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THE TECHNE

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

MARCH, 1922

THE GIFT MAGNIFICENT.

"A short time ago there died in this country a woman who was known far and wide for her philanthropy. She had never had a great deal of money nor a great deal of time, but the world is a better place because of her generosity. Someone who knew her well said this of her, 'It wasn't what she gave, but the way she gave it. When she did you a favor, it was a pleasure for her to do it. When she gave a Christmas gift it was not only carefully chosen, but it was beautifully wrapped. Whatever she gave, she gave magnificently.'

"The teaching profession is primarily a giving profession. If a teacher has nothing to give or does not know how to give it, he is not really a teacher at all. He may be a storehouse of valuable information or a theorist of parts, but he is not a teacher. If he cannot bridge the space between the pupil and himself, he cannot teach.

"The way in which he bridges this space is the measure of a teacher's success in his profession. One sees, from time to time, teachers with sour faces and unyielding demeanor. These are the unwilling givers; the misers of the profession. How does the successful teacher teach? Willingly; dynamically; as if he loved it. He not only gives; he gives magnificently."—*Connecticut Schools Bulletin*.

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No. 3.

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President*.

VOL. 5

MARCH, 1922

No. 3

EDITORIAL COMMITTEE.

ODELLA NATION.

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

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

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Some Advantages of the Junior High School Organization.

V. M. LISTON, Superintendent of Schools, Neodesha, Kan.

Modernism in public education receives retarded recognition in the most progressive environment. Those both within and without our schools are schooled in the philosophy and teaching of their day. School administrators survived the schools of yesterday and have a too sacred regard for its methods and concepts. School patrons are not students of modern education and anchor their thinking to the school customs of the past. The Junior high school is valuable chiefly because it arouses the imagination of both these forces and makes it easier to accept the guidance of rather new but satisfactorily demonstrated principles.

Every normal child is entitled to an equal opportunity to develop his or her desirable interests, aptitudes and capacities. The old school concerned itself only with the academically minded pupil; other types either failed to survive the upper grades and high school or were exposed to an environment so foreign to their natures that they were turned out miserable misfits.

It is necessary for the tools to be taught to all regardless of sex, social status or probable future. This is the function of the elementary school. Differences of method will be necessary but content of curriculum for normal children should be much the same.

There comes a time about the end of the sixth year when this organization will not suffice. With the beginning of adolescence comes marked changes in the nature of the individual which must be recognized. Among these differences are those due to interest, aptitudes, abilities, sex, etc.

RECOGNITION OF DIFFERENCES.

If our schools are to conserve its pupils we must adjust ourselves to these facts. An equalization of opportunities means that full recognition shall be given these individualities and a school environment formulated that will discover and appropriate them. The Junior high school makes it easier to organize the work of these grades in recognition of the differences which become so pronounced at this period.

First. The Junior high-school plan involves the concentration of large numbers in a single building. Parents who would seriously oppose their children crossing town to attend a seventh or eighth grade are perfectly satisfied if by so doing the child is attending the Junior high school. Most city school systems have many small unit buildings where the traditional 8-4 plan provided for one room for seventh-grade work and one for eighth-grade, or worse still, two grades were expected to occupy the same room. Obviously it is here impossible to provide opportunity for every child through the recognition of their individual needs and differences.

The Junior high school gives the system license to bring all seventh, eighth and ninth graders distances of one to one-and-one-half miles. In so doing pupils walk past the old buildings and are happy because they are going to Junior high school.

One centrally located building may be constructed fully adequate to provide for the seventh, eighth and ninth grade children of any second-class city and of many of those of the smaller first-class group. This means that chil-

dren reaching into numbers of several hundred are brought together, making possible the accomplishment of some things to be suggested later.

