groups. Now its use has spread into every walk of life, but not an understanding of it, for how much have people learned about it compared with their knowledge of other items of no greater importance in the modern environment? Our grandfathers could hand us down nothing of importance, and our fathers but little more. What the present generation knows is chiefly the cost and the danger of electricity, also a very little of its intelligent application, of its careful and economical use, and of the ordinary rules of safety in its handling.

It is generally admitted that physics does not hold the standing in the high school curriculum of today that it once enjoyed. One of the reasons is that it is not required, as formerly, for college entrance. Though this removes a strong incentive for studying physics, it is a condition about which the high school teacher can do very little in a direct way. Another reason it is decadent and one of the greatest is that we, as teachers, have not succeeded in making it function in everyday life. We can and should concern ourselves about this. The difficulty can be largely overcome, we believe, by a shift in the teacher's viewpoint, in the aims and objectives of the course, and in the methods of handling the subject matter.

To a certain extent we are victims of circumstances. Our physics textbooks and manuals have, for the most part, been written by men of the formal type who have followed tradition in their treatment of this richest of the school sciences and have handed the technical physics of the college classroom down into the high school, and we teachers, who have also taken our training in the college, use these low-grade college texts and cannot visualize any other type of course when we come to teach high school boys and girls, eighty per cent of whom do not go to college. The result is the twenty per cent that go often try to avoid physics.

BUT SOMETHING ELSE IS POSSIBLE

This is not as it should be. Is is not because we teachers know no other physics? We blindly follow the lead of these dim-sighted authors and fail to modernize and vitalize a most interesting subject. Wherever you see a teacher who has the ability, the initiative, the ambition and energy to step up and out of the textbook and use up-to-date methods and applications of the principles studied, there you find a teacher, either in high school or college, who is making a success of physics. He is making physics desirable, useful, sought after, enjoyed and followed further, instead of dry, uninteresting to the majority, avoided if possible, taken because students are pushed into it. and pursued for a grade only.

The teacher who can lift physics out of the dusty rut, put juice and flavor into it, show how it applies to the thousand and one intensely interesting things all around us in the everyday contacts of life—that teacher is hailed as outstanding, as doing a fine piece of work. He puts physics at the head of the list in his community, where it belongs, and his influence spreads out in ever-widening circles. Why cannot more of us put our teaching into actual service?

The comment just made on physics in general applies especially to the section devoted to electricity. The textbooks try to make this part of the course technical, to prepare the student, it might be said, to step right into a college course in electrical engineering with considerable preparation. For obvious reasons that purpose cannot be accomplished.

How many of the total number of boys passing through our high schools go on for a college course in electrical engineering? As many as a tenth of one per cent? And how many of the boys and girls passing through our high schools will use electricity in their various callings and therefore should know something about it? Practically one hundred per cent. Whom, then, should we prepare to teach, the thousand boys and girls, or the one boy while we waste the others' time?

And what should we give these thousand boys and girls, electrical engineering, technical electricity with its deep-lying principles, its laws and theories, or simple electricity of the everyday sort that all of us try to use all the time? There is only one answer if we wish to make the study of the subject effective, if we desire the respect of the students and the support and indorsement of the mothers and fathers who furnish the funds, if we would see our students enjoy with keen delight a subject that is dry no more but smacks, instead, of the spice of true living.

Moreover, which kind of electricity will be the easier to teach these future citizens? Will it be the kind that is used every day, about which they already know a little and are curious and eager to know more, the kind that they hope and expect to deal with to the end of their days regardless of their life jobs? Or will it be the vague, formal electricity of rules, laws, principles and difficult terms that is so far beyond the horizon of ordinary experience that they cannot see it at all, the kind that paralyzes interest and makes information dull?

In the third place, which will they remember the longer and which, thereby, will do them the more lasting good? Evidently the kind they will use throughout life. This kind carries the factors of interest, confidence, and visible accomplishment. Being practical, it is more stimulating and satisfying. Being simple, it is practiced more and readily becomes a part of their store of knowledge. For these factors are the essence of memory.

And finally, which kind can the teacher the more easily and efficiently prepare himself to teach? Which can he approach with the greater confidence and sense of mastery and present with the greater clearness and accuracy?

If there were not sufficient teachable material in this type of

electrical knowledge to occupy the six to ten weeks allotted to the subject, the case would be different. But there is material in great abundance, it is wholly teachable, apparatus for demonstration is easily obtained, and the teacher can prepare himself for this kind quicker and better than for the technical sort.

We would not vocationalize electricity in a physics course. Vocational education is for a different purpose and subject matter should receive a different treatment. Vocational education is training for production wherein specialization is required. It is preparing for a life calling, for which because of the modern division of labor, different persons, possessing different aptitudes, need different mental equipments and skills. We would consider, rather, the general requirements of everyday life, including, indeed, the needs of the average college career. For these purposes the knowledge of electricity need not be extensive or technical. The work should be organized for students who are not to become electricians in any sense. It should cover only the fundamental science facts, the operation, care, and upkeep of the common consuming devices, and the ordinary rules of safety. Education for the user or consumer should be the aim of such instruction, not the training of expert workers. This knowledge should be simplified, visualized, and vitalized, made practical and interesting at every step by means of the common electrical materials, appliances, and circuits. Much of the "mystery" of electricity may thus be explained, its ways familiarized, and its sources, uses, and dangers made a matter of common knowledge.

Girls as well as boys should study electricity of this character, since more women use electrical devices in modern life than do men. They will approach the course with anticipation instead of dread if they are made to see that it is not entirely a boy's subject, and that it applies equally well to their future needs and problems.

