

T H E S I S

ORGANIZATION AND ADMINISTRATION
OF
A DAY TRADE SCHOOL FOR GIRLS AND WOMEN

A Plan of School Organization Which Provides
For
Individual Progress Through Individual Instruction.

Submitted by

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For the Degree of Master of Science

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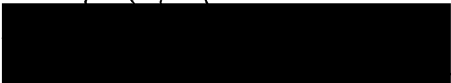
A handwritten signature in cursive script, appearing to read "H. Sargent". The signature is written in black ink and is positioned above the typed name and title.

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August 17, 1925

THIS THESIS HAS BEEN APPROVED AND RECOMMENDED FOR
THE DEGREE OF MASTER OF SCIENCE


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ORGANIZATION AND ADMINISTRATION OF A DAY TRADE
SCHOOL FOR GIRLS AND WOMEN

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Individual Progress Through Individual Instruction

I N T R O D U C T I O N

STANDARD OF EDUCATION.- One of the chief measures of education has come to be the standard of individual achievement. We have begun to realize the different abilities of students and are making much progress along the line of considering what each individual is able to do within the range of his own ability. Various tests have been devised for the purpose of partially, at least, determining what may be expected of a student along certain lines and then the problem has become that of establishing remedial measures to correct the difficulties thus disclosed.

DEMOCRATIZATION OF PUBLIC SCHOOL SYSTEM.- The democratization of the public school program is one of the progressive measures that is occupying the minds of educational leaders today. It is also the problem of every conscientious superintendent, principal and teacher. All who are engaged in any line of educational work are constantly trying to make the schools really function in the lives of people so that they may be more able to adjust themselves to the demands of the particular form of

society in which they live and work. In order that this may be true it seems to be necessary to change our methods and to reorganize the public education system. Many innovations are being introduced and one of these is the idea of Individual Instruction. This idea is developing slowly into a public school policy and is to a very large extent, helping to satisfy the desires of those who are vitally interested in the problem of developing the individual and giving him an opportunity to participate in situations while in school that will enable him to make progress along the line of being an independent thinker in after life.

OBJECTIVE OF THIS TREATISE.- This treatise is an attempt to give an explicit description as to the working out of such a plan in the Jane Hayes Gates Institute, Public School of Trades and Homemaking for Girls and Women, Kansas City, Missouri. It is really a modified form of the Dalton Plan as set forth by Miss Helen Parkhurst in her book "Education On The Dalton Plan." The plan has been in operation for one and one-half years and while it is yet new, the time has been reached when it is possible to formulate it in such a way as to give the results obtained thus far. Developments and changes are constantly being made and this will continue to be true in order that it may be improved to meet ever changing

needs which come with the increase of human knowledge and the changes which are continually taking place in society. The method was put into operation because of the dissatisfaction with the method of group instruction and because it was seen that methods used by the teachers of trade subjects could, with very little modification, be applied to what are termed related and non-vocational subjects.

HOW WORKED OUT.- The plans that had been tried in other schools were consulted and then modified to fit existing conditions. The whole problem was how to make the school more effective in training girls and women to take their places in the world as homemakers, industrial workers, and intelligent thinking citizens. To this end those connected with the school have worked, sparing neither time nor effort to accomplish the desired results. It was hard to give up some of the traditions that had been handed down from the schools in the line of general education, but according to the opinions of faculty and students, the results have more than compensated for the difficulties that had to be overcome.

II - D I S C U S S I O N .

MEANING OF INDIVIDUAL INSTRUCTION.- The term "Individual Instruction" may be taken to mean any form of instruction by which a pupil advances according to his own ability and effort and may be given in a variety of ways. It may be in the form of instruction sheets which are given to the pupil and by means of which he works out his own results, or it may take the form of questions to be answered from a list of references. It may be a problem which one sets for himself and which he solves in a satisfactory manner after having given it his thought and study, or it may take the form of individual assignments from a text book. Correspondence courses are in a way based upon the idea of individual instruction in that they consist of assignments along a given line and after due consideration of the topic, the student is required to pass an examination. No group work can be given through correspondence courses and the student is left entirely to his own ingenuity, sometimes with the assistance of a tutor, to master the contents of the various assignments. These courses require a great amount of persistence and bring out the characteristics of independence and initiative on the part of the student. The same may be said of any form of individual instruction and that is one of the points that is very much in its

favor.

