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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

Vol. XVIII

November-December

No.2

TRUTH

“Truth is compared in scripture to a streaming fountain; if her waters flow not in a perpetual progression, they sicken into a muddy pool of conformity and tradition.

“To be still searching what we know not, by what we know, still closing up truth to truth as we find it, (for all her body is homogeneal, and proportional,) this is the golden rule in theology as well as in arithmetic.

“Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making.

“Out of many moderate varieties and brotherly dissimilitudes that are not vastly disproportional, arises the goodly and graceful symmetry that commends the whole pile and structure.”—*Areopagitica*, Milton.

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THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

Vol. XVIII

November-December

No. 2

BOARD OF MANAGEMENT

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J. Gordon Eaker

J. C. Straley

THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Through some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

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WHAT IS THE BEST INTRODUCTORY COURSE TO THE STUDY OF FOREIGN LANGUAGES?

By SAMUEL JAMES PEASE

Assuming that there is a definite value in foreign language study for early junior high school students, particularly for the most apt third; assuming further that a considerable time is required to master a language; and assuming further that the earliest adolescent or older child has more time and less conscious—hence less difficult—imitative processes than the adult, there remains the question of how best to go about it to obtain the best results. Four plans commonly suggested are:

1. A course in English derivatives.
2. A course in general language.
3. A tryout course in several languages.
4. An early conversational course in a modern language.

As part of the elementary Latin course English derivation has a very large place, because a comparatively small number of Latin elements yields a relatively large number of Latin and even far more English derivatives. But we must distinguish at least three period-types of derivation. Perhaps the majority of English words within the range of the junior high school student's development—as contrasted with his cumulative total of vocabulary—entered English through French between 1042 and 1500, often with complete disguise of the original Latin, as *curfew*, *couch*, *handkerchief*—to use only derivatives of the prefix *com-*. On the other hand, most Latin derivatives absorbed between 1500 and 1900 are identical letter by letter with the Latin. Since 1900 there is chaos, with a multiplicity of hybrids and malformations. We are reasonably safe in presuming that there is no economy in a separate derivative course below college grade, whereas the Latin student can easily be taught to multiply his stock of Latin derivatives and the French student can learn one word for both languages.

One of the earliest suggestions of the group of educationists who saw the futility of much of the foreign language teaching of two decades ago was the general language course. Two types were suggested. One would take six months of general information about language—think of wandering all over the United States for a half year in order to make a trip to Washington! After the six months the first word of some foreign language would be uttered. The other type would begin with derivation and general elementary principles of language structure; it is invariably too analytical or too artificial, even when not actually incorrect. One of the earlier general language books uses a pig dragged by a ring through his nose as an illustration of the root *duc-* instead of *trah-*. General language courses of both types are open to the same

objections as the derivation course, of which they are a theoretical expansion. All three types of courses can easily be pure time-wasters.

Try-out courses are open chiefly to the objection that they do not try out. In the sciences, home-making and industrial arts, and elementary trades it takes but a taste to discover interest and even talent. In the modern languages also, an enthusiastic teacher of very superior skill can give a great deal in a semester, if the interest is not immediately deadened by passing on to another language. Most particularly is it difficult to handle Latin in this manner, with its much longer, slower approach. One of the larger cities of Kansas has not recovered, even after six years, from an attempted try-out course in three or four languages taught by an excellent teacher who was a specialist in one of the modern languages.

There remains the purely informal introductory course in a modern language. This type of course uses the spoken language purposefully and functionally from the first minute; it uses stories, songs, colloquial conversations; it avoids formal grammar; it relates itself to life of the present day and merely under different language conditions. It is on the same principle as Cicero's Greek at three, of the teaching of a modern language to a little child in the household. Many of the eastern schools have given French in this way for years; some of the southern and western schools are thus giving Spanish; and many mid-western schools thus formerly gave German. It works most effectively in two ways, to rouse the child's interest in language study, thus acting as a prognostic, and contributing definitely to confidence and motivation through success on a limited scale. In addition, it contributes to the mastery course in any language those remembered common elements, whether the mastery course be undertaken immediately or after a lapse of even many years.

In its choice of curriculum materials and methods the introductory course in foreign language, whatever it be, must heed among others the following elementary psychological principles of earliest adolescence:

1. The child is just at the beginning of his most active and rapid physical and mental growth.
2. He is looking forward to the widest possible development of life and does not acknowledge limits imposed by adult interests or even by his own native abilities.
3. He has no interest in anything analytical or lifeless, artificial, unnatural, or preachy. In other words, his interests have never been formalized or regimented.
4. His curiosity is unlimited; it roves over the fields of adventure, love, action; it involves life, self, ideals, self-sacrifice; it is world-

wide, and embraces manners, customs, modes of speech, interests of the peoples of the world.

5. He has a fondness for new relationships to persons, things, and forces, with a sometimes incongruous mixture of the ideal and the practical.

6. In keeping with the heightening of other physical, mental, emotional functions, his imagery is not only vivid as in childhood, but develops even greater vividness; and this vividness is connected in his mind with the realities and purposes of life. Better a series of pictures as the child's permanent possession, most particularly as embodied in great literatures, in the very words of the writer, than all the cut and dried principles, analyses, summaries and short cuts ever suggested.