THE TEXTBOOK NEEDS REVISING

For the purposes in mind considerable improvement could be made in the electricity section of the usual high school physics text, to the advantage of both teacher and pupils, by omitting half or more of the material included and simplifying much of the rest. Certain points should be stressed and amplified and some new material added. This alteration should be made by the teacher himself. The text should be used as a basis of study, with other readable books and magazines on elementary, practical electricity serving as references. The course should be built as much as possible around the personal experience of the students. It should be made strong in handwork, laboratory demonstrations, and field trips so that active participation by the students themselves, may give vitality to the principles studied. The use of electrical materials and tools, the handling and observation of real circuits and apparatus, and the building of some simple devices that successfully operate, give a breadth and depth that can be obtained in no other way.

Young people learn by doing. The study in detail of the construction and operation of toasters, percolators and other heating devices, fans, vacuum cleaners and small motors, bell circuits, dry cells,

storage batteries, lamps and lighting, switches, extension cords, meters, fuses and other parts of home circuits, is to be strongly recommended. Minor repairs on some of these may be attempted. Such things are prolific in interest, effective as conveyors of the fundamentals, reasonably simple, understandable, very teachable. Their explanation and mastery will occupy a considerable portion of the time alloted to the course.

Laboratory experiments should be closely correlated to class work. We prefer the "supervised group" method of conducting laboratory work, as it combines in some measure the advantages of both the individual laboratory method and the lecture demonstration* conducted by the teacher. In this new plan the experimental and demonstrational part of the work is done by the students themselves under the direct guidance and supervision of the instructor. Usually the whole class is assembled in a group around the table, certain members being selected to carry on the experiment, while the others are to observe, criticise, ask and answer questions, and take the notes called for. Those assisting should be taken in their turn so that all may gain the self-confidence, responsibility, and the feeling of reality that come with practice.

This method is effective where classes are large and equipment is meager. It saves time, covers more ground, gives the advantages of the teacher's experience and comments, and brings out the chief ideas better. Moreover it avoids loss and breakage of apparatus. The class can be watched more easily in the handling of meters circuits, and other devices. The danger of shock can be minimized. Many students will have never touched a circuit voluntarily in their lives. They have been taught that to do so means sudden and violent death. In the individual laboratory method the inhibitions due to lack of familiarity, to fear of shock and sense of responsibility for costly apparatus which may be easily and instantly damaged, make some students so uncomfortable they cannot give attention or enjoy and understand the work in hand. This is all removed with the teacher on the job. We submit that the supervised group method of laboratory procedure has merit with beginners in electricity.

For the physics instructor who wants to abandon his formal inclinations in the teaching of electricity and pursue a more practical course, to have spent some time in electrical work is a distinct advantage. It supplies a background, a perspective, and a sense of proportion between the important and the unimportant. It makes for self-confidence on the part of the teacher and respect on the part of the students. This is all summed up in the one word "experience," a valuable asset to anyone.

But even without experience the case is not hopeless. If the simple, common, everyday sort of electricity is made the basis of the course, as suggested above, considerable difficulty is removed at the outset. For the rest, the teacher with resourcefulness and adaptability can make up his deficiencies largely as he goes along. Where feasible, part-time employment with a good electrical firm doing a general repairing and merchandizing business is to be recommended,

or a summer vacation so spent. The teacher will progress faster if he first outlines his course and lists the things he desires to learn, then plans to make that information fit into the material of his course.

Along with this work he should study, and by this we do not mean a correspondence course. There is an abundance of excellent books on the practical side of electricity with which he should become familiar. He will find them a source of inspiration and help, true friends in time of difficulty. Whatever else he may have done or plans to do to improve his working knowledge, good books will remain his storehouse of facts and fundamentals. Manufacturers are glad to furnish pamphlets describing the construction, operation, and care of their products. These are plainly written, are brief and reliable, and constitute a splendid source of information.

There are also the summer school courses conducted especially for the electrical teacher. These are of all kinds, from a course designed to outline the fundamentals of the subject and help in lesson and course planning, up through all special lines to those given by the large eastern manufacturers for professors of electrical engineering. The teacher should select that type of summer course that fits his needs and that may be adapted to the kind of instruction he wishes to employ in his own work.

Then, to summarize, we close this little preachment with the following suggestions:

First, make the subject matter simple instead of complicated.

Second, apply the principles and terms studied to familiar objects of ordinary experience instead of introducing new apparatus and situations which are in themselves mysterious and puzzling.

Third, stick to the fundamentals, the essentials, the concrete. This is the trend of the times with immature students.

Fourth, be practical, useful, without losing the scientific attitude. Get close to the inherent needs of human nature. Try to correlate the work within the school to the world outside the school and combat that too-frequent and well-founded charge made by industry and business that the high school graduate has little of value to show for his years of training.

Junior High School Records

W. E. Matter, Associate Professor of Secondary Education.

A large amount of work has been done on school record forms in the last two decades with a view to devising a system or systems of uniform child accounting in the public school education of America. School superintendents and principals are alert as never before to the need for a system of pupil accounting that is simple and accurate, yet providing for the whole school record of the pupil.

In view of this need the writer recently made a study of records kept in Kansas junior high schools. The purposes of this study were: (a) to analyze the school record and report forms used for pupil accounting in twenty-five representative Kansas junior high schools; (b) to discover the pupil-accounting factors provided for in these forms; (c) to discover the physical properties of these forms; (d) to construct a set of forms for use in junior high schools having an enrollment approximately equal to that of the median junior high school of this study. Eleven junior high schools were selected for study from first-class cities and fourteen from cities of the second class. Junior high schools from third-class cities were not included.