RECOGNITION OF VARYING RATES OF PROGRESS OF STUDENTS.-

Students vary in their rate of progress in school subjects because of their native interests and ability. We must concede that not all are created equal in the matter of intrinsic intelligence, but recognizing this difference, provision should be made for each to advance according to the ability and interests which he has. For this reason, it is necessary that plans should be set up which will take into consideration all of the factors in developing this ability and which will capitalize upon the interests of students. Another variation in their rate of progress is that which is caused by home environment. All homes are not alike nor are they of the same efficiency, therefore, it is useless to expect a group of students coming from a variety of types of homes, even though they be about the same age, to have the same background. Their experiences have been different and the opportunities afforded by the homes have been varied. In considering rate of progress we must give attention to the physical condition of the students. If we place those of a given age or those who have had about the same school experiences in a group, we find that there are those who because of an over-abundance of physical energy, are able to do a greater amount of work than others. Then,

too, there are those who are handicapped because of physical weakness and who are likely to become discouraged when they realize that others in the group are outdistancing them. This discouragement may tend to increase the physical difficulty to such an extent that the student is unable to accomplish any tangible results and then he is ranked as a failure whereas it is really the method used that is a failure. Under the individual plan of instruction, the student is able to progress at his own rate and the amount of nervous strain is greatly reduced.

We have believed that all children should have an equal education so we have required all to go through the same process, but we are coming to realize that education should mean the development of each child in his own natural direction at his own rate with such assistance as his individual needs require. In order to accomplish this, it is necessary to change from the old established idea of group instruction to a form which will allow the disruption of the group and the formulating of a plan which will meet the needs which arise. The program must be flexible and there can be no rigid restrictions as to the amount of work done by all in a given length of time.

STUDENTS SHOULD WORK UP TO MAXIMUM POWER.- If we expect to develop men and women who are really intelligent thinking citizens, capable of directing their own

lives and to a large extent helping to govern others, we must realize that this training must be begun in the schools. It is here that individual instruction comes in for the training in independent thinking must be begun early and the opportunities for developing responsibility may come through the completion of a definite task which the student has been lead to work out for himself. Of course, he needs guidance and the individual plan of instruction does not mean to do away with the teacher but is rather a device for her to work up to her maximum capacity and at the same time give to the student that confidence in his own ability which is to be one of his valuable assets through life.

RESOURCEFUL THINKING THE MAIN AIM OF EDUCATION.-

If in our system of education we allow the students to constantly fall below their working power we are limiting their ability by causing them to form habits of indolence and superficiality. These habits will impair their usefulness to society and will prevent their getting from life their fullest enjoyment which should come from the realization of a task well done. One of the things which is needed in our country today is an intelligent thinking citizenry, capable of doing constructive thinking and being willing to work up to their maximum capacity to bring about those results which make for the stability

of any nation. The lives of the citizens of a democracy need to be diversified, intelligent, self-initiated, and efficient. Only by some form of individual education can this be accomplished and one of the principles to be recognized is that any training is effective in proportion as it is given to the individual at the time that he needs it for immediate use. If this plan is carried out instruction as needed helps him over the difficulties one by one as they arise. If we concede that the main aim of education should be training in the habit of resourceful thinking to meet situations, we must also recognize that that training is best given when an individual dealing with a problem is assisted just enough to help him over a difficulty which he cannot solve alone and is thus given a fresh start for his own independent thinking. This sort of assistance is really the highest type of instruction.