Second. *Differentiation of work.* I have said above that our public schools should give every boy and girl the maximum opportunity. The schools of the past were highly selective because the experience afforded the child was so narrow that comparatively few survived its arbitrary exactions. All pupils had to do the same thing at the same rate. The many who failed to prosper were cast aside with this then comfortable thought, that they could become hand workers and either would not need further training or were not worth the cost to society. The vocation of farming was thought to offer a special opportunity to future citizens of this type. This type of school not only provided a narrowed curriculum but to fail in one subject was to fail in all. The school system which has its seventh and eighth grades scattered all over the city finds it difficult to get away from the evils pointed out above.

The Junior high school scheme makes it possible to discover the interests and abilities of pupils economically. In addition to courses which should be retained as common to all there may be introduced others which explore for the child his abilities and interests. If this experience reveals to him, and to his advisors, a probability of large benefits from further study he should be directed into courses for further credit. If on the other hand he has discovered that he is a misfit he should not be compelled to spend his time longer at that type of work. This means a program so differentiated that it cannot be handled in the 8-4 plan with small groups to provide for.

Pupils not only differ in their interests and aptitudes but in their ability to progress through courses offered. There is a wide distribution of abilities in a group represented by a single grade. The intelligence quotients may have a variance of from 70 per cent to 130 per cent. To work such people abreast works an injustice to everybody concerned. No teacher can plan a program which will meet the needs of all if they are to work in the same classes without recognition of their differences. If students are brought into homogeneous groups this same teacher can make progress on her problem. In Neodesha we group our pupils into four groups. When they enter the Junior high school their school record is carefully studied. The teacher recommending the promotion also recommends the group in which the pupil is to work. He may be moved at any time if his work indicates that he would receive increased benefit.

The work for these groups is differentiated not only in amount but in kind also. It is self-evident that the members of the slowest group have not embarked on a prolonged, highly developed scholastic career. Most of them are in the final stages of their school experience. The material given must recognize that fact.

PROVISION FOR SEX DIFFERENCES.

It is during the Junior high school period that sex differences become prominent. Health and personal hygiene problems surge upon the boy and girl untaught at home or school, and probably mistaught by ignorant and irresponsible companions. Neodesha has organized a boys' and girls' welfare program based on scouting and physical training. This is not an extraneous thing but a definite part of the curriculum of our Junior high school.

There should be separation of sexes in other subjects such as chorus work, cooking and sewing for the girls, manual arts for the boys. Schools cannot

conserve and develop boys and girls without a proper recognition of some of the more important sex differences.

BETTER EQUIPMENT.

It is obvious that the pupils will have better equipment than under the 8-4 plan. Fine modern Junior high-school buildings are easier to build than grade schools, for the reason that the idea fires the imagination of the community in a new way. Expensive shop and laboratory equipment now is possible because duplication is avoided. Gymnasiums and auditoriums much needed but seldom found in the 8-4 grade schools are almost invariably found in our new Junior high schools.

BETTER TEACHING.

Better teaching can be provided for Junior high schools than for the seventh and eighth grades.

Public schools have accepted lower qualifications for grade teachers than for those of the high school. With lower qualifications have come lower salaries. It is only recently that some of our most progressive systems have recognized that teaching in the grades may be quite as much of a service to society as teaching in high school. I believe that the time is now upon us when, other things being equal, grade teachers are to receive the same salaries, and in other ways have the same appreciation for the worth of their work.

As a result of past practice, however, there is an aversion on the part of many well trained teachers to teaching in the grades. The well-equipped teacher who would not consider teaching in the seventh or eighth grade becomes enthusiastic over the interesting opportunities of a well-organized Junior high school.

On the part of the public the fact that the work of the seventh or eighth grades is associated in their thinking with the high school, raises no question in their mind when they see men with a master's degree receiving \$2,500 or more per year for spending their time with seventh and eighth grade pupils.

These facts are rapidly bringing about a situation which gives the boys and girls of this critical period contact with better trained, bigger and broader teachers. This unit of our schools is also attracting the attention of men heretofore uninterested in the problems of seventh and eighth grade children. In Neodesha several of our highest-priced men teachers are spending a large share of their time teaching, and studying the problems of, junior high-school boys and girls.