Table I shows the number of pupils enrolled in eleven junior high schools studied in cities of the first class in September, 1927. Table II gives similar figures for fourteen cities of the second class the same month.

TABLE I
Cities of First Class

Number of Enrollment	Frequency
1001-1100	1
901-1000	0
801-900	1
701-800	1
601-700	0
501-600	1
401-500	5
301-400	1
201-300	0
101-200	0
0-100	1
Total	11

The median school enrollment is 471.
The range, 50 to 1050.

TABLE II
Cities of Second Class

Number of Enrollment	Frequency
801-900	1
701-800	1
601-700	2
501-600	0
401-500	3
301-400	2
201-300	2
101-200	3
Total	14

The median school enrollment is 401.
The range, 150 to 850.

When these data for enrollment of the schools selected were compared with the data of all the junior high schools in first and second-class cities in Kansas, the schools selected were found to be representative for those in Kansas. Only the results of combining data from certain schools in the first and second-class cities are reviewed here, however.

The purpose of Table III is to ascertain the number of forms used by the median junior high school of the twenty-five Kansas schools studied. The purpose of Table IV is to ascertain the median number of items found on these forms.

TABLE III

Number of forms	Frequency
7-9	4
10-12	8
13-15	8
16-18	1
19-21	2
22-24	1
25-27	0
28-30	1
Total	25

Median Junior High School uses 13.19 forms.
Range, 8 to 29.

TABLE IV

Number of items per school	Frequency
56-65	3
66-75	1
76-85	1
86-95	1
96-105	3
106-115	2
116-125	2
126-135	5
136-145	2
146-155	3
156-165	1
166-175	0
176-185	1
Total of schools	25

Median Junior High School, 123.5 items.
Range, 60.5 to 180.5.

The investigation showed the following facts:

1. There is a general tendency to make pupil-accounting forms more uniform, simple, accurate, and complete.

2. Uniformity of pupil accounting does not exist in the twenty-five junior high schools studied in Kansas.

3. Adequate provisions for the recording of those data which are essential for the best educational progress of the pupil are lacking.

4. There is a marked variation in the number of forms used in the individual schools. The least number used by one school is seven, and the greatest is twenty-nine.

5. A great lack of uniformity in sizes of record and report forms prevails. Of the 338 forms examined, there were 102 different sizes.

6. The majority of forms are white. A small per cent of colored forms are used, mainly to denote one of the following things: sex, race, unsatisfactory work, principal's office duplicate of absence or tardiness permit.

7. A total of 1,117 different items are provided for on the 338 forms studied. These vary in number in the various cities from 56 to 184. The fact that 588 items have a frequency of one, or that 51.74 per cent of the total number occur but once each, reveals the idiosyncrasies of the various systems. One item appeared 231 times; another, 158 times. Only 62 items appeared twelve times or more.

8. A set of ten forms, carrying the items most frequently used by twenty-five junior high schools in Kansas, is suggested. The number of forms has been reduced from the number used by the median junior high school of the twenty-five schools studied by approximately four. filing case conveniences were kept in mind as far as practicable, in determining the sizes of the forms for this set. The following is a brief description of each form suggested.

Title	Form	Size	No. of sides	No. of Items
1. Enrollment				
1a. Office Copy	Card	5x3	2	22
1b. Student Copy	Card	5x3	2	10
2. Health Record	Card	6x4	1	28
3. Notice of Absence or Tardiness	Slip	5x3	1	9
4. Permanent Record	Sheet	12x9	2	75
5. Pre-Enrollment	Card	5x3	1	10
6. Attendance Record	Card	6x4	1	11
7. Report Card				
7a. Six weeks	Card	5x3	2	18
7b. Six weeks and semester	Card	5x3	2	20
8. Report to Parents of Scholarship Difficulty	Slip	5x3	1	6
9. Statement of, and Office "Admit" for Absence or Tardiness				
9a. Application for	Card	5x3	1	9
9b. Admit	Card	5x3	1	6
10. Teacher's Daily Report of Absence and Tardiness	Slip	5x7	1	7

Enrollment Card

Form 1a. Office Copy. (Actual Size 5x3 inches)

Obverse Side

OFFICE COPY

Enrollment card ..... Junior high schoo

..... Classification .....

Name in full

Subject	Cr.	Room	Hr.	Teacher

.....

Signature of Principal

(Reverse side on next page.)

Reverse Side

Date ..... 19..... Telephone .....
Month Day

Name in full .....

Parent's or Guardian's name .....

Parent's address in full .....

Parent's occupation .....

Pupil's city address .....

Birth ..... Place of birth .....
Year Month Day

Church membership ..... Church preference .....

Date entered ..... Source .....

Adviser .....

Enrollment Card

Form 1b. Student Copy. (Actual Size 5x3 inches)
Obverse Side

STUDENT COPY

Enrollment card ..... Junior high school

..... Classification .....
Name in full

Subject	Cr.	Room	Hr.	Teacher

.....
Signature of Principal

Reverse Side

The reverse side of the student copy merely carries the following:

INSTRUCTIONS

1. Fill out coupon neatly in ink.
2. To fill in card, copy carefully the schedule which has been approved on your pre-enrollment card.

Health Record of Pupil

Form 2. (Actual Size 6x4 inches).

HEALTH RECORD

..... Junior high school

Name of Pupil ..... Classification .....

Birthplace ..... Age ..... Sex .....

Nationality of Parents ..... Number of Children in Family .....

Measles..... S. P..... D'ph.....

Date of Examination							
Weight in Pounds							
Should Weigh							
Height in Inches							
Vaccinated							
Hearing							
Adenoids							
Vision Right							
Vision Left							
Glasses							
Teeth							
Nutrition							
Home Conditions							
Cleanliness							
I. Q.							
Def. Nasal Breathing							
Tonsils							

Remarks: .....