INCREASE IN DEMANDS OF EDUCATION.- In the United States of yesterday there were comparatively few who remained in school for a long period of time. Those who did remain were supposed to be the mental superiors and were a selected few. Because they did this they were set apart from their fellows and were looked upon as quite different specimens of humanity from the majority of the people. Their opinions were taken as ultimate conclu-

sions on any subject and were above criticism. Conditions have changed to such an extent that there is now an almost universal demand for education. As the demand has increased there has come also a different kind of a demand. There was a time when the student went to school to get what the school had to give him but now he goes in order to secure personal development and growth along definite lines. As the idea of a real democracy becomes more prevalent the student is unwilling to accept without question the ideas that are laid down by others. He questions in order that he may justify his own ideas and build up his own philosophy of life. To accomplish this result it is necessary to allow the student a considerable amount of freedom in working out his problems, and to help him to come to the realization that school is really a workshop and that those connected with the school are his friends, helpers, and co-workers. Until this is brought about the effect of school training upon his life is not what it should be and the time, money and energy expended have not produced the maximum efficiency.

INDIVIDUAL INSTRUCTION A MEANS OF DEVELOPING RESPONSIBILITY.- The individual plan of instruction seems to be one of the ways of developing those characteristics in students which we have come to realize as the most valuable assets in life. The school should not be a

preparation for life but should be life itself and in order to make it such it is necessary for the time spent in school to be as nearly like the outside situations as possible. By organizing the school with the problems of the students in mind, it is possible to reproduce life situations and handle them in such a way that it is the student who meets and solves the problems thus giving him training in resourcefulness and initiative. One of the things to be constantly borne in mind is that the schools are not primarily for the teachers but are the centers where students may get practice in those things which will enable them to develop into intelligent thinking citizens. Through individual instruction it is possible to increase efficiency by lessening the resisting power of pupils through activities that partake of the nature of real experience which is what every normal boy and girl craves. We expect the men and women of the world to solve the problems of the world but how are they to reach the point where they are capable of making wise decisions unless they have been trained in solving the problems that have come in earlier life? Education should be designed to give to students that freedom and responsibility which will enable them to meet the difficulties with which they are confronted. Individual instruction gives them this opportunity by making them responsible for the results

obtained from their work.

DIRECT CONTACT WITH EACH PUPIL.- One of the main reasons for individual instruction is the opportunity offered of getting directly at the individual child and teaching him from the standpoint of his immediate and personal needs. The advantages of this are obvious since it is an accepted fact that people learn those things for which they feel a definite need and they are willing and eager to put forth great effort to do this. The truth of this statement is evidenced in the fact that every year the numbers of adults who are entering opportunity and evening classes is increasing. They are taking up these courses because of recognized need and they are willing to make the necessary sacrifices and to expend the necessary time and energy to accomplish their purposes. It is through the teaching of the individual that one is able to overcome personal difficulties and to bring about that real cooperation between student and teacher which is one of the main factors in successful teaching. This direct personal contact is often responsible for bringing out the latent possibilities of the student for it is the encouragement that he gets at the time when he is confronted with difficulties that causes him to believe that he is capable of solving his own problems and gives to him that feeling of independence

which is one of the assets which he will need all through life. The fact that through individual instruction the student and teacher meet in a spirit of helpfulness makes the ultimate result more than the simple problem of overcoming a difficult point - it also serves as a tool for the establishing of the proper relationship between the two.

TIME ELEMENT NOT THE ALL-IMPORTANT CONSIDERATION IN EDUCATION.- A second reason, and one of the main ones, in favor of individual instruction, is that no student feels the urge of finishing a particular piece of work in any specified time. There can be no charge of riding children down by constantly having before them the thought that they must be through within a certain period and if they are not they have fallen far short of what they should have done. This has been one of the most discouraging things which has confronted those students whose minds may not be as active as some other members of the class. There has been no special attempt made to modify the work with reference to time and the result has been that the slower students have been made to feel conscious of failure to reach the standards that were expected of them. Through the method of individual instruction this difficulty is eliminated because of the fact that the time element is kept in the background and the amount of time needed to finish a unit of work is

left largely for the student to decide for himself. This is another way of developing a feeling of responsibility and when a student realizes that the matter of getting through with an outlined task is left for him to decide he usually shows a spirit of persistence which is commendable. Through individual instruction, then, the time element is largely eliminated and the idea of accomplishing a definite end is emphasized. When a student understands that it is not a question of how much time he spends on a given task but rather what he can do that counts he is developing along the line of constructive effort.

