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THE TECHNE

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

January, 1925

WHAT IS GOOD?

"What is the real good?"
I asked in musing mood.

Order, said the law court;
Knowledge, said the school;
Truth, said the wise man;
Pleasure, said the fool;
Love, said the maiden;
Beauty, said the page;
Freedom, said the dreamer;
Home, said the sage;
Fame, said the soldier;
Equity, said the seer;—

Spake my heart full sadly,
"The answer is not here."

Then within my bosom
Softy this I heard:
"Each heart holds the secret;
Kindness is the word.

John Boyle O'Reilly.

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

PUBLISHED BY
THE KANSAS STATE TEACHERS COLLEGE
OF PITTSBURG, KANSAS.

Vol. 8

No. 1

THE TECHNE

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

W. A. Brandenburg, President.

Vol. 8

January, 1925

No. 1

EDITORIAL COMMITTEE

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

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

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

Sent free to all alumni and students and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office of Pittsburg, Kans., under the act of August 24, 1912.

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

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The Use of Measurements in the Franklin Schools

Clyde O'Dell, Superintendent Schools, Franklin, Kansas.

In the past few years, much attention has been given to the use of Standard Tests in various schools over the country. The general opinion of school teachers that more definite and scientific data was needed concerning children in school work has led to various ways and devices of securing definitely what the schools are doing. The use of tests have no doubt aided more in the proper solution of the problem than any other phase of educational activity. School superintendents, principals, supervisors and teachers seem more and more interested in placing a great share of reliability on the standard tests. The average teacher greets most heartily the brand of data that a battery of well conducted standardized tests offer her classes. The teacher feels that in addition to her personal opinion of the rating of a pupil in his work that the results of a well conducted standard test will strengthen her opinion as to the educational status of the pupil. Knowing something of the real status educationally of the pupil, she feels more keenly what the right solution ought to be and thus has a better basis on which to begin her solution.

The Franklin schools began using Standardized Tests three years ago. The desire to try the tests grew out of frequent analysis and investigations the teachers made in the general conditions of class work and promotions of pupils. The results of three well conducted tests are tabulated in this paper for the consideration of the use of the results in this school. The first test was a test in spelling by use of the Ayers Spelling Scale. The test was given to 260 children from the third to the eighth grades inclusive. The results of this test showed many different spelling abilities of the children in the same grades and classes. The Monroe Silent Reading Test and Courtis Fundamentals of Arithmetic followed the spelling test.

The results of these tests were studied in relation to each individual pupil and the scores paralleled the opinion of the teachers in practically every case. The first year the results were used principally in consideration of the child's promotion grade. The following year the Illinois Examination was used. This was a diagnostic test and was a test of general intelligence, silent reading, sentence analogies, arithmetic ingenuity. The chronological age, mental age, achievement age and achievement quotients were all computed from the results of this test for each individual. This test was conducted twice during the school year, once in the beginning of the first semester and again the later part of the second

semester. The results of this test showed some interesting data. The mental ages were found to be of wide range for practically every class. The achievement ages ranged in similar variability, the achievement quotients ranged, in general, higher in scores than did any of the other factors. For a pupil to be normal in school work his mental age should equal his chronological age, his achievement age should equal that of his mental age and his chronological age, and his achievement quotient should equal 100. If the pupils achievement age is greater than his mental age he has achieved more than the average pupil of his mental age under average school conditions and his Achievement Quotient (A.Q.) will be above 100.

It will be noticed that 14 of the 23 classes had median A.Q's above 100, and 2 classes were found to have A.Q's 100 or Normal, and 7 classes had A.Q's below 100. The Achievement Quotient is the most exact present day measure of the efficiency of study, instruction and supervision, and is the best index of what pupils need in special attention and instruction, and of what pupils need to be "let alone". The results of most of the classes in regard to A.Q's were satisfactory, but those whose score were too low are the ones who need special attention and remedial aid and they are the ones that bring about the plan that will be described later.

At the beginning of the present school term another test was selected for use in the Franklin Schools. The Stanford Achievement test was used. The title of this test indicates what this test really is, an Achievement Test. This test was given to 376 children from the 2 B. to the 8th grades inclusive. The test was taken by all of the classes in the first week of October and will be given again the later part of the second semester. Form A was used for the first test and Form B will be used for the second test. For grades Two and Three the test consists of Reading, Paragraph Meaning, Sentence Meaning, Arithmetic, Computation and Reasoning, and Dictation Spelling. For grades Four to Eight the test consist of Reading Paragraph, Sentence and Word Meaning, Arithmetic—Computation and Reasoning, Nature Study and Science, History and Literature, Language Usage and Dictation Spelling. From the results of the test of the Educational Ages, Educational Quotient and Educational Age were computed. The Educational Age was computed from the combined results of the subjects taken and gives probably the the best index of the true educational status of the child. The Educational Quotient was computed from the Educational Age and the Chronological age and gives perhaps the truest index of what the rate of progress of the child has been. This test seemed a little more different to all of the classes than the Illinois Examination. From the results of the Stanford Achievement test 19.63% of the 376 children were found to have (E.A.'s) Educational Ages above

their Actual Age or Chronological Age. The E.A's ranged from 1 to 3 years above the C.A. 38.2% were found to have E.A's equal to their C.A's. 42.17 were found to have E.A's below their C.A's. The E. A's ranged from $\frac{1}{2}$ to 5 years below their C. A's. Two students were found to score 5 years below their C.A's.