Notice of Absence or Tardiness

Form 3. (Actual Size 5x3 inches)

NOTICE OF ABSENCE OR TARDINESS

.....Junior high school

.....19.....

This is to advise you that .....
was absent / tardy from class / classes in .....

on the following dates: .....
Will you kindly co-operate with us by signing and returning this card so that we may make it a part of our records? Call phone....., if you wish to confer.

.....
Parent's Signature — Principal Junior High School

.....
Parent's Address

The Ohio State University Press announces the establishment of a new educational journal to be known as "The Journal of Higher Education." It is the hope of the press that the magazine will be a national medium of publication for materials dealing with the educational and personal aspects of higher education. It will be under the editorial direction of Dr. W. W. Charters of the Ohio State University and a group of widely known associate editors. The business management is under the direction of W. E. Pearce, University Publisher, Ohio State University, Columbus. The first issue of the Journal will appear in September, 1929.—*Journal of Educational Research.*

Teachers more than financiers or captains of industry realize that, unless we develop through present-day education and training a generation able to cope with the problems of the future, the United States will turn into a Russia with a Lenin or an Italy with a Mussolini.—Rodger Babson in *Journal of Education.*

Courses in Latin-American history, culture and diplomatic relations are to be offered during the summer quarter of the University of Virginia by Victor A. Belaunde, formerly of the University of Lima, Peru, now professor of history in the University of Miami, Florida.—*School and Society.*

Humane education is required by state law in Michigan, and such instruction is a regular part of the curriculum of study in all public schools of the state.—*School Life.*

Junior High School .....

PERMANENT RECORD

Name ..... Age ..... Sex ..... Race ..... Phone .....
Last First Middle Years

Birth ..... Health .....
City State Yr. Mo. Da.

.....
Parent Address Entered from Course chosen

Father living Mother living Parents divorced Stepfather Stepmother

Sem. End ..... No. of Wks.					Sem. End ..... No. of Wks.					Sem. End ..... No. of Wks.					Sem. End ..... No. of Wks.					Sem. End ..... No. of Wks.					Sem. End ..... No. of Wks.				
Subject	Ab.	Hrs.	Mk.	Cr.	Subject	Ab.	Hrs	Mk.	Cr.	Subject	Ab.	Hrs.	Mk.	Cr.	Subject	Ab.	Hrs.	Mk.	Cr.	Subject	Ab.	Hrs.	Mk.	Cr.	Subject	Ab.	Hr.	Mk.	Cr.
Sem. Total					Sem. Total					Sem. Total					Sem. Total					Sem. Total					Sem. Total				

Date entered .....
Date dropped ..... Reason .....
Re-entered .....
Date of leaving .....
Transferred to ..... Date .....
Date graduated ..... No. in class ..... Rank .....

*The following table explains abbreviations used:
Sem. End—Semester ending, as '28-5-16.
No. of Wks.—Number of weeks in semester.
Hrs.—Hours per week.
Mk.—Mark given.
Cr.—Credit.
Ab.—Times absent during semester.

TRAITS

Semester	1	2	3	4	5	6
Effort						
Conduct						
Co-operation						
Leadership						
Personal Appearance						
Reliability						
General Health						

Record of Achievement Tests — Quotients

Date	Name of Test	Form					

Record of Achievement Tests — Quotients

Date	Name of Test	Form					

Principal

STUDENT ACTIVITIES

Semester	1	2	3	4	5	6
Debate						
Declamation						
Oration						
Extempore Speaking						
Piano						
Violin						
Orchestra						
Operetta						
Voice						
Chorus						
Glee Club						
Athletics						
Basketball						
Track						
Tennis						
Dramatics						
Reporter						

Form 4. (Actual Size 12x6 inches).

The Techne page is too small to permit printing the back side of the Permanent Record Card in full size. The only omissions, however, are blank lines 4 under "Traits," 2 under "Intelligence Tests," 2 under "Achievement Tests," 8 for "Remarks," also at the left, and 10 under "Student Activities," at the right.

Pre-Enrollment Card

Form 5. (Actual Size 5x3 inches)

PRE-ENROLLMENT

..... Junior High School

Name: Last Middle First Sem. Beg. and Ending

Subject	Cr.	Room	Hr.	Teacher

Signature of Parent Signature of Principal

In London there is a great demand for trade-school graduates. Of 22 junior technical or full-time trade schools maintained in London for training boys for skilled occupations, seven schools prepare for engineering, three for building trades, two for printing, and one each for woodwork, cabinet making, navigation, and other various trades. They are attended by 2,348 boys, of whom nearly half hold trade scholarships and 40 are admitted free.—*School Life.*

Ten scholarships have been granted by the Costa Rican government to Costa Rican teachers who wish to study in Chilean schools. Each nominee will receive $70 per month, transportation expenses, and expenses incurred in purchasing textbooks and other necessary materials. The nominees must agree to teach for five years in the schools of Costa Rica after completing their work in Chile.—*School Life.*

Past experience seems to justify the statement that the training institutions have not known enough about the schools which they serve and that the schools in turn have not availed themselves adequately of the many types of services which the training institutions are qualified to render. What is needed for the improvement of American education is a closer articulation of training institutions and of public schools in the field.—Thomas Gosling in *Journal of Education.*

Pupil's Office Card of Absence and Attendance

Form 6. (Actual Size 6x4 inches)

ATTENDANCE RECORD

..... Junior High School

Name .....

Date .....