STUDENT ACTIVITIES.

The Junior high school makes possible the organization of many groups for public performance. Junior high-school choruses and orchestras are especially interesting to both pupils and patrons. Auditorium facilities stimulate work in dramatics. In all these things the quality of performance is such as to be highly attractive to the patrons of the school. The public forms the habit of attending programs. A new appreciation of the talents of children of these years is aroused. This is a valuable and legitimate form of publicity which cannot but result in great good to the system.

SCHOOL MORALE.

There is aroused a school morale among children of this age which is impossible under the 8-4 system. There is a dignity about the work of the

school that was unknown before. The separation from small children, the new building with its gymnasium, auditorium, laboratories, etc.; the interesting program of studies; student organizations heretofore impossible; the focus of public attention, all contribute to making membership in the Junior high school a joy and a distinction.

Finally. The opportunities and characteristics above enumerated tend to stop the enormous leakage of the seventh, eighth and ninth years under the old system.

To summarize. The Junior high school is not a cure-all for the ills of the 8-4 plan. It does, however, make easier:

First. The congregation of large numbers in a single building.

Second. Provides for differentiation of kind and amount of work.

Third. Recognition of special needs due to sex.

Fourth. Provides better teaching.

Fifth. Stimulates organizations for work both inside and outside of the schools.

Sixth. Develops a school spirit or morale impossible under the old plan.

The Ungraded Work in the Public Schools.

DOROTHY WHEELER, Public Schools, Neodesha, Kan.

The welfare of the individual child is the aim of every good school system. That there are mentally defective children in the public schools is now recognized. How such children shall be trained in the public schools has never received the attention the subject merits. There are some who think the public schools are not the place for such children, but in all probability they will remain here because of the failure to provide for them elsewhere.

The nontypical child is an individual whose variation from the average type is so marked by either plus or minus as to interfere with his ability to maintain his place in life. The variant child requires a flexible school program. Instead of wasting time and energy holding mentally slow and defective children up to the level of progress normal to the average child, it is much wiser to differentiate their course.

The best way to decide if children should be assigned to the backward classes would be to examine them by intelligence tests. These psychic tests should be followed by a physical examination given by a competent physician. The more common causes of retardation are adenoids, diseased tonsils, impaired sight or hearing, and other ills. Such tests or examinations should not be given with the idea of catching or trapping the child but rather of finding him at his best. Above all he should be given a square deal. Placing these children in special rooms or schools should be done in the spirit of friendly coöperation and helpfulness.

The defective child who has sufficient mentality to attend our public schools not only can but will amount to something. Unless very carefully trained he will amount to an anti-social being. The ungraded room is for such a child an avenue of hope.

The work in such rooms should be individual, and for that reason it is impossible to take more than thirteen or fifteen pupils.

Health habits regarding dressing, eating, matters of physical hygiene and physical cleanliness of the most elementary sort must be inculcated. Language training must be given, more particularly if enunciation and articulation are defective. Some simple type of industrial training, domestic for girls and manual for boys, must be provided. There should be training in plays, games, rhythmic movements and music, including related types of appreciation. Moral habits must have attention; such children must be trained habitually to do the thing which under ordinary circumstances is the right thing. And there should be literary training within the limitations of the child.

The course for such rooms should fit the backward or defective child to live better. In order to accomplish this, it is necessary to find out the exact conditions under which the child lives. Following this, there are no cut-and-dried methods of procedure; any method that will reach the child is used. Simple devices often suffice. Backward children have flighty attention and lack energy. Very frequently those with a big body have infant mentality and their work must be planned accordingly. Such children do not know what reason is; consequently corporal punishment should not be used. The punishment should fit the child and not the crime. The teacher should thoroughly understand the child before she insist that he do better. "The moral power should grow with mental power, with the opportunity to use it."