In our choice of an introductory course in foreign language for our sixth or seventh school year beyond kindergarten, we must remember that classification and analysis in social science, art and practice—the field to which languages belong—belong with other classification and analysis—they should be very, very modest until senior college. Yet we have often already deadened our history, English grammar, English and even foreign language, mathematics, geography, and other subjects, by just this process. There is precisely this danger in any general language or derivative course. The pupil may also be lulled into a false sense of completeness by having had such a course, and so fail to see what is back of the analysis.

Exactly the opposite is true of a conversational course in a modern language, most particularly French, which historically transformed Anglo-Saxon into our modern English. Regardless of short or long period of study, a capable teacher can give pronunciation—which can never later be learned so easily or thoroughly,—and a living vocabulary, together with some insight into the nature of language in general, a glimpse of a parallel modern civilization, and best of all an enthusiastic, inquiring spirit. In other words, dissection, as found in word-analysis, general language, polyglot try-out courses, is the very opposite of life, which is a prime property of a modern language; and the chief characteristic which is possessed by beginning junior high school pupils and should be possessed by their courses, is life, and a arpidly and naturally developing life.

At a somewhat later stage the choice will be perhaps different, as experience, judgment, and analytical insight increase. If the introductory course cannot be given, later years will normally call for Latin as the first offering, because of its breadth of application. But Latin began as a modern language; in the days when Latin was an international language it was taken up at the age of nine or younger, and every great writer of English was studying Latin at the age of eleven,

from King Alfred to Woodrow Wilson. Still, under present conditions, few communities cannot afford at least a six weeks' summer conversational course in a modern language for their choicest language-minded adolescents, as an introduction to an unlimited field of exploration.

THE INVESTOR'S PART IN RECOVERY

By J. GORDON EAKER

The next stage in the recovery program, in the opinion of many, must be marked by the increasing flow of money into business and industry, through the medium of loans and investments. As this stage is reached, the holder of large or small savings, of timid or dormant capital, will have the opportunity to do his part. If that part is to be well performed, however, it will be with a clear view of recovery objectives in mind. Ultimate recovery can be measured only in terms of increased satisfaction, peace, and contentment, or in terms of human values. Hence it is necessary to relate our economic problems to our social, cultural, and possibly spiritual problems if these new investments are to be guided by ethical as well as practical considerations.

Many people are still looking for a recovery in the form of another racket or boom period, but that can only be worse than another depression. A recovery, to be genuine, must increase the number of happy human beings in the country, and must enable each person to perfect to a fuller extent the functions of his own life at the same time that he exerts the widest helpful influence, both personally, and by means of his possessions, over the lives of others. The depression may have come in vain if it has not taught us that true wealth is not only to be measured in money and material terms but in terms of a richer life for the possessor as well.

Wealth, as defined by John Ruskin, is "the possession of the valuable by the valiant." Ruskin, of course, was guided by sentiment rather than cold logic in many of his utterances, yet he was always talking common sense, and perhaps no one has pointed out more clearly the social implications of capital investments. If we can overlook his Victorian penchant for giving advice and his regarding himself as God's emissary upon earth, we can undoubtedly learn much from him that will aid us in our present situation. His purpose was to humanize economics, to show that every material thing depends for its value on its relative human capacity. That is surely what the holder of pent-up capital must remember in placing his investments, as business conditions improve.

Money placed with one person or firm may do much general good; placed with another, much harm; and the object of any socially thoughtful investor should be to increase beneficial consumption. It is clear that we are suffering not from over-production but from under-consumption of the things that will make life better. We are suffering from our cultural and spiritual poverty. If we had produced enough of the truly life-giving values we should have no unemployment

worries. Great productive life-forces lie untapped all about us,—forces that can be brought out only by the increasing of the will to work for higher ends. So, as Ruskin pointed out, our demand for labor is limited only by our “great original capital of head, heart, and hand.”

Our problem, then is to divert that latent human productivity, through the instrument of our financial resources, into the right channels for the enrichment of human life. Some people may prefer to say, “for the raising of our standard of living,” but that phrase, as usually interpreted, smacks too much of boom years. The point is simply this, that capital applied to the production of luxuries, of vain and degrading articles, can never support permanently as many people as capital applied to the production of useful articles, of articles that will increase the inner satisfaction of the possessor.

No one, however, has done society the service of rating the securities available on any stock exchange, in terms of their social value or of their contribution to human welfare. Perhaps we could never agree on our rating scale if this should be attempted. But everybody, consciously or unconsciously, makes for himself such a rating chart with respect to his own investments; whether he realizes it or not, his money has far-reaching effects in determining the direction of various quantities of labor.

All labor was divided by Ruskin into positive and negative, labor: positive, that which produces life; negative, that which produces death; the most directly negative labor being murder, and the most directly positive, the bearing and rearing of children. This, at least, gives us a starting point, and other kinds of activity will be found to range themselves somewhere between these extremes. If capital does not find positive labor in which to invest, it will invest in negative labor, possibly in war, where the return is ultimately a harvest of death and war debts, in spite of any calculations to the contrary.