The results of all these tests and the close relationship of the teachers with the pupils and the quality of work done by the pupils lead the corps of teachers to believe that something should be done with pupils who are doing poor work. Pupils, who in many cases handicap those who are capable of doing more work, and also keep the standard of class work lower than it might be. Though the problem of reclassification is no little task and when one analyzes a situation of an ordinary school he finds a great many obstacles to be overcome in the solution. Here we have three factors to consider; namely, (1) Finance; (2) Course of Study, and (3) Basis of Reclassification. Returning now to these factors. Is the District able financially to employ an extra teacher or teachers to take the groups from the various grades and give them special attention, instruction, and supervision? To most schools this is one of the main reasons why such work cannot be done by special teachers and it is undoubtedly the chief reason why an extra teacher cannot be employed in the Franklin Schools for the purpose. The District now pays 45 mills for general school purposes. Secondly: How are the children who are doing poor work going to improve under the usual way of class work subject matter? At first sight of the analysis of the quality of work the child is doing shows why he has a low E.A. and this alone is indicative that the subject matter does not fit the child, therefore the Course of Study for slow children must be considered. The quality and character of work the slow and retarded child does is practically the same in every school and the solution for all schools are probably similar, that of offering Vocational, Domestic and General Sciences, and Manual Training. Schools that do not have such departments must turn attention to the revision of the Course of Study, perhaps a revision of the Course for the fundamentals of the subjects. Our analysis in such subjects convince us that some of our students who are doing poor work are not able to "cut as wide a swath" educationally as others, therefore we must rearrange our Course of Study for the retarded and slow pupil so that they concentrate more on the fundamentals in the different subjects and less on the quantity of material. And too, some students are to some subjects likes they are to some vaccines in prevention of disease, they do not "take" to the subject. In such cases it is well to know that the natural ability of a boy or girl to do such work does not supply enough interest for them ever to be-

come proficient in that subject. Slow students do not continue long in school above the grades and the writer believes it best for them to concentrate on the fundamentals of the subjects that will add to their proficiency in business life. Thirdly: How are they to Be Classified? On What Basis? Are they to be classified according to (a) Intelligent Quotient, (b) Mental Age, (c) Achievement Age, (d) Achievement Quotient, (e) Educational Age or Educational Quotient. Analysis of these furnish much data for the basis of reclassification. Just which is the best may not be agreeable to all school men, but the writer believes that the Educational Age furnishes the best basis for reclassification. It brings together pupils of equal educational status. It reveals directly what the children are of the same educational status. Educational Age takes into account both Mental Age and all other factors which condition the quality of school work. Educational Age does not permit of large gaps in the child's abilities for curricula subjects. One may ask, "Why have all these other objectives?" The answer to this may be seen by reason of the study of the progress as shown by the pupil's educational quotient and of the results of his other measures. After a group is placed together, a teacher may find and surely will find a difference in the rate of progress. Here a study of the educational quotients will mean something. "The educational quotients bring together pupils who will progress at equal rate," and if a pupil's E. Q. is too low in proportion to his actual age and his educational age, we know immediately that he is not doing what he is capable of doing. He may be urged to be more industrious and thus raise his quotients and keep it near 100 so that he will progress at a normal rate.

When the results were compiled for the reclassification, we found that there were a few pupils in each class and grade who ranked too low to be put with those who were to be grouped for the normal group. Likewise, we found a number of pupils whose E. A. and E. Q's were so high that they could not be grouped with those of the normal group; this necessitated a consideration of three groups—those who were to be transferred to a concentrated simplified course of study, those who were to go on in the normal way, and those whose scholarship and scores from tests warranted shifting to higher work. The following basis was used for grouping:

- (1) Those whose E. A's were low enough to bring their E. Q's below 84 percent were grouped into one group.
- (2) Those whose E. A's were high enough to bring their E. Q's from 84 percent to 110 were grouped into the other group.
- (3) Those whose E. A's were high enough to bring the E. Q's above 110 were grouped together.

When this grouping was made, we took the pupils in the low score group and placed them in their same grades but re-organized their course of study. Some subjects were practically eliminated from the course of study; others were re-organized so that the pupils were required to learn and apply the fundamentals of the subject which would better pertain to their business life. The question might be asked here, "Why did we not demote some of these pupils?" The answer is this—demotion may come later, but it is the opinion of the writer that few children should fail or in this case, be demoted. In reality it is not the child's fault that he is where he is in a given grade. If he is found to have a low score and is doing poor work, it is not his fault. He should not have been promoted in the first place and he should not be discouraged by being sent back. The pupils whose scores ranged from 84 to 110 were kept in the same course of study and will progress in the normal way. Those whose scores were above 110 and obtained the favorable opinion of the teacher for advancement, were advanced one-half year and in all probability will obtain advanced promotion in a period of two or three more years.

