

uncertain the progress of a class or an individual student.

It cannot but be hoped that science will some time be placed as thoroly on the defensive as has Latin, if accurate measuring instruments would be devised as a result. The progress in science tests seems to be very slow. At the present writing the Thurstone Test in Technical Information is one of the best available, if not the best, for diagnosing a pupil's ability and interest along scientific lines. It should be of very specific help in the upper years of the high school in suggesting what pupils are likely to succeed in this field.

A matter of very definite interest with the rapid growth of home economics in the schools of Virginia is the gradual development of suitable tests in that field. The pioneer test which has been on the market for some little time is the Murdoch Sewing Scale⁴. This is intended for use in the elementary grades and high school, and can be administered with about the same ease as the typical graphometer or handwriting scale, since it consists of photographed copies of actual samples. More recently other teachers in various schools and school systems have devised valuable tests most of which perhaps cannot be said to be as well standardized as some of the tests of mechanical or rote ability in elementary school subjects. Such are the tests in the classification and function of foods, and the preparation of menus by Miss Grace McAdam, Supervisor of Home Economics, of Detroit, and the Trilling and Trilling-Hess Tests used by the Department of Home Economics of Chicago University, largely covering the informational side of textiles and clothing. The next few years will undoubtedly see a large application of the testing concept not only to the skills involved but also the information and attitudinal aspects of these subjects. But in the meantime the teacher of home economics has a number of excellent tools at hand.

Scales of general interest for which a wide use should be guaranteed are the Upton-Chassell Scales for Measuring Habits of Good Citizenship.⁴

⁴Published by the Bureau of Publications, Teachers College, Columbia University, New York City.

Not only do these scales represent a development out of the field of mental testing into the field of moral-social testing, but the significance of citizenship as a general objective of school work is now so generally recognized that it is important that teachers in large numbers avail themselves of these and any other early tests in this field in order that revision and standardization may be hastened as much as possible.

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IV

PROFESSIONAL GROWTH

Two questions of similar content have been asked in the state examinations for first and second grade certificates in recent years: "How can a teacher improve professionally?", "Give three opportunities for professional growth which the teacher in service has."

The answers quoted below, which are typical of approximately forty-five per cent of all the answers, seem to show that many teachers have a lamentable ignorance of what constitutes professional growth and professional improvement of teachers. They seem to indicate that an article defining professional growth and pointing the way to professional improvement might be of value.

"By working hard." "By visiting parents." "By getting to school on time." "By punishing bad children." "By grading papers carefully." "By getting pupils to love you." "By being sociable." "Supervising playground." "Making school sanitary." "Remaining in same position two or more years." "The teacher can advance the children professionally by teaching them the four fundamentals, English and to read." "The teacher can advance herself in service professionally by joining an agency and getting better pay." "A teacher has the opportunity to get a position to teach a higher grade, fifth instead of third, high school instead of sixth, etc." "The teacher can improve the children professionally by teaching them to take good care of themselves." "The teacher can improve the community professionally by getting them to have a league and have regular meetings." "A teacher should go to church, Sunday school, and prayer meeting.

She should not go to the movies, the theatre or dances or any amusements."

While some of the above answers show an inkling of the correct idea, others show an entire lack of understanding.

The term "professional growth" implies in itself its meaning. Growth means progress. Professional is defined as belonging to a calling, vocation, or pertaining to one's life-work. Hence professional growth means progress in one's calling; for the teacher progress in the art of instructing the young. The teacher who improves professionally is one who continually becomes more skilled in the various methods of training children, educating them. Opportunities for professional growth are occasions favorable for the gaining of additional skill in teaching.

The two questions quoted in the first paragraph may be reworded as follows: What occasions (opportunities) for gaining additional skill in teaching (in the teacher's profession) has the teacher who is actively engaged in teaching (in service)?

With this explanation of the question we are ready for correct answers as contrasted with the incorrect ones which were noted above.

Real growth professionally must be based on sound educational principles, on educational psychology and knowledge of educational growth in the past. It must be perfected by knowledge of educational aims, principles, and the essentials of teaching methods. No one can deny very successfully that the proper place to obtain such is in an educational institution making a specialty of training teachers. Since the teacher in service is actively engaged in teaching, most of the training is to be secured, of necessity, during the summer session. Hence the teacher who wishes to secure the maximum amount of professional growth in service must attend summer school.

After a teacher has worked in her profession long enough to understand its problems fairly well, she can secure much valuable help from reading educational literature. The term educational literature is used here to mean books, periodicals, and articles on every phase of education. Such literature must be read thoughtfully and carefully and an honest attempt made to apply it to each day's work. If a group of teachers can read together and discuss the topics as they read,

the work will prove much more valuable.

For the mature teacher who feels she can get at the "meat" in a course without much help from an instructor and make applications of her studies, a correspondence course with some good teacher's college offers a distinct opportunity. The immature teacher, or a teacher who cannot weigh values, make applications, compare, contrast and evaluate, will not profit much from correspondence work.

A teacher who studies her children's work in the classroom with the utmost care and zeal is able to get newer and truer insights into the motives and values in education from the viewpoint of the child, and so is able to learn more and more the avenues of approach which must be used in getting results. Thus she may become a better teacher. We must not get the idea however that the mere routine performing of daily teaching will of itself lead to improvement. It will take the hardest kind of study, examination, thought, and conscientious effort to improve materially by practice alone.

Other opportunities which the teacher has or may make for improving herself, which require no comment to be intelligible, are discussions of problems with fellow teachers, attendance upon teachers institutes, meetings, and conventions, visiting other teachers at work and inviting constructive criticism of her work by visiting superintendents, supervisors, or principals. The teacher who sincerely wishes to grow professionally must welcome instead of shun criticism as long as it is offered in the right spirit.

To grow professionally a fixed and determined plan is necessary. The ever present temptation to procrastinate must be shunned. Constant, unrelenting, systematic, daily study and thought in the face of work, fatigue, and discouragement, will bring to any teacher the satisfaction that comes from conscientious effort. To gain that higher satisfaction which comes from the realization that one is growing professionally it is necessary to seek improvement by one, or all, of the methods suggested above.

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I would rather be a poor man in a garret with plenty of books than a king who did not love reading.—Lord Macaulay.