Our dearth of positive values in which to invest is apparent when business men confess that were it not for our national debt, which is largely to pay for past wars, they would not know where to place their money securely. Yet Edmund Burke’s observation of 1790 is amazingly true of our condition to-day:

Nations are wading deeper and deeper into an ocean of boundless debt. Public debts, which at first were a security to governments, by interesting many in the public tranquillity, are likely in their excess to become the means of their subversion.

Under a burden of debt, he pointed out, a nation finds itself in a dilemma; if it tax too heavily it becomes odious to the people. If it do not tax, it falls into the control of the discontented interest from which it has borrowed. That interest then dominates politics, subverts justice, and confiscates property for its own end. So the debt

must always be paid by somebody, and no shifting of shoulders lessens the burden. Debts can be paid only by producing more of the goods or services that men need in order to attain happiness and satisfaction. Since, as Ruskin declared, the prosperity of any nation is in exact proportion to the quantity of labor that it spends in obtaining and employing means of life, the investor's responsibility in the recovery program is obvious.

In investment for human values, speculation can have no place. Some people still look upon stock markets as places where dollars mysteriously beget dollars, in a polypous manner. If dollars could do that, they would cease to be capital, for the function of capital is to do some good during its reproduction,—to buy ploughshares, to construct something that protects or aids life, to enrich life in some way. Speculation has slight references to the final aim of all political economy as of all recovery work, namely, to increase beneficial consumption. A permanently normal flow of capital goods depends upon investors being content with a reasonable return on capital directed toward producing for normal needs. Continued speculation with hopes of excessive gains, can only prolong, as it hastened and deepened, the depression. Ruskin called it "peculation" and condemned it vigorously.

How deeply the spirit of money-jobbing and speculation has infected our national industry is perhaps not yet clearly realized. Under the influence of speculation, Edmund Burke pointed out, property becomes volatilized, assumes an unnatural and monstrous activity, and throws the whole representative quality of money into the hands of a few financial managers. "Usury is not tutor of agriculture," he declared, since money-jobbers have no idea of undergoing the toil necessary to increase the means of life derived from the land. Whether the speculation be in land stock, or a Mississippi Bubble, the results, of course, are the same, diverting "the whole of the hopes and fears of the people from their usual channels into the impulses, passions, and superstitions of those who live on chances." That way madness lies, and a definite curbing of the speculative mania must precede any permanent gains that we may hope to make.

The curbing of speculation does not mean the end of profits, though the matter of the investor's return is, indeed, far-reaching. On the willingness of capital to accept moderate rates of interest surely depends much of the success of the recovery program. Ruskin called it a "question of wisdom and conscience" as to how much of the product of labor and industry the investor should expect for himself and how much he should leave to others. Since eventually he must leave it all, he ought to keep at most, it seems, only what he needs during his own lifetime and can see the good of beginning in other hands. "The law of life," Ruskin wrote, "is that a man should limit his desire for increasing money, leaving time free for better thoughts."

Absolute justice in the matter of reward for capital, for labor, or for any endeavor, is probably never attained on this earth. Carlyle pointed out with grim humor Cromwell's reward for his services to England: "burial under the gallows-tree near Tyburn Turnpike, with his head on the gable of Wesminster Hall, and two centuries now of mixed cursing and ridicule from all manner of men." One need not cite more examples from history to support Carlyle's contention that the great things of the world were never done for cash payment. An investor who is fair to-day and has any strain of the heroic in his make-up will not expect dividends while laborers in the industry in which he has invested are underpaid.

The investor shares in the risk with the men whom his money directs, and often he is no better rewarded than they. Mr. William T. Foster finds that "the net earnings of business as a whole have been, as a rule, no more than sufficient to induce the new investments upon which larger output, and therefore higher standards of living, depend." The investor's responsibilities, of course, are greater than those of labor. His is the duty of leadership, of keeping the people courageous in times of adversity and of giving them hope in the future. As Burke explained, if people are to respect that property of which they cannot partake, "they must labor to obtain what by labor can be obtained, and when they find, as they commonly do, the success disproportioned to the endeavor, they must be taught their consolation in the final proportions of eternal justice. Of this consolation whoever deprives them deadens their industry and strikes at the root of all acquisition as of all conservation." Should the investor lose his faith in "the final proportions of eternal justice" and fail in his duty of leadership, he will forfeit much of the authority that is accorded his resources. But if he assume to the full his responsibilities, and exercise his authority in the light of the best wisdom for the immediate situation, the recovery program should go forward along all lines toward our common objective.

EFFECTIVE INTERPRETATION OF THE SCHOOLS TO THE PATRON

By ERIC T. TEBLOW

The changed character of educational interpretation resembles the innovations which have taken place in education itself. In the early American school, for example, the teacher assumed that there were a number of facts which should be learned, and that the way to familiarize pupils with them was by persuasion, if possible, by drilling if advisable, and by force if necessary.

Although educators now generally have largely discarded coercion in the classroom, they sometimes use unnecessary pressure in connection with public relations. They seem to have taken a leaf from the notebook of business. For years, many business interests conceived of public relations as a program of putting something over on an indifferent, if not an antagonistic, public. Therefore the use of the terms "public relations" and "school publicity" for entirely legitimate procedures conveys to some people the unfortunate implication of pressure methods. While these terms may be used in this discourse, they are meant in the sense of constructive and forward-looking educational interpretation.