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Truant	Attendance	Tardy	Absent
First Semester	Monday																						
	Tuesday																						
	Wednesday																						
	Thursday																						
	Friday																						
	Total																						
Second Semester	Monday																						
	Tuesday																						
	Wednesday																						
	Thursday																						
	Friday																						
	Total																						

Use: E-Entered, D-Dropped, T-Tardy, X-Absent all day, for half days use fractions.

Each school should give an explanation of what each mark represents on its grade card. The following report card is white and is to be used at the end of the sixth, twelfth, twenty-fourth and thirtieth weeks, respectively. Form 7b, in contrast, is blue and should be sent out at the end of the eighteenth and thirty-sixth weeks, respectively.

Pupil's Six-Weeks Report Card

Form 7a. (Actual Size 5x3 inches.)

REPORT CARD

..... Junior High School

....., Kansas

....

Student Subject Cat. No.

Report for Six-Weeks Ending ....

Mo. Day Year

A B C D F Inc. Times Absent Times Tardy

....

The grade is indicated by the letter circled.

....

Principal Teacher

Pupil's Six Weeks Report Card

Form 7b. (Actual Size 5x3 inches)

REPORT CARD

..... Junior High School

Semester Ending .....

Month Day Year

....

Student Subject Cat. No.

Third Six-Weeks Grade ..... A B C D F Inc.....

Semester Grade ..... A B C D F Inc..... .....

The grade is indicated by the letter circled.

....

Principal Teacher

Report to Parents of Scholarship Difficulty

Form 8. (Actual Size 5x3 inches).

REPORT TO PARENTS OF SCHOLARSHIP DIFFICULTY

..... Junior High School

Dear ..... 19...

This is to advise you that .....

..... is doing unsatisfactory work in

.....

Will you please call phone.....to advise with us?
Through your co-operation we may be able to stimulate
the pupil to make better use of his opportunities.

.....
Principal

Centralized schools in rural districts have increased within recent years at the rate of approximately 1,000 a year. Five times the number of 1-teacher schools have been abandoned.—*School Life.*

The transportation of school children at the public expense in the United States has grown from practically nothing in 1869, when Massachusetts passed the first authorization act, to an estimated expenditure of nearly $40,000,000 for transporting approximately 1,500,000 children in the school year of 1926-27, reports Dr. Roe Lyell Johns in a survey issued at Teachers College, Columbia University.—*Journal of Education.*

Marked expansion of library facilities in educational institutions of the state is reported from Texas. Work has started on a $200,000 library building at Sam Houston State Teachers College; $225,000 has been appropriated for a library building at the Agricultural and Mechanical College; and the library of North Texas Junior Agricultural college has been modernized and enlarged. Changes and improvements contemplated this year in the library of the University of Texas, at an expenditure of about $500,000, will give the building a capacity of a million volumes.—*School Life.*

Statement of, and Office Admit for, Absence or Tardiness

Form 9a. (Actual Size 5x3 inches)

STATEMENT OF, AND OFFICE ADMIT FOR, ABSENCE OR TARDINESS

..... Junior High School
(File in Office)

I was tardy / absent from (state subjects and dates)

.....

.....

For the following reasons:.....

.....

.....

Did your parents know? .....

.....

Excused (Pupil's Signature)

Unexcused Date permit issued .....

This card and the following one should be attached by a perforated line. They make up Form 9.

Form 9b. (Actual Size 5x3 inches)

..... Junior High School
(Return to Office)

Excused
Unexcused Pupil's Name .....
tardy
Date .....
absent
Reason: .....

.....

Rules for Absence or Tardiness*

(1) From six weeks grade, deduct the following per cent:
(a) For each absence, deduct 5 per cent.
(b) If excused, and work made up, restore the 5 per cent.
(c) If unexcused, and work is made up, restore 2½ per cent.
(d) If work is not made up, do not restore anything.
(e) For tardiness, deduct 1-5 as much as for absences.

.....
Principal

Teacher's Daily Report of Absence and Tardiness

Form 10. (Actual Size 5x7 inches)

TEACHER'S DAILY REPORT OF ABSENCE AND TARDINESS

..... Junior High School

Teacher ..... Date .....

Pupil	Absent	Tardy	Hour	Work

S—Satisfactory work.
U—Unsatisfactory work.
A—Absent
T—Tardy.

Certain Psychological Aspects of Art.

By O. A. Hankammer and Mamie W. Engel.

In psychology the appreciation of art is placed under the sentimental values of education. Logically this is the proper place for it, but we must define sentiment as a high form of mental activity, an emotion refined and idealized. In this sense it offers a basis for human enjoyment. "Education has," says Dewey, "no more serious responsibility than making adequate provision for enjoyment of recreative leisure." Our responsibility consists as much in employing our leisure properly as in acquiring leisure to employ.

The principal aim of art education should be to prepare us to fit into that part of the universe which is our home. In our early education we get only a beginning of aesthetic appreciation. In unspecialized schools all that can be hoped for is the sharpening of our tastes and the powers of observation. "But all we need in the appreciation of art is the open-mindedness of a lover of beauty, and, above all, common sense. Absence of this homely element from counsels of pretty nearly everybody concerned has done more than anything else to promote bad art."

Should we turn to our museums, we should find much evidence that primitive man had an innate desire to ornament his crude implements. The same instinct to beautify or ornament his possessions or person found in primitive man is to be found today in the native tribes of remote places of the earth as well as in the highest types of civilized peoples. The crude scratchings of primitive art are to the art of today as the random movements of the new-born child are to the skills of an artist. The recognition and application of art principles was indeed a slow and irregular development. Custom and tradition were the great retarding influences. Unfortunately, too quick an application of a discovered principle led to error and often brought basically sound ideas into disrepute.