The use of these tests have helped greatly in the promotion and placement of pupils. The greatest problem of a small school is not to find who are slow and retarded, but what to do with the pupils after they are found. The writer believes that the problem in the Franklin schools can be handled by the Three-Track plan where all of the groups are moving but at different rates. The accelerated group will be able to move more rapidly and do a broader type of work. The group that moves normally will catch the greatest percent of the students and will move in the normal way. The slow and retarded group will need a course of study that contains the minimum essentials of subject matter. I believe that the retarded or slow group should have access to as broad a course in subjects as possible, but it cannot be reasonably expected that they cut as broad a swath as the normal and the accelerated group. The slow pupils do not remain in the school long and if they are kept in the class with the pupils who progress normally and with much greater ease, and are failed from time to time, they reach the age where they drop out of school before they have finished the grade school. Pupils who are naturally dull in school work and have difficulty in learning school work can be benefitted and made much more efficient educationally if they can be offered a course of study that will give them the fundamentals and at the same time entitle them to normal promotion. Every child, no matter how stupid, receives a sort of encouragement and inspiration through promotion and advancement

that cannot be equalled in any way by retention, repetition or failure. This is a big problem in school work and organization today and we should all feel that every boy and girl is entitled to the most that the school can give him. The school system should be flexible enough so that in some way, it will reach every type of child and give that child an opportunity to advance as rapidly as his ability will assure.

AYERS SPELLING 1923-24					STANFORD SPELLING AGE ACHIEVEMENT 1924				
Grade	Date	No. Pupils	Score	Norm.	Date	No. Pupils	Yr. Mo. Score	C.A.	E.A.
2 B.	Nov.	22	50	79	Oct.	24	8-7	8-3	7-4
2 A.	Apr.	....	90	79					
2 A.	Nov.	26	86	79	Oct.	20	8-7	8-10	7-1
3 B.	Apr.	....	93	79					
3 B.	Nov.	30	88	79	Oct.	37	9-1	9-4	8-0
3 A.	Apr.	....	98	79					
3 A.	Nov.	14	90	79	Oct.	27	9-7	9-4	9-11
4 B.	Apr.	....	86	79					
4 B.	Nov.	18	67	79	Oct.	19	10-10	11-1	9-9
4 A.	Apr.	....	90	79					
4 A.	Nov.	26	83	79	Oct.	40	10-9	10-9	9-9
5 B.	Apr.	....	94	79					
5 B.	Nov.	40	40	79	Oct.	44	11-8	11-8	10-3
5 A.	Apr.	....	78	79					
5 A.	Nov.	22	48	79	Oct.	13	12-0	11-5	12-1
6 B.	Apr.	....	93	79					
6 B.	Nov.	18	79	79	Oct.	33	12-0	12-0	11-5
6 A.	Apr.	....	86	79					
6 A.	Nov.	39	81	79	Oct.	20	11-7	12-11	11-4
7 B.	Apr.	....	95	79					
7 B.	Nov.	23	89	79	Oct.	18	12-6	13-3	12-4
7 A.	Apr.	....	95	79					
7 A.	Nov.	25	86	79	Oct.	23	13-0	13-1	12-3
8 B.	Apr.	....	90	79					
8 B.	Nov.	15	90	79	Oct.	36	14-0	13-10	12-10
8 A.	Apr.	....	90	79					
8 A.	Nov.	21	90	79	Oct.	22	13-5	14-2	12-4
9 B.	Apr.	....	90	79					

A study of this tabulation shows a close correlation of the two tests so far as results are comparable. For instance, the grades on the left side of the chart made certain spelling scores and on the right side of the chart, the same grades one-half year advanced made certain scores which in this test are represented by spelling ages. A comparison of the results of the subject ages with the chronological age and a comparison of the score the class made a half grade lower, gives us rather interesting data, considering also that the Ayers test was a test in list spelling, while the Stanford test was a test in sentence dictation. It will be noticed that the 2B class in November, 1923, made a score of 50 in the Ayers test; the same class five months later made a score of 90.