Educational interpretation calls for the application to public relations of the principles of modern teaching. For example, those reached by such a program should become interested in the schools because the facts appeal to their intelligence and satisfy their desire for information. It is not simply a case where a professional group chooses facts that it wishes to put across to an unwilling public. The citizen should not be a passive spectator, but to a greater or lesser degree an active participant in the public relations program. Through service on boards of education, through membership on committees of the parent teacher association and through contacts in public groups, the individual citizen develops an appreciation and understanding of educational problems and assumes responsibility for keeping himself and others informed. With this educational viewpoint, the whole program of public relations assumes a scientific and cultural tone commensurate with the progressive teaching methods of the modern school.

Suppose you and I are to work together in planning our program for this year in public relations.

There are two very definite things which we must consider.

These are a *Good School*, and an *informed public*. The two do not necessarily go together. We might have a good school and yet there be a gap between it and the public. On the other hand, we very likely

do have a public who want to know about our schools, be they good or otherwise.

I believe that more often we have a good school and are decidedly weak in informing our people of what we are trying to do.

Needless to say, a good school can be had with an alert and wide awake administrator, and a competent and energetic staff.

Now we must decide what type of a publicity program we are going to have. Our problem is to keep the public informed in spite of the obstacles. The solution means a constant stream of impersonal, factual information upon all phases of the subject involved, presented through numerous agents and agencies in simple condensed form. Stated briefly, the public school relation program calls for continuous information that must be (1) true (2) brief (3) frequently presented (4) understandable to all and (5) accessible to everyone in the community.

There are many channels through which this interpretation may take place.

The classroom teacher's power to develop public opinion is an area often overlooked with dire results. In the first place, as efficient classroom instructors, we not only influence the attitudes of pupils, but can impress school patrons with the dignity and social interest of the teaching profession. We come in contact with visitors of the school and through such relations create either favorable or unfavorable public attitudes. As citizens in the community, we are in contact with persons in many fields of social and economic life. In all of these varied relationships, we help to develop attitudes toward the work of the school. We may spread truth or biased rumors. Even the best principled teacher when uninformed, may be liability to the public relations program. It is exceedingly important that we as teachers have a background of facts which are common to all members of the school system. Upon the principal and the superintendent falls the responsibility of providing teachers with this information.

A second important agency for interpreting the schools is the pupils themselves. If adults are to know and to understand their schools, they should have a chance to study public education at the time when they are students. The boys and girls who ten years ago were in some of our classes are many of the men and women who are in business in many communities where they have a great deal to say about what our schools shall and shall not do.

If they are thoroughly indoctrinated with the necessity and importance of good schools while they are in our classes they will help us in time of need in building our school spirit. There are some who may say that this will make teachers propagandists for their profession. It might be said that teachers are enriching themselves by

creating a prejudice favorable to education at a time when children are too young to put up an effective resistance. This line of argument deserves no more recognition than one disapproving the teaching of economics because it will produce business men or citizens with viewpoints favorable to business. A skillful teacher can help through economics to develop a sane appreciation of economic values, and business principles. The study of government should magnify the ideal of efficient and honest public office. A study of education may lead not only to an appreciation of schools but to greater interest in the cultural improvement of society.

A third important agency in school interpretation is the school news column in the local paper and the school paper itself.

In the past there seems to have been a great deal of difference of opinion as to what people want to know about their schools.

Grinnel asked the editor of Minnesota papers to list the school news of importance. They listed

1. Athletic news.
2. Schools honors.
3. School board proceedings.
4. Parent teacher association activities.

But Dr. Farley asked 5067 school patrons to rank the school news in order of interests to them.

They gave:

1. Pupil progress and achievements.
2. Methods of instruction.
3. Health of pupils.
4. Course of study.

The difference between what the patrons want and what they got was no doubt a rude awakening for the editors.

Rollo G. Reynolds of the Teachers College, Columbus University, makes some good suggestions on improvement of news copy furnished by school people.

He says:

1. Write news, not propaganda. News is something happening, an event of some sort, not an argument to prove or disprove some theory or proposition; give information rather than advice or instruction.
2. Be accurate, truthful, and exact as to facts, names, and details.
3. Write news for the public and not for the purpose of personal exploitations.

4. Names have great news values. A story about an individual is better than a group of facts.
5. Make the story appeal to the average reader—more human stuff.
6. News should be written from the standpoint of the public, and not from the standpoint of the school.
7. Give the news about exceptional pupils, the latest experiments in education, and the like.

Certainly one of the important agencies for education is American Education week. Our plans for the week should include a campaign to get patrons to visit schools. It has been my experience that patrons just won't visit; so a campaign during education week will get the desired results.

Education week activities should include a night at school for the parents. Classes can be held at night instead of in the afternoon, and parents will attend. We know that conditions of teaching in this case are not even 50% normal, but even if they are not, it is better to have 50% normal conditions and have some parents present than to have 100% normal conditions during the day and never have 5% of the parents of the children of your classes at anytime during the year.

Another very good idea is to have a parents' night without the children and have the parents attend the child's classes and answer roll call in his place. This affords an opportunity for the teacher to tell the parents many problems which are involved in teaching the subject.

Other Education week activities should include a special chapel with material on the theme of the week for that year.