If we give such a child plenty of time to do what he can do he may later catch up in some of the work in which he is poor. If no mental quickening comes, the child has at least had the opportunity to do the things he can do and do them well, and he may become a happy, and even a helpful, person. Every effort the child puts forth should be praised, assistance should never be refused. We must discover first his mental capacity and then train him for some occupation within his limitations, choosing something for which there is a demand in the group of which he is likely to be a member. Impress the fact that there are things he can do and train him toward these things.

The second sort of ungraded room is that in which are put children who have lost step with the regular school program. They should be allowed to advance as rapidly as they are able. The plan for such work should be so plastic that it would adjust itself to the child.

It is not contended that the border-line cases are the only ones to which it is worth while giving special attention. Every school system has a large number of true defectives. These children must be taken care of, for they can not be expelled from school and left to roam the streets. Such cases will show themselves in school as retardation, in industry as dependency, in the social world as delinquents.

In Neodesha the plan is to place the children in groups in the grade schools. This was done on the basis of teachers' judgments and of scores received in group tests. The National Intelligence and Terman Group Tests are used. The children receiving the highest scores were placed in one group, those receiving scores averaging normal in another group and those receiving lower scores in still another group. Each section or group advances as rapidly as it is able to handle the work. Mid-term promotions are not used.

Care is taken not to accelerate a child or group too much. Children are not always developed physically to the same degree as mentally and if

accelerated too much they may be put into the wrong social group and be at all times out of place. There is plenty of material in each grade for the brightest children to work on. With such a system the brightest groups are not accelerated in order to have work to do. Each group is working on a level suitable to its mentality.

Any child not able to do the work of a given section is given a mental or psychic test. This is followed by a physical test given by the school nurse. If the tests show him unable to carry on the work of a given section for physical reasons he is at once given the proper care. If the tests show him to be backward or retarded, he is placed in the ungraded room and given special attention. There are three elementary ungraded rooms and one advanced ungraded room in the Neodesha school system. The work in these rooms is carried on as outlined above.

Between the sections or groups there is no line of demarcation. The problem is to develop the child and not to put him from one grade to another. There is no waste of time and the child develops as fast as he can. The plan has been very successful in the Neodesha schools under the direction of a competent superintendent.

Retarded Pupils.

MAE J. PECK, Special Opportunity Room, Arkansas City.

When we educate we stimulate a child's capacity for gaining knowledge and spur on his desire to increase that knowledge. The spirit of desire is a potent factor in dealing with defective children. To create this in normal children is task enough, but in defective children the task is much greater. Thus in establishing our room for retarded pupils, known as the "special opportunity room," we have discovered the most likely path to success consists in finding means of awakening in the pupils an interest and a longing to help themselves. Without this coöperation our efforts would be almost futile.

Handwork scores above all other incentives in training retarded children to make the most of their mental power and in urging them to development along some specified line most suited to their capacity. There are many causes for retardation, but a large per cent of the pupils in my room are simply comparatively low in mentality, at least low enough to be called subnormal children. Yet, by the correlation of much illustration and expression in handwork, a great part of the academic work of the school curriculum is covered with a degree of success. This correlation is done in much the same way as the advocates of our modern industrial art departments might suggest and as might result from the related movement in the East and from experiments at Park School, Baltimore.

The period for handwork exclusively, to which we devote one-fourth of our time, would perhaps be of most interest to my readers. The children make toy animals and all kinds of handy contrivances for the home, such as pan holders, toothbrush holders, towel racks, etc. It might be well to say here that anything these children can make which they find useful in their home does much towards instilling an interest in their school work as a whole. Basketry and all other kinds of reed and raffia work are done with splendid

results. Our room is well equipped with almost all ordinary facilities for efficient handwork, such as a loom for making rugs, work tables, tools, etc. We make special efforts to have attractive bazaars and exhibits throughout the school year. At our last bazaar the children sold articles to the amount of eleven dollars and purchased additional equipment for the room. The children always manifest much pride and joy in their success.