Illinois Examination 1923-24						Stanford Achievement Test 1924-25					
Grade	Date	No. Pupils	C.A.	M.A.	A.A.	A.Q.	Date	No. Pupils	C.A.	E.A.	E
2 B.						100	Oct.	24	8-3	7-4	.89
2 A.							Oct.	20	8-10	8-1	.91
3 B.	Nov.	22	9-3	8-11	9-0	100	Oct.	37	9-4	8-9	.94
3 A.	Apr.	....	9-7	9-2	9-7	104					
3 A.	Nov.	30	9-10	8-11	8-2	.94	Oct.	27	9-4	9-11	106
4 B.	Apr.										
4 B.	Nov.	32	10-7	9-9	9-2	.92	Oct.	40	10-9	9-9	.90
4 A.	Apr.	....	10-11	11-5	10-1	.88					
4 A.	Nov.	26	10-9	11-1	11-4	102	Oct.	40	10-9	9-9	.90
5 B.	Apr.	....	11-2	11-2	10-5	.93					
5 B.	Nov.	40	10-11	11-6	10-4	.98	Oct.	44	11-8	10-3	.87
5 A.	Apr.	....	11-2	11-2	10-11	.97					
5 A.	Nov.	22	12-1	11-11	11-11	100	Oct.	13	11-5	12-1	105
6 B.	Apr.	....	12-5	12-11	13-1	101					
6 B.	Nov.	18	12-3	10-11	11-6	105	Oct.	33	12-0	11-5	.95
6 A.	Apr.	....	12-6	11-10	12-9	107					
6 A.	Nov.	39	12-9	11-9	13-9	110	Oct.	20	12-11	11-4	.87
7 B.	Apr.	....	13-0	14-1	16-6	117					
7 B.	Nov.	23	12-0	10-6	12-5	118	Oct.	18	13-3	12-4	.95
7 A.	Apr.	....	12-4	13-5	12-2	.90					
7 A.	Nov.	25	14-1	14-2	13-2	123	Oct.	23	13-1	12-8	.96
8 B.	Apr.	....	14-5	14-2	15-5	108					
8 B.	Nov.	15	14-7	14-7	17-0	116	Oct.	36	13-10	12-10	.92
8 A.	Apr.	....	14-10	14-7	17-1	117					
8 A.	Nov.	21	14-3	16-10	19-5	112	Oct.	22	14-2	12-4	.87
9 B.	Apr.	....	14-6	16-10	19-5	112					
Total		313					Total		376		

Tabulation of results computed in class medians. A study of the tabulation shows that on the whole, the results were highly comparable. The grades on the 1923-24 column moved up one grade when that group is to be located in the 1924-25 column.

READING

(State Course of Study for Elementary Schools of Louisiana, 1924.)

In the last few years, a great change has taken place in the teaching of reading. This change has come about largely because teachers have come to realize that reading is a complex process involving many distinct abilities. Giving standardized tests and studying the results carefully to see why pupils make low records brought clearly before teachers the many factors involved in reading. When these factors were determined, teachers came to realize that the old conventional type of reading recitation was not an effective means for attaining the desired results. Teachers have, therefore, developed new types of recitations in order to secure the desired results.

The three following questions should engage the attention of every teacher of reading: 1. What are the objectives of reading instruction? 2. What are the abilities and needs of my pupils in reading, and where should I place special emphasis in reading instruc-

tion? 3. By what means or types of work can the desired results be obtained? The second question must be answered for every class by careful study and testing.

The following is a tentative list of the habits, skills, attitudes, abilities, knowledge, specifications, powers of judgment, ideals, etc., that should be developed through reading instruction:

- I. Attitude of looking for thought in all reading.
 - II. Ability to get the thought from the printed page.
 - III. Ability to read by thought units.
 - IV. Ability to read with proper speed.
 - V. Mastery of sufficient reading vocabulary.
 - VI. Ability to master new words.
 - VII. Ability to organize, outline and summarize material.
 - VIII. Ability to read well orally.
 - IX. Ability to appreciate good literature.
 - X. Ability to memorize
 - XI. Ability to get essential thoughts quickly.
 - XII. Ability to remember and reproduce.
 - XIII. Ability to read maps, graphs, diagrams, drawings and statistical tables.
 - XIV. Ability to use dictionary and other references.
- The above are objectives of reading instruction.

Having determined the objectives of reading instruction, the teacher is then confronted with the task of formulating a course of instruction whereby they may be attained. The following are suggested as a means of attaining the objectives:

Objective I. Attitude of looking for thought in all reading. This objective should be attained early in the reading course.

1. Make extensive use of action words and have children respond by performing the action indicated.
2. Associate words that name objects with the objects or their pictures.
3. In presenting relation words, have children indicate proper relations.
4. Give word drills that call for the children to name the opposite of the word presented.
5. Present action sentences. Have children read silently and perform act.
6. Have children work from written directions.
7. Make frequent use of true-false statements.
8. Have children read silently to find answers to questions. Make constant use of written questions.

9. Have children read a sentence or a paragraph of new material silently and give thought in their own words.
10. Check to see that a child has the thought before permitting him to read orally.
11. In the early part of the first grade, the story should be told by the teacher and discussed until it is well known before reading is attempted. (Elson method.)
12. Drill on short exposure exercises until the children can recognize familiar phrases and short sentences as units.
13. Make sure that the child has mastered the vocabulary.
14. Be sure that the child is interested in the content of the story before reading is attempted.
15. Dramatize to enrich meaning and also have children read for the purpose of dramatization.
16. Lead the child to anticipate content of selection from title, picture, preface or introduction.

Objective II. Ability to get the thought from the printed page. This objective needs careful attention throughout the reading course.

1. Have children read to find answers to questions. After first reading introduce judgment questions so that children must evaluate and compare importance of statements.
2. Develop mastery of the reading vocabulary and the significance of certain word groups.
3. Use pictures of book to create interest and to lead child to anticipate thought.
4. Have children read to sustain judgments or to disprove statements.
5. Have children point out the part of the story that is represented in the picture.
6. Have children make objects or play games from written directions.
7. Make the assignment such that the child will read with a definite interesting problem in mind.
8. Have children read stories to tell to the class. Encourage children to make notes to prevent omission of important topics.
9. Have children point out important facts or significant statements.
10. Establish habit among pupils of using new thoughts in the reading material by promptly associating these with the pupil's environment, past experience, and past reading.