The P. T. A. is a worthy agency for interpreting the schools. We have on our P. T. A. program this year, twenty minutes allotted to the school for what we call an interpretation period. During this year, we expect to put into that twenty minutes, as much of the actual classroom material as possible. We want our patrons to understand that during this time they are going to see things that we have brought right from the classroom and have not been prepared as entertainment. For instance for December meeting, the eighth grade will present short dramatizations as sketches from the "Christmas Carol." They will study the story after Thanksgiving and in their classroom dramatizations will select parts which they will present at the P. T. A. that month. At sometime or other nearly every grade school music class will appear in mass and sing one or more of their songs that they have learned in class. The typing class will conduct a speed test on the platform and give the results of their work. We expect to have some science demonstrations from the physics class. If parents will come to school to visit, that is one way that we can present classwork to them. It always commands the attention of our audience.

Our plans for interpreting the school should include a vitalized commencement. At no period of the year is there a more opportune time for selling our school to the community than at the pinnacle of the year—commencement. Some theme can be selected by the students and the program worked out from the class work of the students.

School exhibits at fairs and stock shows should certainly be considered. Many parents and other patrons of the district who are not parents will see work and have an interest created and a confidence established that will not be secured in any other way.

Some type of summer catalogue or bulletin could be issued as an appeal to students to attend high school. This bulletin can include a great deal of material of interest to tax-payers.

Projects on community entertainment like a lecture course serve a purpose in most communities and broaden the appreciation of the school. More true is it now since talking pictures are so regular. Children ought to have the opportunity to see and hear good talent other than that provided in the school and on the screen.

The community should be encouraged to listen to the radio broadcast of the NEA each Sunday at 5:30. The Walter Damrosch music appreciation hour on Fridays should be of as much interest to the mothers at home as to the children at school. School broadcasts over local or near by radio stations are always of interest to the community.

With the present conditions of unemployment, the school can render a real service to its local patrons by conducting night classes for the adults. There are many young people and many older ones who are interested in some type of adult education.

In conclusion, let us consider the entire problem again.

The complexity of modern life and the rapidity of social changes have tended to obscure the fundamental place of the school in the social organization. The passing of this cloud before the public mind has produced at times an apparent indifference to the social contribution of education. Alarmed, many educators have sprung to the task of building into citizens a faith in education and a willingness to support and to improve the schools.

The best plan of doing this is that of continuously interpreting the schools fully, calmly, and frankly. Citizens are invited to examine the educational process, to give suggestions, and to participate in the satisfactions of child culture. Such a program has certain definite characteristics:

- 1st. It is broad and forward-looking in its conception of society as an ongoing process.

2nd. It is a continuous plan.

3rd. It enlists the active participation of laymen of all types, as well as teachers, pupils, and administrators.

4th. It is a varied plan—utilizing the intangible social contacts as well as the more concrete devices of the newspaper etc.

5th. It is a fundamental plan in which education as an essential element of society is stressed—and in which taxation, salaries, and budgets are of secondary importance.

6th and last. It is a long time plan which builds into the lives of youth an appreciation of the educational heritage.

SOME MARKS OF A GREAT TEACHER*

By GLENN FRANK

PRESIDENT, UNIVERSITY OF WISCONSIN

(1) *The great teacher never stops studying his subject.*

He does not lecture year after year from the same dog-eared notes. He is in the best sense of the word a research man. This does not, of necessity, mean that he is forever publishing monographs and books in his field. Frankly, when I have an appointment to make, I refuse to be impressed by a long list of research publications until I have seen the candidate and get the feel of his mind, for some of the liveliest minds in the world of scholarship are not forever rushing into print, and some of the dullest are. I am convinced that a very definite harm has been done to our universities by the emphasis we have put on publication *qua* publication by the teachers we appoint. We need men of wide knowledge and penetrating wisdom, and many teachers would be broader and wiser men if they studied and thought more and wrote less.

(2) *The great teacher establishes a personal as well as professional relation with his students.*

I confess that I lose interest in a teacher when I discover that he never sees his students save in his classrooms and in his office at stated and limited hours. The great teacher is willing to have his private life broken into by eager students who come into his home at odd hours for informal and unofficial intellectual wrestling bouts. All this is a taxing enterprise. But who ever said that the life of a great teacher is an easy life?

(3) *Whatever the great teacher may be teaching, it is for him a window through which he looks out upon the whole universe.*

No curriculum can ever catch the complex of a living moving world. The world of 1934 will be different from the world we interpret to the Senior of 1933. The great teacher gives the student a way of looking at his world by the way he teaches his specialized field. As an undergraduate, I learned ways of thinking about politics from chemists, and had foreign policy illuminated by geologists.

(4) *The merchandising of information will never seem to the great teacher his main purpose.*

The kindling of the student's will, the enrichment of his emotions, the illumination of his imagination, giving him sensitivity and eagerness of mind will seem to the great teacher more important than all else.

(5) *The great teacher will not think he has failed if one of his students fails, but only if the student has not wanted to succeed.*

An awakened will will survive more than one specific failure, but a mind left asleep indicts the teacher.

(6) *The great teacher will not think it beneath his dignity to pay attention to the art of presentation.*

There is no intrinsic connection between scholarship and unintelligibility. The great teacher will never be content to show knowledge on the counter with a take-it-or-leave-it air. He will strive to make intelligence intelligible.