WORK OF SCHOOL TO MEET NEEDS OF ALL INDIVIDUALS.--

With the individual plan of instruction there can be no charge of keeping the bright students marking time for the work is so planned that they may progress as rapidly as possible. It is a distinct loss of time for students to have to wait while others whose minds work slower are reaching the point which they have already mastered. Not only is it a loss of time but it is also conducive to the formation of habits of idleness and indifference. When students have to mark time they soon get the idea that it is not necessary for them to work up to their maximum capacity and this may result in intellectual laziness which is likely to develop in mental sluggishness. Our courses should be so arranged that the

maximum power of every student will be taxed. This will lead to original planning and the development of a spirit of responsibility in order that a higher degree of skill in attacking problems may be attained. The greater the degree to which original planning and responsibility are encouraged the greater the efficiency of the teaching. The individual plan of instruction undertakes to do nothing which has not been done before but it merely undertakes to accomplish more definite results and at the same time to establish some habits which are considered to be essential in the exercising of intelligent citizenship. The students who are quicker to grasp situations have, under this plan, more opportunities for developing the qualities of leadership and are enabled to exercise these qualities to a certain extent, by planning their own program of work.

UNIFORMITY NOT ADHERED TO:- Under the individual plan of instruction uniformity is not adhered to but the number of stages of progress at which the students have arrived may be the same as the number of students. There is no conscious effort to keep all who happen to be members of a group in one line of work as members of the same group in all lines. The fact that all minds do not work alike is recognized so there are no mass demands. No two members of the group may be working on the same problem but each member is working along the line that

best meet his needs and will give him that development that is necessary at that particular stage. There are no certain requirements that all students must do all of the work which has been outlined but if it is ascertained that a student is proficient in some phase of the work, he is not required to do that special problem but is given an additional assignment so that he is progressing instead of marking time.

WHAT IS THE MEASURE OF THE SUCCESS OF THE SCHOOL.-

Ordinarily we count the success of the school by the achievements of those who remain to do the work but do not take into consideration those boys and girls who have dropped out. It may be that their refusal or inability to stay in school should cause us to examine the methods which we use to try to determine the reason why the school failed to reach them. Under a plan of individual instruction each one who drops out has, even though he may have been in school only a short time, received some definite benefit from the school contacts. It may have been only the realization that his own efforts and ability were his capital. If he gets that idea it is a valuable lesson and one that will stand him in good stead all through life.

FOLLOW UP WORK.- It is believed that through the plan as outlined success qualities that will carry over when the student is no longer in school will be developed.

The plan has not been in operation long enough for any statistics to be compiled. Those who finished the courses last year had only a half year's experience in the school under the present organization and that was during the time when it was being introduced. It is hoped that we may be able to get data during the next few years which will enable us to make definite comparisons of the success of the students who were trained under the old plan and the one that is now in operation.

ELIMINATION OF SHIRKING.- The work is not done by a few while the remainder of the group sit by and are perfectly satisfied to let those who will do the work. The idea of getting help without giving any effort is eliminated and the student learns the valuable lesson that for everything worth while we must give conscious effort, and that the reward is in proportion to the energy expended. In other words, he learns that power is generated according to the amount of effort which he puts forth.

FLEXIBLE PROGRAM.- (1) There is a flexible grouping of pupils for certain general purposes but these groups are not tied together. It is necessary for groups to be assembled in order to carry on some of the social activities which come from group discussions. Under the individual instruction plan, it is not intended to do

away with all group exercises for we realize that the discussions on various topics are one of the means of instruction and every available device is used in order to make the work more vital. If several students are ready to take up a unit of work at the same time there is a saving of time and energy if the necessary preliminary explanations and instructions as to the use of equipment is made to all of them at once. Through the discussion which is entered into at that time they will probably avoid certain difficulties that might have arisen.