11. Give abundant practice in reading new but simple material to be discussed or reproduced.
12. Give frequent tests on comprehension.
13. Keep record of child's improvement.
14. Use material of a logical or informational nature.

Objective III. Ability to read by thought units. This objective should be attained by the close of the third year.

1. Use phrase and sentence cards in short exposure exercises.
2. Have children underline phrases and thought units on the board or in their books.
3. Center attention of pupils on thought of what is to be read.
4. Frame questions so that children will use words of text in answer.
5. Have pupils in the first grade give the thought before oral reading is attempted.
6. Have children locate phrases in book that have been studied on cards or at the board.
7. Have children use markers to keep the eyes on a line.
8. Make use of rhymes and stories that have much repetition.
9. For practice work, use material that the child can read readily.
10. Make use of work and phrase cards in sentence building.

Objective IV. Ability to read with proper speed. This objective needs careful attention throughout the reading course.

1. Encourage rapid silent reading by showing value of time saved.
2. Have children practice reading without lip movement or vocalization. At first this practice should be with very simple material.
3. Give abundant quick perception exercises with word, phrase, and sentence cards.
4. Give abundant practice on simple interesting material so that proper eye movements may be formed.
5. Create interest in what is read.
6. Read to find answers to questions. Child finds answer and stands.
7. Give word drills in which instant recognition is emphasized.
8. Give monthly tests to check rate of reading and to stimulate rivalry.
9. Keep a permanent record of child's achievement on rate tests.
10. Have children race to find essential thought in a paragraph.

Objective V. Mastery of sufficient reading vocabulary. This objective needs attention throughout the reading course.

1. Drill on all new words except proper names and unusual words. The words should be learned to the point of instant recognition.
2. Give frequent drill on review words.
3. Make a list of words that cause difficulty in reading and give special drill on them.
4. Name word and have children find it in reading. This is suitable for first grade work.
5. Use word cards with page number and have child find unknown words in content. (First grade.)
6. Have child build story from word and phrase cards. (First grade.)
7. Have children build words from letter cards. (First grade.)
8. In answering questions or reproducing story, encourage children to use the new words.
9. Always be sure that the child associates the words with their meaning.
10. Encourage use of the dictionary. (For upper grades.)
11. Make frequent use of games in the primary grades to motivate the word study period. See manual for Elson Primer for suitable games.
12. Have children read much simple interesting material.
13. Have children mark known words in newspapers and magazines.

Objective VI. Ability to master new words. This objective should be attained in fourth or fifth grade.

1. Develop ability to note similar sounds through the use of rimes and ear games. (First grade.)
2. Arrange known words into families and have children extend the list. (First grade.)
3. List known words with same initial sound and have children extend list. (First grade.)
4. List words with common elements and have children point out similarity.
5. Compare new words with old words having similar parts.
6. List inaccuracies in enunciation and make them the bases for speech drills.
7. Always keep the word or a syllable as the unit of sound.
8. Teach words by analysis and not by synthesis. (Individual sounds of letters are not used in reading or speaking.)

9. Drill on all words, sight and phonetic, until they are recognized instantly as units. If a child must stop to sound a word in reading, the thought will be broken and improper reading habits will be formed.
10. Train the child to use the dictionary effectively. (Fourth and fifth grades.)
11. Separate words into prefixes, stems and suffixes to aid in pronunciation and developing meaning.

Objective VII. Ability to organize, outline and summarize material. This objective should receive its chief emphasis in the upper grades.

1. Choose simple selections and outline them in class.
2. Have class select important topics of a lesson.
3. Have children choose titles for paragraph or have them give summary of paragraph in one sentence.
4. List important topics and have children fill in outlines.
5. Have children list arguments for and against a given conclusion.
6. Have children read references and report summary of findings, showing wherein the article agrees with or differs from the text.
7. Have children give a brief summary of the lesson.
8. Give abundant practice in outlining material.
9. Use questions in the assignment that will make important points stand out.
10. Have children make questions that will bring out principal points of lesson. Let children evaluate each other's questions.
11. Have children organize stories for dramatization, giving acts, scenes, and list of characters.
12. Create an interest in outlining by having children reproduce a story with the use of an outline.
13. Train pupils to take running notes on a lesson to serve as clues for content.
14. Have children divide long selections into parts and name parts.

Objective VIII. Ability to read well orally. Needs special emphasis in all grades.

1. Make sure that child has full understanding of meaning of what he is to read.
2. Never pass a paragraph until it is read satisfactorily by someone.

3. Be sure that child is able to recognize and pronounce all words.
4. Give drills to eliminate inaccuracies of speech, including pronunciation, enunciation, and individual peculiarities.
5. Teacher and good readers from class should give frequent examples. Imitation is effective for developing skill in oral reading.
6. Choose simple interesting material for oral reading. Material that has an emotional appeal, dramatic possibilities, or action and conversatoin is best.
7. See that each child reads at this natural speed. (Talking rate.)
8. Motivate the work by having the child prepare a selection to read as a special exercise or to another group.
9. Have children memorize poems to recite in class and on special occasions.