The enrollment of my room is limited to fifteen. This gives me ample time for individual help. When the child is enrolled, I am furnished with his past record, both physical and mental, as near complete as our supervisor of standard measurements and research is able to obtain. I endeavor to find out as soon as possible "where the child is," that is, what he really knows, and using his already-gained knowledge as a foundation, I begin there. It doesn't matter if a child is fourteen; if second-grade work is all that is within his reach, then I consider this the place to begin. I usually select supplementary story books of a marked degree of interest, rather than the regular textbook. The child is delighted to read such books and is oblivious to the fact that they belong in a lower grade.

Now there exists with us, as in almost every place, the one predominating difficulty of the work—the coöperation of parents. The parents resent having their children in a room for defective children. Hence, we do not make it compulsory for any child to go to this room. We merely advise it. The public is beginning to understand these things, and perhaps in the future such difficulties as parent's resentment will be overcome. At present much tact on the part of supervisors is of most assistance.

It is by no means our aim to make normal children out of subnormal children. Occasionally there does come some awakening to the child and he is able to go back to the ordinary grade room and do good work, but of course we cannot count on such desirable results. Nevertheless by special training these "less-fortunate-in-mind" children can be improved in response, discipline and honesty. They learn to think for themselves and concentrate their attention on special tasks. They learn to enjoy and take pride in their work. Although our work may in part seem a failure, yet our earnest efforts toward these defective children will in the future bring a few helpful gleams of sunshine to their somewhat darkened world, and we shall find them, in the end, more efficient citizens.

Hot Lunch in the Rural School.

VIOLA NICHOLS, School District No. 97, Bourbon County, Kansas.

"Since you have a sewing machine in the school, wouldn't it be a fine thing to get an oil stove and have cooking," remarked one of the good patrons of our district about two weeks after school had begun. As this was not a new idea at school and we found we had some interest back of us we proceeded to get a stove.

Schools having money at hand can buy a two-burner, blue flame oil stove with oven, which proves very satisfactory for domestic science. We offered to buy one but it was willingly lent to us instead. Two members of the board brought the stove to the schoolhouse and moved seats from the southeast corner of the room. Our kitchen is this corner. It contains a long wate

bench on which we prepare food to be cooked and wash dishes. The stove is in the corner. The shelves formerly used for books answer for our cupboard and place to keep canned foods. We have a first-aid box and looking-glass hanging on the wall in this corner. Tin cups and cooking utensils with handles are hung on nails, while other things are kept under the water bench, which is curtained in front. A window is included in our kitchen, it and the cupboard are made dainty by white curtains. Our kitchen is the pride of our school.

We plan to serve fourteen children. Five of the older girls and the teacher take turns at cooking and serving, two members taking charge each day. Each pupil brought from home one cup, one soup bowl and a spoon. The bowl serves as a plate when necessary. Some of the utensils were bought; others were donated by the parents.

Milk, flour, potatoes, lard, salt, baking powder, soda and extracts are donated by the parents all the time, while meat, beans, and "surprises" are often donated. We earned money at fair-exhibit work this term, of which we planned to use a large part in buying groceries for school. (Schools having pie or box socials could use some of the money in this way.) We buy crackers, canned oysters, salmon, pineapple, lima and navy beans, rice, meat, and oranges and bananas to be used in fruit salad.

A list of what is to be served the next week is written on the board the preceding Friday. This list is copied and taken home so the part of the lunch sent from home can be planned by the mothers. Often the children do not bring any lunch at all. This is the list on the board at this writing:

Monday—Navy beans.

Tuesday—Mashed potatoes and gravy.

Wednesday—Oyster soup and crackers.

Thursday—Liver and potato soup.

Friday—Chicken, gravy and cocoa.

Cake all week.

The cake was baked in gem pans the first of the week, to last the entire week.

Our menu is different every week, depending upon what is furnished us. Some days different things are served to different pupils because their tastes differ. The girls who serve, wash the dishes that day. Sometimes smaller girls are substituted to dry dishes.