It would seem that art, though the product of an individual, is after all fundamentally social. It must be shared with others, and others must respond variously, not with a view to being taught but for the sake of pleasure. Things having the quality of beauty give the beholder a particular kind of pleasure. Aesthetic pleasures give a permanent and disinterested satisfaction. Their appeal is universal.

The beauty of nature has been so generally recognized that a great body of our ideas have nature for their foundation. "Nature gives everything. You select and organize from abundance—then you give yourself. Art is—nature seen through a temperament." As most children are keenly interested in the phenomena of nature, art teachers can do much to develop this interest into an aesthetic appreciation, for in nature we have an unlimited store of beauty.

There is always in the child an impulse to create, and his results are always spontaneous and original if he is not limited too much. "Creative expression is fundamental to the child's fullest development, to his happiness and his spiritual growth. All normal children

have the right to live in a rich environment, to exercise to the fullest extent all their powers of expression, and to have every avenue to their souls open and in use. Not every one can contribute to the permanent beauty of the world, but it is the privilege of every school to create conditions which should arouse each child to express freely, in some chosen form, his own best ideas, inspirations, and emotions."

Important studies and tests by Dr. George Kerschensteiner, school inspector in Munich of over 300,000 children, showed that a child used drawing more freely to express himself than any other medium, including talking and writing. "The capacity of art is a distinctive characteristic of man—a creative, producing intelligence." An individual without the appreciation of the beautiful is like the color-blind man who sees a flaming poppy-covered slope as a mass of cool grays.

Works of art are not the result of the law of supply and demand but rather a form of self-expression. The creative impulse guided by intelligence and skill is the foundation upon which objects of beauty are built. Success depends upon sagacity, experience, and knowledge. Nothing can replace natural intuition. Practice alone will not produce mastery, but will give certainty and facility, while discipline will give wisdom and skill. Technical perfection depends upon knowledge and knowledge makes known the laws which are operative. True art gives meaning, not information. An artistic production is an interpretation which gives meaning. It is the characteristic copy, not an accurate one. The inexpressive portions are omitted. The producer of real art must therefore have a deep insight into nature. Furthermore he must be able to translate his interpretation of nature into form and color so as to make a universal appeal.

This is admirably illustrated in the advertising field and especially in posters. It is generally accepted that certain colors have a direct psychological effect on individuals. For example: green is cool and restful; blue is cold and formal; red is warm and irritating; yellow is cheerful and unifying; orange is hot but decorative; violet is mournful and darkening. Light colors or tints express youth, gayety, the feminine. Dark colors or shades express formality or severity. The warm colors, yellow, orange, and red, are said to advance; others, such as blue, green, and violet, or the cool colors, are said to recede. Some colors carry further, as shown in many posters by the use of yellow for backgrounds, lettering, etc. Some colors seem to stimulate to action. Other colors are depressing or give the feeling of depth or mystery. Line and forms are often made more prominent or vivid through the use of color. The situation is all the more complex for the reason that color causes a marked response when used in certain combinations. Colors are therefore chosen with a direct bearing on the object or idea to be sold. The designer, aware of the mental reactions produced by certain shapes, proportions, lines, and colors, has a great advantage over the one who has not made a study of these facts.

In the advertising field as well as in the strictly fine arts we obtain emphasis by the use of contrasting sizes; by the use of contrasting colors, especially advancing colors in the foreground and

receding ones in the background; by unusual line; by new and interesting forms. In addition, we make use of the psychology of appeal. Most individuals will respond, in some degree, to the appeal to the appetite, to family affections, to the instinct for safety or cleanliness or economy. The ultimate expression, whether one of pleasure or displeasure, depends on the suggestion the advertiser wishes to convey. Impressions of pleasure are perhaps the most lasting. In all fields of art the factor of association plays a most important role. This factor is, of course, personal, depending upon the background of our consciousness. It therefore is the basis of our likes and dislikes. The meaning or content of a picture is wholly dependent upon our organism, that is, on the organization and training of our brain cells and their connections. This accounts for the individual differences expressed in picture study.

The nature of art problems is such that they permit of fresh solution by each individual who seeks to try his hand. They are ever new, never exhausted. Art operates in marked contrast to science. In science, the many work for one point, that of developing a connected system. In art, the many remain individual and fix their ideas into isolated objects. A problem of science once solved is solved forever. In art, a problem will permit of as many solutions as there are individuals to try the problem. Harvey summed up this idea in one sentence: "There is no single standard of beauty to which all objects can be made to conform."

Philosophically, from one viewpoint, art is nearer the truth than science, for science, like the mother bird fluttering away from her flock, leads one by its analysis away from the thing itself. Art, on the other hand, seeks to isolate the thing itself. The highest truth about the thing must be, not the knowledge of its causes and effects, but the knowledge of the thing itself.

As psychology gives us an understanding of the whole dynamic basis of behavior, to study the reactions of the mind to art is to bring us distinctly into the realm of psychology. Psychology deals with the mental processes in the production and enjoyment of art, while aesthetics merely asks what the characteristics of the work of art ought to be. A knowledge of psychological facts as applied to art can be used in many ways, and yet to get such facts we must go to the laboratory rather than to the studio. This being true, we will find that from the standpoint of teaching art it is better to train through contact with art and to develop skill through the use of brush and pencil. It is better to encourage the aesthetic attitude rather than the logical. Great works of art do not rise out of a knowledge of how the mind works but rather out of a deep feeling which seeks expression. If this deep feeling is expressed by a genius and we have an audience which can appreciate and enjoy his products, we have the setting for a great period of art. America is rapidly shaping itself to this end. With increased wealth and leisure and youth yearning to express itself, we should soon enter an era of creative work that will appeal to both the mind and heart.