Objective IX. Ability to appreciate good literature.

1. Supply abundant, simple, interesting material that the child is able to read without undue effort.
2. Do a large amount of reading to the class, especially in the lower grades.
3. Give the child a chance to appreciate a selection by first teaching new words and explaining difficult expressions.
4. Create an interest in the story and develop an appreciative attitude.
5. Point out and have children memorize passages of exceptional beauty, and suitable poems.
6. Create interest in story by reading part of it to class.
7. Be sure that you appreciate the selection before you try to interest the children in it.
8. Whenever a child shows unusual interest in a story or selection, direct him to other work of same author or to similar material by other authors.
9. Have children make mental pictures of scenes in selection.

Objective X. Ability to memorize. Emphasis in all grades.

1. Give children a general understanding of the selection as a whole.
2. Develop an appreciation of the poem before asking the child to memorize it.
3. In short selections, memorize the selection as a whole instead of line by line. In long selections, divide them into suitable thought units.

4. Oral reading is more effective for memory work than silent reading.
5. Have poem read orally often enough to develop a feeling of rhythm before attempting to memorize.
6. List key words to assist child in recalling thought or rhyme.
7. Have children memorize only such selections that they can appreciate.
8. Give the child a good start during the recitation period.
9. Have children read and recite poems in concert with teacher.
10. Have children recite selections on special occasions.

Objective XI. Ability to get essential thoughts quickly. Chief emphasis in upper grades.

1. Be sure the child knows exactly what he is looking for before beginning to read.
2. Give questions and have class race to find answers.
3. Give practice in cursory reading to locate desired information.
4. Teach children to use index, table of contents, section headings, and marginal notes to locate desired information.
5. Give abundant practice in looking up references. Give exact reference.
6. Have children read newspapers to get general view of current events and report to class.
7. Give practice in locating paragraph that contains desired information.

Objective XII. Ability to remember and reproduce. Chief emphasis in upper grades.

1. If material is to be remembered, it must be read more than once.
2. Material should be organized around a few important topics.
3. Make outline of material that is to be reproduced.
4. Have child read, then close book, and try to summarize. Re-read parts that are not clear.
5. Create an interest in material and show that it is important enough to be remembered.
6. After reading a selection, try to answer a list of questions. Refer to book to see that all answers are correct.
7. Material should be reviewed at frequent intervals at first, and occasionally throughout the year.
8. Assign children easy topics to be reported on in class.

Objective XIII. Ability to read maps, graphs, diagrams, drawings, and statistical tables. Chief emphasis in upper grades.

1. Explain need of maps, graphs, diagrams, etc., and point out how they may give information.
2. Explain the importance of keys and scales.
3. Give frequent drill in the use of these devices for obtaining information.
4. Show standing of pupils and classes in graphical form.
5. Show use of statistics, maps, graphs, etc., in comparing past and present conditions.
6. Have children make graphs, maps, etc., to show specific facts.
7. Use maps or graphs to show how facts or relations can be shown more clearly by this manner than by figures or descriptions.

Objective XIV. Ability to use dictionary and other references. Chief emphasis in fourth and fifth grades.

1. Give practice in listing words alphabetically.
2. Study relative positions of letters in alphabet until child can open dictionary near any desired letter.
3. Teach use of key words at top of page.
4. Teach key to pronunciation.
5. Give drill in selecting desired meaning.
6. Teach use of dictionary as final authority on spelling.
7. Explain use of syllabication and accent in pronouncing new words.
8. Explain how parts of speech are indicated.
9. Explain how to find form of a word that is not listed separately.

In checking to determine the ability and needs of any group of pupils, the teacher should test the pupils carefully along several different lines. Careful attention to the pupil's oral reading will enable the teacher to determine approximately how well he has mastered the vocabulary, his ability to group words into thought units, and whether he has formed the habit of looking for thought in his reading. Standardized tests, such as the Monroe Silent Reading Test, the Haggerty Reading Examination, the Thorndike-McCall Reading Scale, and the Burgess Scale in Silent Reading, will determine the pupil's speed and his ability to comprehend. The Jones Vocabulary test and Thorndike Visual Vocabulary Scales will determine his mastery of the vocabulary. Gray's Oral Reading Test will enable the teacher to determine the types or errors made in oral reading. If standardized tests are not available, the informal tests

and the vocabulary lists given in the school readers can be used to gain valuable information. Class exercises can easily be prepared to test the pupil's ability to organize material, to read maps, charts, graphs, etc., and to use the dictionary and other references.

When the teacher has determined the objective that is to be given immediate attention and has decided upon the means to be employed, she is then ready to choose a lesson that is suitable for the desired purpose and to formulate a plan for presenting it. Many lessons are suitable for several types of recitation and can be used to develop any one of several different abilities. Others are suitable for only one or two objectives. Many times a teacher can give attention to two or more abilities in a single recitation. The adopted readers have a great variety of material and the manuals give many valuable suggestions as to how each lesson should be presented. As these manuals have been carefully prepared by experts, a teacher should always make use of them, as they will save her a lot of time and also make her work more effective. A teacher should, however, feel at liberty to use her own judgment as to just how a lesson should be presented.