Tea towels were made at school and different families take turns at washing them. Coal oil is furnished by the district. Paper napkins are bought in large quantities for school use. Each pupil sits at his desk while eating. An old trunk, mouse proof, is kept in one corner for crackers and other things that mice like. Food is also kept clean and free from dust. The bays nailed up a covered box up in the coal house where we keep milk, butter or cream until needed in the house.

Cooking in our school requires very little school time as the food is prepared before school or at the first recess. It is usually watched when necessary by one older girl, who sits near the stove and does very efficient school work at the same time.

If only one thing were served in a day, the hot lunch would pay in every school. In rural districts, where farmers would hardly miss the things donated,

the results are most pleasing. Where the entire affair can be financed by the district, so much the better. We, a comparatively small school, have proven that hot lunches can be had through planning and working together. The cost can be very small for each pupil, yet the lunch be very nourishing. We consider that we strike about an average cost as hot school lunches go.

These are some of the results of cooking in our school:

1. Hot food is much more nourishing. The pupils enjoy it and feel better for work.
2. It affords a good chance to teach manners at school.
3. Each pupil is required to remain in his seat fifteen minutes after being served. Children often do not take time to eat when dismissed for lunch.
4. The girls learn to cook certain foods and the art of serving and dishwashing. The boys, too, learn some home responsibilities, as they keep the stove filled, cleaned and regulated.
5. The lunch is ready at noon and the work in the kitchen is usually finished by 12:30, so that the girls have plenty of time for play.
6. It creates through surprises often planned for the noon hour a new interest in school work.
7. Individual drinking cups are washed each day, an unusual thing where schools do not have dishwashing.
8. Parents become more interested in school as it is necessary for them to plan with the school.

Questions on Teaching.

(From Alaska School Bulletin.)

The efficiency of any school system is measured to a large extent in terms of the efficiency of its teaching staff. It is not possible to increase the efficiency of a school without first determining where there is need for improvement. There are, fortunately, very few teachers who do not feel a need for self-improvement. The first step toward improvement is a thorough self-examination through which one may see himself as he is.

Following is a list of questions which are presented for the purpose of assisting teachers in making this self-examination.

PERSONAL HABITS AND CHARACTERISTICS.

1. Is my health good? Can I improve it?
2. Is my personal appearance as good as I can make it?
3. What mannerisms have I that can be overcome?
4. Is my voice well-modulated?
5. Is my speech so well enunciated that I am easily understood by the pupils?
6. Is my use of English in conformity with what is considered good usage?
7. Do I get to school on time and am I punctual in all my dealings with pupils?
8. Am I loyal or do I talk too much about coworkers?
9. Do my pupils respect me?
10. Do I read professional literature? Is my general outside reading of such a nature that I keep pace with the world?

11. Am I willing to work overtime to help a delinquent pupil?
12. Do my social duties take my attention from my duties as a teacher?
13. Am I doing what I should to harmonize the school or am I doing those things which will disorganize it?
14. Do I want to remain in this school for another year? If I do not, what should be my attitude toward the school? If I do, what then?
15. Am I doing only what I need to do in order to "get by," or can I truly say that I am giving the best that there is in me and doing the best I know?
16. Is my personality epicurean in nature? That is, do I get as much pleasure as possible out of life? Am I happy?
17. Is my personality stoic in nature? That is, do I have fortitude? Do I keep my mind free from worry, anxiety and grief?
18. Is my personality platonic in nature? That is, am I serene? Do I occasionally arise above conditions in this imperfect world and get inspiration from the mountain tops?
19. Is my personality Aristotelian in nature? That is, do I have a proper sense of proportion? Do I do the things which are important and leave undone the things which are unimportant?
20. Is my personality Christian in nature? That is, am I devoted? Do I make the interests and aims of each one of my pupils my own? Do I make each pupil feel that his success is a common satisfaction and his failure a common sorrow?

CLASSROOM MANAGEMENT.