The City School Board Member and His Task

A Booklet for City School Board Members

by

Edgar Mendenhall

Distributed by College Inn Book Store, 201 E. Cleveland, Pittsburg, Kansas

"The City School Board Member and His Task" is an unusual little book in the literature of professional education. Everything about it is unusual, from the color of the binding, the cover design, and the style of presenting the material to the selection of the facts appearing in Part Two.

But not the least unusual is the audience which Professor Edgar Mendenhall has chosen to address. Scores and hundreds of books on professional education are written for those within the profession but there are few such for the ordinary citizen. This book is addressed to the layman and especially to those thousands of men and women who are serving as members of school boards.

Certainly the men in the educational profession have neglected to offer these men and women adequate guidance and assistance in their educational duties. Nearly every person who suddenly finds himself a member of a school board wonders what duties and responsibilities are thereby his. He has had little or no training for this job. His vocation consumes nearly all his time and energy, so there is small chance of extensive reading on the subject. But here, in just one hundred pages, Mr. Mendenhall has set down the ideas of numerous experts who have studied the matter thoroughly and of many others who have found the answers to their questions from their experience as school board members.

In Part One eighty-eight specific questions are asked and each is directly answered. Division One deals with general considerations concerning the school board member. For example, Question 8 asks, "How much time should a school board member devote to the work of the school?" A table shows that the average in more than four hundred schools was about fifty-one hours per year. Question 14 reads, "Should city school board members receive pay for their services?"

Divisions Two, Three and Four deal, respectively, with the relations of the school board member to the superintendent, teachers, and community. Three sample questions will illustrate the type of points raised: Question 26—"What factors should be considered in determining the salary of the superintendent?" Question 33—"Should married teachers be employed?" Question 41—"How should a board member handle complaints of patrons when presented to him individually?"

The next three divisions deal with school board meetings, building programs, and school finance. The following are sample questions: Question 53—"Should school board meetings be open to the public?" Question 55—"What should be the part of the superintendent at school board meetings?" Question 60—"How may the needs of a city as to school buildings, sites, and equipment be best determined?"

Question 70—"Who should prepare the budget?" Question 79—"How should a campaign to win the support of the public for a bond issue be conducted?"

Part Two gives much additional information for those board members and superintendents who wish more detailed facts concerning their own duties and their proper business relationships. The list of selected references is a good one. This portion of the book is of special value to college classes in school administration, although Part One would be of equal value for beginners in the subject.

I repeat that this is an unusual little book in profsssional education. Mr. Mendenhall is attempting to improve our public schools by giving assistance at a neglected, yet vital point. No persons have more direct influence upon our schools than the members of our school boards. These men and women want the best schools they can get with the money they have to spend. It is our business as educators to help them get such schools. As the author says in the preface to this volume:

"It needs constantly to be driven home that good schools are not the product of wealth and natural resources alone. The most potent factor is intelligent human engineering, the efficient mobilization of the human resources involved. Right School Administration means such a mobilization."

Helping to put this little book into the hands of those who can profit from it may well be part of your individual contribution to better schools.

Ralph A. Fritz, Associate Professor of Education,
K. S. T. C., Pittsburg.

Standardization in Kansas Rural Schools.

By Elizabeth Warning, State Supervisor.

One of the greatest aids toward the improvement of the rural schools of Kansas has been standardization. In 1915, the legislature created the department of supervision as a part of the State Department of Education. This act provided for two supervisors for high schools and two for rural and grade schools, who follow regulations made by the State Board of Education and work under the direction of the state superintendent. Gradually the standards have been raised until some schools standardized several years ago would not be able to meet the requirements today.

Since there are now more than 1000 "standard" and "superior" schools in the state, it is impossible for two supervisors to visit all of them each year. As the county superintendents are required to inspect all schools under their jurisdiction, they have been asked to co-operate with the State Department by reporting on those schools under the direction of the rural supervisors.

In order that there may be a uniform basis of comparison, a scoring system based on 1000 points has been devised. Schools that score 950 points are ranked as "superior." Those that score 850 to 950 points are ranked as "standard." A large certificate is furnished these approved schools for framing and hanging in the school room and a plate to be placed over the door is also given them.

When a standard or superior school does not keep up the school conditions for such ranking, the school is taken from the approved list and the school officials are asked to remove the plate and return it to the county superintendent's office. Schools may be reinstated by improving conditions to the proper ranking, when they will again receive the plate.

Anyone interested in more detailed information may have the bulletin, *Better Schools for Kansas*, by asking the State Department of Education for it. This bulletin has building plans and much detailed information on the standardized plan.

As we plan for the Kansas schools let us keep this quotation in mind:

"Kansas air is pure and sweet,
Kansas skies are blue,
Kansas homes are very dear,
Kansas hearts are true.

"But the best of all Kansas things,
The choicest of her pearls,
The richest gift our loved state brings,
Are the Kansas Boys and Girls."

A copy of the score card showing the possible score for each item and explanations concerning several items are given below:

STATE OF KANSAS—DEPARTMENT OF EDUCATION

Score Card for Rural Schools

Geo. A. Allen, Jr., State Superintendent.

Elizabeth Warning and J. H. Houston, Supervisors.

School name .....

District No. ..... County .....

Teacher or Superintendent .....

Salary ..... Length of Term .....