Ability to read well is the most important ability that can be developed in the elementary school. Reading, properly mastered, not only renders excellent service throughout life, but it greatly reduces the time and effort required to master the other school subjects. The elementary school, then, should strive to develop in every child the ability to read well. If it does this, it has succeeded in its most important work.

In formulating a course of study in reading, the first problem is to determine what reading abilities are needed. The second problem is to see that each of these is given due consideration.

Reading naturally falls into two classes—oral reading and silent reading. Skill in oral reading does not necessarily imply skill in silent reading, nor is the training that is best suited to develop this skill necessarily the best training to develop skill in silent reading.

In the past, silent reading has been sadly neglected in our public schools. Perhaps ninety-five percent of the reading that is done outside of the school room is silent reading, yet the school has almost entirely ignored it and has given practically all of its time to instruction in oral reading. Oral reading should not be neglected. It is important enough to receive careful attention, but at the same time, we must be sure to give the child sufficient training in silent reading.

(To be continued in February *Techne*.)

OUR PRINT SHOP

From the school shop the chief purposes of which was to print the college paper, office stationery, and recital programs, there has developed at Pittsburg State Teachers College within five years a school of printing that is among the most important in the Middle West. Four instructors, backed by a rather extensive equipment, are devoting all their time to fifty students, thirty-five of whom plan to follow the printer's trade.

The occasion of the quick expansion of the shop into a printing school was the federal government's rehabilitation program for ex-service men. State Teachers College of Pittsburg was one of the first colleges in this part of the country to be approved as a vocational training school for disabled veterans. The chief reason probably was that industrial arts was already one of the big departments of the College. The government soon decided that the department, with increased facilities, could make printers of such of the men as wished to learn the trade.

Lester M. Reppert, himself an ex-service man, was then in charge of the print shop. Additional machinery was quickly installed, two more instructors employed in the course of a year or two, and a group of ex-veterans who had never had a stick of type in their hands, were initiated into the mysteries of the art.

Reppert resigned a year and a half ago to enter the service of the United Typothetae of America as a co-ordinator between the association and the printing schools over the country. He is now director of the Chicago School of Printing. Ralph M. Coffelt, foreman on the Pittsburg Sun, replaced him at the College.

Coffelt, who had learned his trade in a country shop, had twenty-two years' experience to his credit as an all-round skilled printer and linotype man. He had set up in the Sun office the first Model 24 linotype shipped west of the Mississippi. After a few months of teaching at the College, he was appointed supervisor of all the work in printing.

The other instructor in the department was George Phillips, formerly of Independence, Kas., a man with thirteen year's experience as a printer and pressman. Coffelt and Phillips tried to do all the teaching last year, but found they were unable to keep the pace. Two more men are now on the force. R. J. Nevins, who worked for a number of years for the Pittsburg Headlight, is instructor of press work, and J. L. Bisig is instructor of linotype operation. Yet the four of them find it difficult to keep up with the rush of work.

In addition to supervising the shop, Coffelt teaches linotype mechanism and advanced printing and does relief work in other

classes at times. Phillips is now giving his attention chiefly to elementary printing.

The regular routine of a large commercial shop is carried out in as much detail as the shifting of classes will permit. Coffelt purposes that his students shall not be at a loss the first morning they go to work for an employer.

The equipment includes seven linotypes, one of which is used exclusively for the demonstration of mechanism. There are five job presses and one cylinder press. Elementary classes are assigned cases and a room to themselves.

Thirty-five of the fifty students, as has been noted, plan to follow the trade. Thirteen others are taking courses because they intend to teach industrial arts and wish to be competent either to teach printing or to supervise the teaching of it. The group is composed of 39 men and 11 girls. Ten of the number have had commercial experience, in a case or two as much as fourteen years. Some of the others had studied printing a little in high schools. Classes are largely recruited from friends and relatives of former members of the classes, now that the federal vocational men are few in number.

All but four of the 50 have at least a high school education. The other four completed the common schools.

All classes have union men in them. Last winter a class of journeymen and apprentices from the Pittsburg shops took advanced instruction under the provisions of the Smith-Hughes vocational training act. The type set by students is used for no commercial purpose. No type is set for any concern; no metal goes away from the school.

The college paper, bulletins, catalogs, and job printing furnish more than enough live copy to motivate the students' work. Figured at commercial rates, the volume of printing turned out each month totals considerably more than \$1,000. No student receives pay for his help in turning out this work.

Former students are at work in Kansas and several other states. A number of practical printers, after taking short courses, are back in the trade as linotype operators and machinists. Even newspaper publishers have been enrolled for instruction in some particular branch. The school has the official approval of the Kansas Editorial association.

Courses now offered include elementary printing, advanced printing, printing design, shop supervision, press and lock-up, linotype operating, linotype mechanism, and proof reading.

ABOUT THE CAMPUS

Extension classes maintained in other cities by the Kansas State Teachers College of Pittsburg have enrolled to date this year about 1,200 persons. These students have been divided among 37 classes in 21 different cities. All courses are conducted by regular members of the faculty.