(7) *The great teacher will never speak of his classroom work as routine teaching.*

There cannot be routine teaching. There can only be routine teachers.

(8) *The great teacher will be inspiration without sacrificing a rigid realism of fact and idea.*

Many "popular" teachers are essentially shoddy showmen whose stock-in-trade is amiability and a playing down to student sloth. But the most profoundly inspirational teaching arises from reality presented with artistry.

(9) *The great teacher has a gracious spirit and a tonic gayety of mind because, first, he conceives teaching as an exhilarating enterprise, and, second, because he approaches his task with a sense of confidence.*

Harassed and incompetent teachers are so because they are not adequately equipped for their task and fail to sense its intrinsic importance. Happy and effective teachers are so because their training gives them a sustaining sense of competence and their inborn quality of mind enables them to see the greatness of the teaching mission.

The great teacher brings to his business accurate and wide knowledge, an informed technique, intelligence, energy, initiative, adaptability, common sense, high standards of personal character and professional achievement, singleness of purpose, sympathy, a rich social background, and a convincing sincerity of personality.

*From the *Phi Delta Kappan*, November, 1934. Used by permission.

PLATFORM OF THE NATIONAL EDUCATION ASSOCIATION

1. Every child, regardless of race, belief, economic status, residence, or physical condition, should have the opportunity for the fullest development of his individual powers through education.
2. In order that every child, no matter what his economic status, shall freely enjoy the right of a free education from nursery school through the university, the educational profession should actively work for the passage of the Child Labor Amendment by states.
3. Teachers of equivalent training and experience doing the same kind of work should receive equal pay regardless of sex. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.
4. Teachers should have the privilege of presenting all points of view, including their own, on controversial issues without danger of reprisal by the school administration or by pressure groups in the community.
5. Teachers in every department of education shall have the right to organize within their own groups in order to give them a voice in school policies and management
6. The educational program today needs the active support of all citizens and organized community agencies. Educators should make a practice of keeping the aims, practises, and achievements of the schools constantly before the public.
7. Upon the character, preparation, selection, placement, and freedom of the teacher depends in large measure the ultimate success of education. It is important that the preparation of teachers should be adequate, rich in professional and subjectmatter content, and adapted to the demands of actual service.
8. There should be legislation to protect teachers from discharge for political, religious, personal, or other unjust reason, but the laws should not prevent the dismissal of teachers for incompetence, immorality, or unprofessional conduct. Every state should adopt a sound plan for the retirement of aged disabled teachers.
9. Upon the states fall the major responsibilities of organizing a system of schools, preparing the teachers, providing adequate financial support, and maintaining the necessary educational standards.
10. Funds should be provided by the federal government to assist the states in making an adequate education available to every child and adult.

FACULTY SKETCHES



J. A. G. SHIRK, Professor and Head of the Department of Mathematics. A. B. McPherson College, 1901; A. M. 1902; M. S. University of Kansas, 1905; University of Chicago, Summer Quarters 1906, 1910; University of Michigan, Summer 1929; Stanford University, 1930-'31.

Professor of Mathematics and Physical Science, McPherson College, 1901-1904; Fellow in Mathematics University of Kansas, 1904-'06; Professor of Mathematics and Physical Science, Ottawa University, 1906-'12; Assistant Professor of Physical Science, Kansas State Teachers College, 1912-'14; Present position, 1914.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. Education of adults to meet new industrial needs.
2. Adult education should also be of a cultural nature, giving those who are past school age an opportunity to learn about the scientific and industrial developments that have been made since these people were in the public schools.
3. An opportunity for everyone to acquire an appreciation of the beauties of music and art for their esthetic enjoyment.
4. A greater emphasis should be placed upon the study of the relation of the individual to society, the development of tests to discover elements of moral weakness, and the development of education to include remedial treatment for these weaknesses.



EULALIA E. ROSEBERRY, Professor and Head of Department of Geography. B. S., Kansas State Teachers College of Pittsburg, 1916. A.M., University of Chicago, 1930. Graduate student Chicago University, summers 1916-1918 years 1927-1929.

SOME NEEDS OF EDUCATION AS I SEE THEM

In the search for that which will give the greatest good to the greatest number, highly complex societies have been produced. Science has brought about so many inventions, machines have multiplied to such an extent that problems have arisen making the future uncertain in more different ways than ever before.

There seems to be a tendency to sacrifice the academic foundations to the practical arts. There is not only ample room but a vital necessity for both in the educational curricula. Education in order to enable the individual to fit himself into a rapidly changing world with an unpredictable future should provide a widened scope of informational background which will furnish material for thought; should give more intensive training in scientific methods of thinking; should provide more opportunities for practice in thinking, and judging.

Education needs to give something to think with, something to think about, and a method of thinking.