1. Is the ventilation of my room as good as I can make it?
2. Is the temperature satisfactory?
3. Are the seats properly adjusted to the pupils?
4. Is the lighting of the room as good as I can make it?
5. Is my own desk tidy?
6. Do my pupils keep their desks neat and tidy?
7. Have I done all that can be done to make my room an attractive place in which to work?
8. Do I waste the pupils' time by placing work on the blackboard during the school session when I could have attended to it before or after school?
9. Do I plan my work for each day or trust to inspiration?
10. What methods do I employ to have readily available, for teaching purposes, such material as charts, maps, busy work, etc.?
11. Do I have proper ideals regarding good order?
12. Do I secure good order by the best methods?
13. Do I lead or command my pupils?
14. Are my pupils learning self-control and initiative and what indications do I have that this is true?
15. Do my methods develop a responsive and coöperative spirit among my pupils?

THE RECITATION.

1. Do I distinguish the following types of lesson and employ each at the proper time—a drill lesson, a thinking lesson, a lesson for appreciation (of literature or art), and a lesson to teach children how to study?
2. What method of teaching do I use most often—the socialized, in which pupils both ask and answer questions; the quiz, in which the pupils only

answer the questions which I ask; or the lecture, in which the pupils merely receive what is given them?

3. Do I ask many leading questions?

4. What pains do I take to make my questions such that the pupils must answer them with a complete statement rather than with one word?

5. Are most of my questions for the purpose of developing new ideas or to find out how much of the assigned lesson the pupils have learned?

6. What means do I adopt to secure a judicious distribution of my questions among the pupils?

7. What methods do I employ to have each pupil, as he recites, address himself to the class rather than to me?

8. How do I make it necessary for the pupil to make a proper use of his past experience and his present knowledge?

9. What means do I take to present the material in the form of problems which stimulate the curiosity of the pupils?

10. Am I distributing my attention among the better and poorer pupils so that each pupil is getting the largest possible value from my instruction, or do I permit the poorer pupils to monopolize my attention as well as that of the other pupils throughout the recitation period?

11. By what methods do I clinch the main idea of each lesson before closing the recitation?

12. Am I teaching my pupils to discriminate between that which is essentially important and what is only relatively so?

13. Do I distract the attention of a pupil during recitation and do I permit the class to distract his attention?

14. Do my pupils attack hard work gladly or do they want help in every little difficulty?

15. Are my pupils being trained in conscious methods of study and work?

16. To what extent in each lesson do I help pupils to prepare the next lesson—by a good ending of the recitation; by a judicious and clear assignment; by stating the aim; by anticipating their difficulties; by suggestions or directions?

NOTE.—The editor of the *TECHNE* has taken the foregoing questions from the January Alaska School Bulletin. The questions are so splendid and searching they are worthy of the widest circulation.

School Notes from Labette County, Kansas.

EVA E. CRUZAN, County Superintendent.

Mothers' meetings and parent-teacher organizations have been established in twenty schools. Hot lunches are served by the pupils and teachers in twenty-seven rural schools every day.

In three rural schools some vocational work is being taught. Woodwork and sewing of the simplest sort is taught and some creditable work of pupils has been placed on display.

In many schools specimens of handwriting were secured the first week of school. Specimens were added each month from the same pupils to indicate how much progress was being made.

The average attendance in the rural schools up to January 15, 1922, was 89.25 per cent.

During the past year three modern school buildings have been erected.

Many schools have taken advantage of the law permitting them to vote a tax for libraries and have provided suitable books for the several grades.

The average cost of educating a child in Labette county, excluding cities of the second class and the county high school, was \$13.47 for 1921. The average salary paid teachers in the one-room schools is \$87.50.

There are 131 teachers supervised by the county superintendent. Of this number 40 are inexperienced.

The Kentucky School Survey.

The report of the survey of the public-school system of Kentucky has just been issued by the General Education Board. This survey was conducted by leading educational experts who lived outside the state. The comment of these experts relative to the state superintendent's office in Kentucky represents what practically every leader of education feels about this office in every state:

"His (the state superintendent) responsibilities, covering the entire field of public education, call for a man of high executive and administrative ability, technical training, large experience, and genuine devotion to education.