Kansas City, Kas., with 138 students, furnishes the largest enrollment of any one town. This total is divided among four classes, one of which, that in a teachers' course in drawing, taught by Miss Elsie Bowman, is also the largest of all the classes organized. These four classes meet every other Saturday throughout the school year.

Leavenworth boasts the class that is maintained at the greatest distance from the College.

Work on a survey of the southeastern part of Kansas is to be begun within a short time by Professors Edgar Mendenhall, O. F. Grubbs, and H. E. Hunter of State Teachers College. The purpose of the survey is to show the resources of this region and its desirability as a location for homes and industries.

Allen, Bourbon, Crawford, Cherokee, Labette, Neosho, Montgomery, Wilson, and Woodson counties will be included in the report, which is being prepared at the request and under the direction of J. W. Lapham of Chanute, chairman of the Southeast Kansas Publicity association.

The two College glee clubs opened their concert season the first week in February. The women's club, called the Polymnia Club, sang at the First Baptist church in Pittsburg Thursday night, Feb. 5, before a good audience, and the men's club appeared in the Cherokee County Community high school at Columbus Friday night, Feb. 6, being greeted in its turn by a large audience. Both clubs plan several concerts in the next few weeks.

Charles Seshier, captain of the basketball squad, suffered a compound fracture of the right side of the collar bone in a game on the local court against McPherson Tuesday, Feb. 3, and was compelled to undergo an operation a few days later. His injury ended his career as a college athlete, for Seshier is a senior. He was the key man in the quintet. He rang up five field goals and a pair of free throws in the contest the last part of which sent him out of college basketball. Seshier's home is in Bartlesville, although he has lived most of his life at Cherokee, Kas. Besides being an assistant in the biology department, he is sports editor of *The Collegio*.

Enrollment for the second semester took place Monday, Jan. 26. Regular class work got under way again the next day. The official calendar for the second half of the college year is as follows: Semester opens Jan. 26; Commemoration Day, Friday, March 6; opening of midsemester term, Monday, March 30; Easter vacation, Friday to Monday inclusive, April 10-13; Music Festival, Monday to Friday, April 27 to May 1; baccalaureate, Sunday, May 24; commencement, Thursday May 28. The first term of the summer session will open Monday, June 1.

State Teachers College court quintet was leading the Kansas conference at the end of the first week in February, not having tasted defeat in any of the eight conference games it had played. Every other college had by that time been defeated at least once. A third conference championship within a year was becoming the determination of the college athletes and the student body. The Manuals had captured the state track meet at Emporia last spring and had won the football championship last fall—Why not basketball honors for this spring?

The two championship football teams that have their headquarters in Pittsburg were guests at a post-season banquet Feb. 4. The business men of the city were hosts to the squad of Kansas State Teachers College because they captured Kansas conference honors last fall and to the Pittsburg high squad because they won the pennant in the Southeastern Kansas league. A large number of business men were present, making the total table about 200.

Prof. J. R. Pelsma has announced the personnel of the women's debate teams that will represent the College this spring. One team will consist of Zora Riggs, Fredonia; Ina Dix, Pittsburg; and Ada Taylor, Pittsburg. The members of the other will be Margaret Lill, Leon; Evelyn Dellinger, Oskaloosa; and willa Prouty, Galena. The first team will debate Park college here March 13, at the same time that the other will debate Ottawa university at Ottawa.

Wrestling and boxing constitute the subject matter of a new course offered this semester. Paul Alyea, former football star, is the instructor. The class has fifteen enrollments. The subject especially appeals to men whose major is physical training. The department of Physical Education for men now has twenty-seven such major students.

The Gorilla is the official symbolic mascot of the College, according to a vote of the student body taken in assembly. The name comes from the men's rooting club, the "Gorillas."

Delta Sigma Epsilon has organized a small orchestra in its local chapter.

Kappa Pi, local scholastic fraternity, is to become a chapter of Kappa Delta Pi, national scholastic fraternity, at an early date. It was admitted into the national order by the unanimous vote of its twenty-six chapters.

Members of the music conducting class taught by Prof. Walter McCray are given actual experience through being put in charge of of the college orchestra in turns.

As the next convention of the Women's Athletic association of the Kansas colleges will be held at Pittsburg, K. S. T. C. was permitted to name the state president and secretary. The honors fell to Mary Carroll Hillis and Vivian Wright, both of Pittsburg.

CALENDAR FOR Summer Sessions 1925

June 1, Monday—Summer Session opens with enrollment.

June 2, Tuesday—Enrollment completed and assignment of work.

July 31, Friday—First Term Summer Session closes.

August 1, Saturday—Enrollment for August Term must be completed.

August 3, Monday—Second Term Summer Session opens with class work.

August 28, Friday—Second Term Summer Session closes.

Special Features

Splendid talent has been secured for special lectures and conferences.

Annual excursion to the Ozark mountains.

Opportunity to see in operation the great coal mines, machine shops, power plants and factories of Southeast Kansas.

Intramural tennis and baseball.

For further information write for Summer Bulletin.

W. A. BRANDENBURG,
President.