SAMUEL JAMES PEASE, Professor and Head of Department of Foreign Languages. Student at Northwestern, Chicago, Denver and Colorado Universities. From Northwestern received the degree of A.B. in 1897 and A.M. in 1898; from Chicago the degree of Ph. D. in 1931. Teaching experience at Hamline College 1899-1901; Boulder, Colorado, High School 1902-03; University of North Dakota 1905-13; Fenger High School, Chicago, 1913-15; present position 1915.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. Teachers with much greater breadth of background, a bachelor's degree if possible. Preparation of teachers in general is weakest in mathematics, but only slightly more than in the sciences, arts, practices and philosophy of language.
2. Life as a replacement for red tape and canned outlines. Especial attention should be given to the appreciation of stimulating literature, most particularly that which is rooted in the universal experiences of mankind.
3. A careful heeding of the student's individuality. There is too much herding.
4. More emphasis on skill and power than on information.
5. More individual attention to superior students, particularly in the language field. Enrichment rather than haste in finishing school.
6. Reduction of attention to subject matters that can be gained by general reading and discussion.
7. Adequate financial support for school maintenance and professional progress.

J. GORDON EAKER, Associate Professor of English. B.A. University of Iowa, 1928; Assistant, 1929-30; Fellow, 1930-32; Ph. D. 1932. Present position, 1932.

SOME NEEDS OF EDUCATION AS I SEE THEM

I think of education as a teacher placed in a human relationship with his students. That teacher's lot is often a hard one, with seemingly few rewards. He enters his profession with glowing ideals, but in his contact with experience, perhaps, those "first divine influences" tend to pass away.

His greatest need, I think, is more faith in his task. He needs a continued sense of wonder and delight in daily discovering some new beauty, in thinking some fine thought, in revealing for others some aspect of man's effort to face the mystery of life and valiantly to play the man. Then, as he looks back over his life,

"He will grieve not, rather find
Strength in what remains behind;
In the primal sympathy
Which having been must ever be;
In the soothing thoughts that spring
Out of human suffering;
In the faith that looks through death,
In years that bring the philosophic mind."

ELMINA E. GRAHAM, Professor and Chairman of the English Department. B. L. Whitman College; A. M., University of Washington; Graduate Work, University of Chicago; Instructor in Washington High Schools; Assistant Professor of English, Ottawa University; Assistant Professor of English, Kansas State Teachers College of Pittsburg, 1922; Associate Professor of English, 1924; Professor of English, 1926; Present Position, 1934.

SOME NEEDS OF EDUCATION AS I SEE THEM

The function of education should be not only to prepare the individual to meet problems in the immediate present, but also to lay a foundation, such as will enable him to be of service in the unpredictable future.

To stress the need of practical application in education is tremendously important. However, leaders should recognize not only the need of professional training along with academic work, but, in these rapidly changing times, they should also appreciate the necessity for such instruction as will help the student to recognize the meaningfulness running through all things.



L. E. CURFMAN, Professor of Mathematics, K. S. T. C. B. S. in Mathematics and Physics, B. S. in Civil Engineering, and C. E., all from the University of Illinois and M.S. from the University of Colorado. Worked at various phases of civil engineering for fifteen years. Joined the faculty of the Department of Mathematics of K. S. T. C. in 1920.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. More Democracy in Education. Every child is entitled to as much education as the state can afford *of the kind best suited to his ability and to his needs.*
2. More and Better Educational Guidance. Many students are enrolled in subjects for which they have not sufficient ability or preparation. This results in discouragement to the student and much wasted effort on the part of student and teacher.
3. The Merit System Should Be Re-established. A certificate of graduation from a high school should invariably indicate accomplishment rather than merely that the student has passed through the school system (in at one door and out at another).
4. Politics Should Be Taken out of Education. In the employment and retention of teachers, preparation and successful experience should govern rather than political influence or relationship to the school board. The school system should be run for the benefit of the children of the community rather than for the politicians or the relatives of the school board.



D. M. BOWEN, Professor of Education: A.B. Kansas Normal College of Pittsburg, 1909-1913; Secretary State Board of Education Administration, 1913-1915; Principal Training School, Kansas State Teachers College of Pittsburg, 1915-1927. Present position 1927.

SOME NEEDS OF EDUCATION AS I SEE THEM

Since education in a major degree is determined by the activities youth will engage in when they are adults, any profound change in the social, economic, or industrial order, such as we are facing now, must of necessity change and modify educational procedure.