"The mere recital of the state superintendent's functions and opportunities shows that he should be absolutely independent of political influences and considerations. Yet the office of state superintendent in Kentucky is to-day in partisan politics. The state superintendent is nominated on a party platform and elected by party vote. Expediency, and not fitness, almost inevitably determines the nomination. The selection of a competent man is an accident. For educators of proved ability and reputation cannot be expected to stand on a party platform, to submit to party pressure, or go through partisan elections.

"Thus nominated, the state superintendent is called upon to pay his part of the campaign expenses, to subordinate himself to the party program, to participate in the campaign, and to conduct his department with an eye to party interests. Party politics enter into the employment of janitors and clerks, and professional assistants can hardly be selected solely on the basis of merit. Policies and plans for the improvement of the schools must fit in with the party program and must meet the approval of party leaders."

THE TREND.

Peru is looking for 25 American educators, men and women, and is prepared to pay salaries from \$3,000 to \$6,000.

There are 32,250,870 persons of school age in the United States, according to the census bureau.

Nearly 16,000 boys and girls of New York state are engaged as junior project workers this year. This means that these boys and girls, between the ages of 10 and 19 years, are doing definite work in agriculture and home-making in connection with school-directed study. Nearly all of them live on farms or in the rural communities.

A committee of experts has recently completed a survey of the rural schools of New York. Doctor Butterworth, professor of rural education at Cornell University, who has visited 1,200 schools in the course of the investigation, declared that few school buildings, especially of the one-teacher type, come up to the standards which he had set for efficiency. Dr. Harlan Updegraff, of the University of Pennsylvania, studying especially school financing in the rural communities, declared methods of taxation must be revised. He said he found one district in Delaware county where the tax rate was 50 cents a thousand and another in the same county with a rate of \$11.90. Commissioner Frank P. Graves declares that the country girl and the country boy are not getting a square deal. "Two essential things," he said, "are the matter of a wider unit to get more support and the necessity for having a more sensible form of state subsidy to equalize every district in the state." Since these conditions exist in Kansas, and the remedy suggested applies in this state, these facts are printed here.

The editorial staff of the *TECHNE* has requested of superintendents a list of their teachers who are doing some distinctive type of school work. A letter was sent these teachers for an account of their work. They have responded most generously and there will appear from time to time some excellent papers from teachers who are in close touch with actual educational problems.

If the several thousand teachers of Kansas fully realized how important it is to them professionally and to the children they teach to have the state superintendent appointed by a board, the county superintendent also appointed by a board as the city superintendents are chosen, and the rural schools of the county placed in the control of a county board, these teachers would continually tell patrons and others of the many advantages of such a reorganization of the Kansas school system.

Three Thousand Students—Or More—Expected.

WILL YOU BE ONE OF THESE?

The first Summer Session of the Kansas State Manual Training Normal School will open May 31; the second session, July 31. Unquestionably the attendance at both sessions will be the largest in the history of the school. The teachers of Kansas and adjoining states are realizing more and more every year the variety and excellence of the training offered by this school so that each year's growth has always exceeded expectations.

This coming summer a wide choice of courses to meet the needs of progressive high-school, grade and rural teachers will be offered in BIOLOGY, CHEMICAL AND PHYSICAL SCIENCES, COMMERCE, DRAWING AND DESIGN, ARTS AND CRAFT, EDUCATION, ENGLISH, FOREIGN LANGUAGES, GEOGRAPHY, HISTORY AND SOCIAL SCIENCES, HOME ECONOMICS, INDUSTRIAL ARTS, MATHEMATICS AND APPLIED MECHANICS, METHODOLOGY, MUSIC, PHYSICAL EDUCATION AND RURAL EDUCATION.

The Summer Bulletin descriptive of these courses will be sent upon request.

W. A. BRANDENBURG, *President.*