(2) The units of work are adapted to the working ability of each pupil by allowing him freedom in carrying out the plans in his own way and by also giving him freedom in choosing his own time for the completion of the problem. In this way he learns that his time is his capital and must be judiciously expended. If he spends all of his available time on one subject he must in some way rearrange his schedule so that it will include the other things that need to be done. Every pupil finds his convenient working place and travels at the speed which he finds is necessary in order for him to do a good grade of work.

ENROLLMENTS AT ANY TIME.— Under the individual plan of instruction it is possible for students to enter the school at any time and yet not feel at a loss as to what is being done. They may begin where they belong

and no time is wasted by having to repeat work which has already been mastered because there does not happen to be a class that is at the particular point where they need to begin. Absence does not force keeping up with the class neither does it make it necessary for the student to do a great deal of extra work outside of school hours in order that he may maintain his place in the group. Each has his own working place and may continue from the point where he had to give up his work for awhile. This is a distinct advantage and should be a strong argument in favor of individual instruction because it prevents the discouragement that often comes when for some reason, a student loses time from school.

NO NON-PROMOTIONS.— There are no non-promotion difficulties and each student is encouraged to work for his greatest personal good. Every day brings its conscious daily advancement and the student is able to see from the personal record which he keeps just how far he has traveled and is also able to judge the rate at which he should progress.

DEVELOPMENT OF HABITS OF SELF-RELIANCE AND INITIATIVE.

(1) All work is done under direction so that there are no passive exercises in which a few take part and the others are simply on-lookers because they have no special interest in the discussion or because their preparation has not been

adequate. The school work is limited to school hours and is done according to the working plans of any first class industrial establishment, the main idea being to create doing ability. The question is not - How much time did you spend on a given problem, but - What can you do? Since this is the question that is being asked of the workers of the world today, why should not this idea of "being able to do" be instilled into the minds of boys and girls early in life? It is also true that this same principle should be emphasized when dealing with those of more mature minds.

(2) There is more educative value in one hour of live, vigorous exercise or discussion under proper conditions than in a whole day of passive routine exercise, or studies. When an individual is thrown upon his own resources with regard to accomplishing a definite task he is being trained along the line of independent thinking. Every moment is full of accomplishment. He is conscious of the fact that every bit of work is his own and that he is responsible for its accomplishment. He does not pass up certain elementary principles which are fundamental because his work is carefully checked and any misunderstanding is noted. It is through this method that he masters each step and is able to make progress without the fear of having to go back and repeat a problem because

he did not understand the underlying principles and, therefore, could not attack the difficulties in an intelligent way.

(3) The individual method bases everything in intellectual growth upon better health, and the habits that go to make the trained, self-reliant, independent, and spirited thinker. The student may not do so much work at first but he becomes thoroughly familiar with every step. Since each acquisition becomes a part of himself there is no need of many reviews and repetitions. The elimination of poor work is one of the main values of the plan since it not only encourages a student to do the best that he can but he soon gets the idea that he cannot go on to the next unit of work unless his accomplishments on previous units have been good. This passing on is determined daily as the work of each student is checked as it is finished and any apparent difficulties are cleared at the time of checking. This avoids any possible complications which might arise from a failure to recognize difficulties of individual students if the plan of group instruction were followed.

(4) The individual method tends to make of the individual a true student and inculcates a nobler motive in his work. Under the group plan the tendency with many is to do as little as possible in order to secure a passing

mark while with the individual plan the student soon comes to realize that his work must pass the test of good workmanship. He soon takes a pride in his work because he realizes that it is a product of his own efforts and it is a sense of much satisfaction to him to know that he can successfully carry out a plan on his own responsibility. If it were possible to adapt the subject matter of courses to the individual and state the ends to be accomplished in terms of the needs of the individual, the benefits would be far greater. As the plan is further developed and as it comes to be more generally used there will, of course, be many modifications and improvements. The plan is not one in which instruction is synonymous with help but is the kind of help that brings out the faculties of the students. It produces independence and is conducive of good work. Happiness is another valuable result and it is the kind of happiness that comes from the knowledge of having done something worth while through one's own efforts.