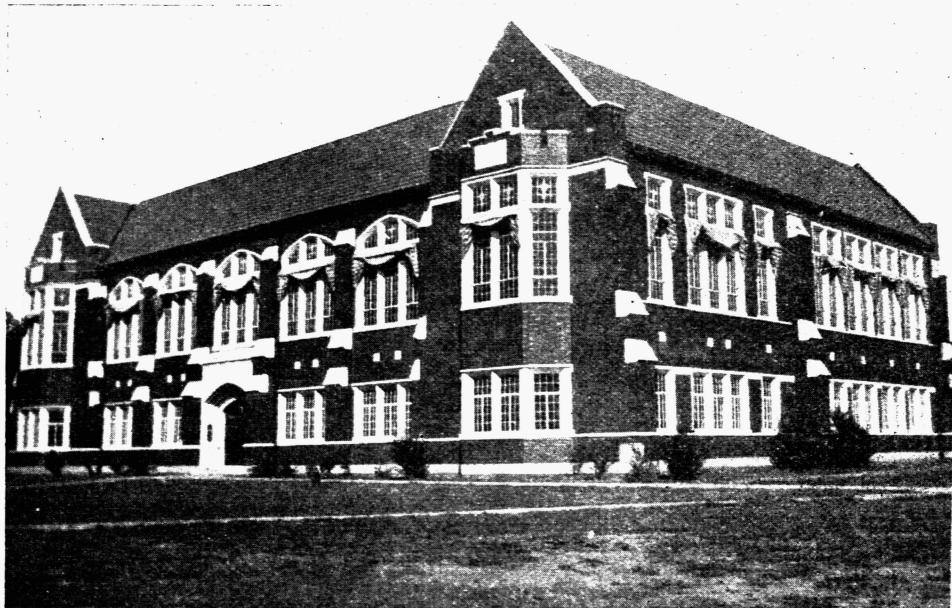
A century ago the public schools were established as the nursery of the democratic ideal—the ideal of political equality. The preservation and perpetuation of this ideal was the major purpose of the school. As the industrial revolution progressed and the struggle for existence in a competitive world became acute, emphasis on how to make a living became the main burden of the school. Now that the industrial revolution has flowered into the machine age, division of labor and leisure time, the problem of education is not only how to make a living but also how to live. If the nation is to enjoy the fruits of the industrial revolution, a greater degree of social and economic democracy must be secured. In other words the degree of political democracy rests largely upon the degree of social and economic democracy it secures. The task of making this adjustment in an orderly way is the problem of the statesman and educator.



L. A. GUTHRIDGE, B. S., Registrar. B. S. Kansas State Teachers College, 1919; Graduate Student, Kansas State Teachers College of Pittsburg, 1930-1932; Superintendent City Schools, Galena, Kan., 1909-1913; Principal of McKinley School, Independence, Kan., 1915-1919; Director of Extension, Kansas State Teachers College of Pittsburg, 1919-1932. Present Position, 1932.

SOME NEEDS OF EDUCATION AS I SEE THEM

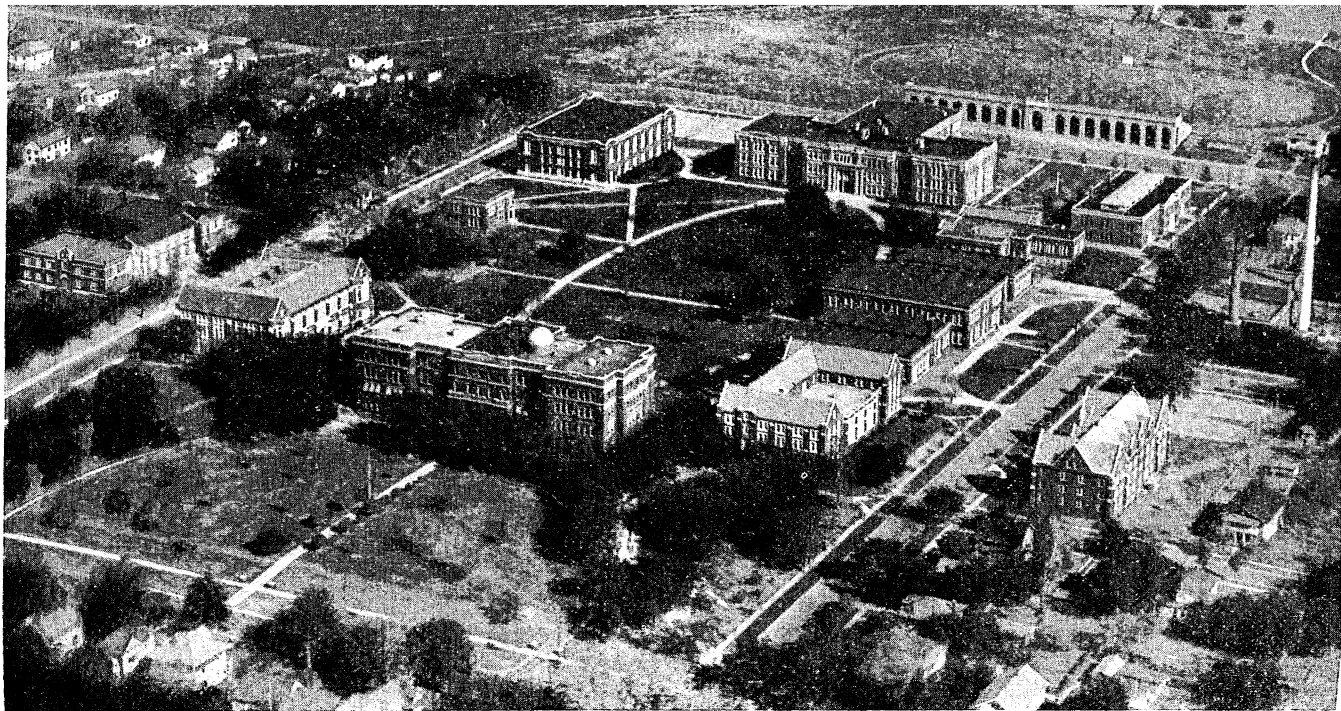
Since education is the function of the State, the State should assume the responsibility of providing and distributing a large per cent of the funds necessary to maintain the public schools of the state. And the distribution of the funds should be made in such way as to provide the boys and girls of rural communities with educational advantages more nearly equal to those provided for the boys and girls of urban districts.



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