I. YARD AND OUTBUILDINGS

	Supt's score	Possible score
1. Grounds		10
2. Trees and shrubbery		5
3. **Source of water supply***		20
4. Walks		10
5. **Toilets (Kind)***		20
6. Fuel House (Location)*		5
7. Barn or garage		5
8. **Flag and Pole**		5
9. **Playground (Supervision and apparatus)***		20
		100

II. SCHOOL BUILDING

10. **General Condition (minimum, 25 points)**		30
11. **Lighting***		20
12. Adjustable window shades		10
13. Cloak room and teacher's closet		15
14. **Flyproof lunch cupboards**		5
15. **Attractive Interior***		40
16. Blackboard*		40
17. **Heat and ventilation***		40
		200

III. EQUIPMENT

18. Desks (single)		35
19. Teacher's desk and chair		10
20. Closed bookcase		10
21. **Library, minimum**—standard school, 50; superior, 100*		30
22. Magazines*†		15
23. **Supplementary readers**—grades 1, 2, 3, 4*		25
24. Primary material furnished by board*		10
25. Sand table and display board		10
26. **Maps and globe***		15
27. Reference work*†		15
28. **Dictionaries***		15
29. **Drinking facilities***		20
30. Washing facilities, thermometer, sweeping compound, etc		15
31. **Schoolroom flag**		10
32. Musical instrument†		15
		250

IV. THE SCHOOL

TEACHERS

33. **Preparation (Certificate)***		60
34. Professional attitude		25
35. Teaching		40
36. Discipline		20
37. Personal appearance		25
38. Housekeeping		20
39. **Experience***		40
40. Poise		20
41. Records		15
42. General influence		20
43. Play supervision		15
Total		300

PUPILS

44. Attendance and punctuality		40
45. Personal appearance		10
46. Conduct		15
47. Application to school work		25
48. Care of school property		10
Total		100

ORGANIZATION

49. Daily program		25
50. **Plan book**		15
51. Extra-curricular activities†		10
Total		50
Grand total		1000

I recommend for approval { Standard ..... Renewal { Standard .....
Superior ..... Superior ..... Removal .....

Date ..... 192.....

(Signed) .....

County Superintendent.

NOTES ON SCORE CARD

Note.—The numbers refer to items on other side of this card. County Superintendents should fill every blank carefully.

3. Well, cistern, city, or carried. (If carried, it must be in covered container and by a person designated by the board.)

5. For outside toilets in best condition give 15 points as minimum. Explain

6. In school building, or convenient to door of school, good condition. Explain

9. The playground should be supervised by teacher and supplied with at least three types of apparatus, adequate for that school. List equipment and give games played.

11. Proper lighting should be from left only. Window space should equal one-fifth floor space. Buildings with cross lights cannot be approved. Explain

15. Includes paint, pictures, and other decorations that make the room attractive. Give details

16. Slate blackboard deserves a score of 40; other kinds, less. Be sure to state kind. It is suggested that the minimum of blackboard should be thirty square feet for the teacher's use and four square feet for each child. The minimum for one room should be 100 square feet. Give details

17. Room uniformly warmed, air pure without draft, sufficient humidity. Give details

21. Books should be purchased early in the year so that pupils may use them during the term. A school that has not complied with the library law for the current year will not be approved or renewed. Do not count old discarded texts or government reports.

Number of books Has library law been complied with for this year?

22. Two juvenile magazines not paid for by the teacher.

23. Names of supplementary readers and number for each grade:

Grade I

Grade II

Grade III

Grade IV

24. List of primary material furnished by board

26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern Hemisphere, Western Hemisphere, Kansas. (Underscore maps on hand.)

27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set

28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common-school dictionaries or similar type. All dictionaries must be from the approved list. Give details

29. Bubbler-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.

33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30). Underscore appropriate one.

39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.

Enrollment by grades: I II III IV V VI VII VIII

The Trend in Education

Publication of an educational magazine in the Arabic language has been inaugurated by the American University at Cairo, Egypt. It is said to be the first magazine in the Arabic language devoted entirely to the general discussion of modern education and the adaptation of progressive principles to the educational problems of the Near East.—*School Life.*

A national institute of social medicine has been established in Lima, Peru, for the training of professional sanitarians and hygienists. —*School Life.*

Blind children all over the United States continue to show talents for short-story writing, according to the New York Association for the Blind, which has just concluded its third annual short-story contest. This contest, the first of its kind ever held for young blind children, was started to stimulate the imagination and creative faculties of the sightless, who are "seeing" the world with their finger tips. No restriction was placed on the type of story to be written, and manuscripts received included fantasies, adventure stories, and romance.—*Journal of Education.*

A study of the reading tastes of children in grade schools by Dr. Marian Blanton Huber of Teachers College, Columbia University, reveals the preference of dull, average and bright children, rated according to standard intelligence tests. If the child is rated a dull he prefers for his reading the mystery "thriller" to first rate humour, while if he is bright he will prefer the humour to the thriller. If, on the other hand, he is merely average, he will not have any particular preference between the two kinds of literature.—*Journal of Education.*

American educational institutions in Albania, Europe's newest monarchy, have co-operated in the organization of the first Albanian society for the protection of animals. Meetings to further the campaign have been held at the American Vocational school at Tirana, and at the American Agricultural school at Kavaga.—*Journal of Education.*

The term "teacher training" implies a higher order of human beings who would be contented with the noblest task entrusted to mortals, namely, being teachers of teachers. Teaching and the training of teachers has one priceless advantage: It is a growing science, a developing art. Its whole mighty mystery is ahead in the future and just enough is known to awaken the highest energy of thought and zeal for discovery.—*Journal of the National Education Association.*

A report made public by the Summer School of the National University of Mexico states that 228 American students from 36 states attended the last summer term. Texas with 48 students, and California with 40, headed the list. The Summer School in Mexico was established eight years ago for the purpose of creating more cordial relations between the two republics, according to the Foreign Language Information Service.—*Journal of Education.*