DEVELOPMENT OF CHARACTERISTICS OF GOOD CITIZENSHIP.- Since one of the main aims of the school is to prepare for the duties of enlightened American citizenship, every opportunity should be given to exercise and develop those characteristics which are the collateral of all good citizens. Under the plan of individual instruction there is ample opportunity for the student to

exercise responsibility, initiative, self-reliance, independent planning, and many other qualities which enter into the measuring of success along any line.

III - CONCRETE ILLUSTRATION.

WHERE ESTABLISHED.- The Jane Hayes Gates Institute is a pupil school of Trades and Homemaking for Girls and Women in Kansas City, Missouri. The main function of the school is to train girls and women along the lines of useful and productive service. Since the school operates under the Smith-Hughes Law, the time to be devoted to the various lines of work is already worked out. The individual plan of instruction is applied to the Trade Department in all subjects and is new to the school only insofar as it pertains to the related and non-vocational subjects. It has always been used in the classes which are classified as Evening Vocational Homemaking classes.

PERSONNEL OF STUDENT BODY.- The student body is made up of students who have just completed the elementary school course; those who have been out of school for some time and have decided that training along some definite line will be an advantage to them; those who have dropped out of high school for various reasons; women

who have found it necessary to prepare for some gainful occupation by which they can contribute to the support of the family; and a small group who have dropped out of school before finishing the grades, but who are sufficiently interested in school to want to try one that is different. The great problem is to so plan the work that it will be of benefit to all in trying to meet their particular needs.

PERSONNEL OF FACULTY.- The faculty is composed of members who have had the required experience in the trades which they teach plus some technical training and teaching experience; college graduates who have secured the trade experience after having completed technical courses; university graduates who have specialized along the line of education and who have had teaching experience in the field of general education; and graduates of our own school who have done additional work and who have the viewpoint of the Trade School. A group of this kind, selected on the basis of ability and willingness to cooperate and work for what seems to be the best interests of the school, regardless of personal sacrifices, is certain to "do things."

REASONS FOR ESTABLISHING THE PLAN.- The plan was established after many conferences and investigations and was the outgrowth of the general dissatisfaction on the part of the faculty toward the existing plan of work.

There was a general feeling that it was necessary to make decided changes in order that the school might be made more democratic and that a feeling of responsibility should be developed on the part of the students. In order that these changes might be brought about, lists of the characteristics of successful workers were made and conscious effort was put forth to so arrange the required courses that they would give as definite training as possible along these lines.

CONFERENCE METHOD USED.- The first conference held was for the purpose of classifying the arguments against the then existing program as to whether they were defects in administration, instruction, subject matter, or a combination of all. The conference terminated in what might be termed an unfinished discussion for at the conclusion no one had come to any definite decisions but all were thinking along constructive lines. At the next meeting it was decided that investigations of various types of school organization should be made and reported upon by different members of the group. Much help was gained from the reports of the Dalton Plan as carried on in various places and from reports of the plan that is now in operation in Winnetka, Illinois.

SUBMITTED TO STUDENT BODY.- After due consideration, it was decided to put the plan which had been worked out before the student body in order to get the

reactions of the whole group. Before being presented to the students as a whole a meeting was called of representatives from the different trade departments. Their interest was aroused and they proved to be excellent propagandists. When the plan was presented it was interesting to note the reasons which the various students offered as to why such a plan would not be advisable. Those who were at all inclined to shirk were quick to sense the fact that under the plan as outlined there would be no chance to "get by" on the efforts of some one other than themselves and they looked upon the whole scheme as a means of forcing them to do more work on their own responsibility. The real workers were just as quick to see what seemed to them a system of fairness in that each student would be measured in terms of her own accomplishments.

DIVISIONS OF THE WORK.- (1) The plan of individual instruction had been in operation in the grade subjects and the advisability of using the same method of outlining the work was carried over into the academic department. The plan was put into operation at the beginning of the second semester and the teachers made out, in fairly general terms, schedules covering the content of their courses for the remainder of the year and divided it into two parts each representing the amount of ground that it was thought the average student could

complete in ten weeks. Before these courses were put in-
to practice they were gone over with the idea in mind -
"What does the student need to know about these subjects?"
and "What can be reasonably expected of her along the
line of accomplishment in an estimated amount of time?"
The result was that the schedules as originally arranged
were modified in order to take in what had been considered
by the group to be essentials.

(2) The divisions of the work were called "Units"
and a sufficient number of copies of the units in the
different subjects were made so that each student had a
copy of the unit upon which she was working. In addition
to the unit outlines there were what were termed "Opera-
tion Sheets", setting up the problems to be solved and
giving a list of the necessary equipment for solving them.
Each unit was divided into lessons or jobs. Record
sheets were prepared as a means of keeping an accurate
check upon the progress of each pupil. As a lesson was
finished note was made of this on the cards, one belong-
ing to the teacher and one to the student, so that it was
possible at any time to see just how far a particular
student had progressed. It was also possible for the
student at any time to see just how much she had accom-
plished and to know how much more she had to do. This was
one of the items that pleased the students very much for

as they said, they had known about how many pages they were expected to cover in a book in a specified time but they were never absolutely certain just what they were expected to get out of the subject and neither were they sure of having accomplished what they should.

(3) Each room was considered to be a workshop and the workers in a particular room were responsible for the individual results obtained. No student was held back because others had not progressed as rapidly as she, but she was encouraged to proceed and when a unit was completed she could either take up the next unit in the same subject or put in her time on something in which she had not accomplished as much. The problem of discipline was minimized because each girl knew that she was using her own time, and therefore, she had no time for anything but work.

CONTINUOUS PROCESS OF ADJUSTMENT.- In the beginning many difficulties came up which had to be adjusted and thus far the adjusting process has occupied a considerable amount of time and thought. If the plan had assumed any of the marks of perfection in the beginning, it would not have been worth while for there would have been no progress but the fact that after some of the operation sheets were tried, it was found that they were not sufficiently plain for the students to be able to go forward with the work from the directions given, caused a

revision of these sheets. Many helpful suggestions were received from the student body. Their interest in helping to solve some of the difficulties that confronted us was really a revelation to the members of the faculty. The students did not receive all of the benefits for the changing from the former plan to the new one made the faculty realize more than ever before that school work is a series of adjustments and that students are capable of making valuable suggestions which often merit consideration and that they should be made to feel that the school is theirs and its success or failure is just as much their responsibility as it is the responsibility of the faculty.

TEACHERS' PART.- The plan is not one that will lessen the work of the teacher but because of the opportunity to see definite results and the elimination of certain difficulties the nervous strain on the teacher is greatly reduced. The teachers have a very important place to fill and must be constantly alert to the real needs of the students. They see that an atmosphere of study is preserved in the rooms; they explain any detail of the assignments; they give information in regard to the use of the equipment; they give suggestions in regard to methods of attacking particular problems; when the need arises, they give full explanation of a point and of its relation to the general principle of the subject; and act as advisers to students who have

any kind of problem to solve. The spirit of cooperation and freedom which has developed between faculty and students has really been quite remarkable.

STUDENT ORGANIZATION.- One of the very helpful agencies has been The Jane Hayes Gates Republic which is the student government organization. The idea was worked out in connection with the work in civics. The constitution of the organization was patterned after the Constitution of the United States. Different departments of government were established and the duties of the members of the various departments were definitely defined. Every opportunity possible is given for the committees to successfully carry on their work and due credit is given to the students for their part in the success of the plan now in operation.

General outlines of courses, sample record sheets, samples of units, and progress record tables occupy the next few pages.

TRADE COURSES IN DRESSMAKING

First Year

Dressmaking	4 Units
Design	4 Units
Related Art	4 Units
Mathematics	4 Units
English	4 Units
Hygiene	4 Units
Foods	4 Units

Second Year

Dressmaking	4 Units
Design	4 Units
Related Art	4 Units
Civics	4 Units
History	4 Units
English	4 Units
Foods	4 Units

TRADE COURSE IN MILLINERY

First Year

Millinery	4 Units
Design	4 Units
Related Art	4 Units
Mathematics	4 Units
English	4 Units
Hygiene	4 Units
Foods	4 Units

Second Year

Millinery	4 Units
Design	4 Units
Related Art	4 Units
Civics	4 Units
History	4 Units
English	4 Units
Foods	4 Units

COMMERCIAL ART

First Year

Commercial Art	4 Units
Design	4 Units
Art History	4 Units
English	4 Units
Mathematics	4 Units
Hygiene	4 Units
Foods	4 Units

Second Year

Commercial Art	4 Units
Design	4 Units
Art History	4 Units
Civics	4 Units
English	4 Units
History	4 Units
Foods	4 Units

UNIT CERTIFICATE

(Given to a student upon the completion
of each unit of work in each subject)

JANE HAYES GATES INSTITUTE

Public School of Trades and Homemaking
for Girls and Women

Kansas City, Missouri.

This certifies that _____ (name of student) _____
has satisfactorily completed the _____ (number of unit) _____
in _____ (subject) _____

Date begun _____

Date finished _____

Teacher _____

Principal _____

TERM CERTIFICATE

(Given to a student upon the completion of the work
which has been outlined for one year in all
subjects in a particular department)

JANE HAYES GATES INSTITUTE

Public School of Trades and Homemaking
for Girls and Women

Kansas City, Missouri.

This certifies that (name of student)
has satisfactorily completed all of the work required
for one year in the Department of (name of
Department)

Date begun _____

Date finished _____

Head of Department

Principal

PROJECT SLIP

(Used in Trade Departments)

Name _____

Project _____

Date Begun _____

Record of time.

Date _____

Hours _____

Total hours _____

Date finished _____

Cost of material _____

Workmanship

Above Standard Standard Below Standard

Time

Above Standard Standard Below Standard

Market value of product _____

Cost of production _____

Teacher _____

Principal _____

ORDER BLANK

(Used in Trade Departments)

Name of customer _____

Address _____

Telephone _____

Project _____

Material

Amount _____

Furnished by customer _____

Furnished by school _____

Value _____

Date received _____

Name of student assigned to job _____

Charges for work _____

Order approved by:

Teacher _____

Principal _____

Date finished _____ Number of hours _____

Value of product _____

Product approved:

Teacher _____

Principal _____

Approved and received by customer _____ (date)

Signature of customer _____

SAMPLE RECORD

(Kept by each teacher. Each student has a duplicate which is checked as a division of a Unit is completed
The last three items checked as either Satisfactory (S) or Unsatisfactory (U)

Name _____

Trade Department _____

Subject _____

Unit No. _____

Date begun _____

Unit Divisions	Date Begun	Date Finished	No. of Hours	Self-reliant	Helpful	Use of time
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
Date finished						
Teacher _____						

(Turned in at the office by the student when finished).

PERMANENT OFFICE RECORD

Name _____

Address _____

Telephone _____

Previous Schooling _____

Name of Parent _____

Date of Birth _____

Trade Department _____

Date of Entrance _____

SUBJECT RECORD

Trade Units

Academic Units

1	Related Art	1-2-3-4-5-6-7-8
2	Design	1-2-3-4-5-6-7-8
3	Mathematics	1-2-3-4
4	English	1-2-3-4-5-6-7-8
5	Hygiene	1-2-3-4-5-6-7-8
6	Civics	1-2-3-4
7	History	1-2-3-4
8	Foods	1-2-3-4-5-6-7-8
	Art History	1-2-3-4-5-6-7-8
	Design	1-2-3-4-5-6-7-8

Course finished (date) _____

Comments _____

SAMPLE UNIT IN CIVICS

Topic IV

How We Help The Unfortunates

Answer these questions before beginning the unit:

1. Why does Kansas City have a charity drive each fall?

Tell for what purposes the money is used. List the various institutions that are helped by this fund. Describe one of them fully.

2. Whom do you think should give money to this fund? Why?

3. Tell how Mercy Hospital was started and whom it helps.

A. The Principle Underlying Relief Work.

1. Explanation of this principle

2. How should help be given?

B. Why People Need Help.

1. List the different types of unfortunates.

- a. Give the cause of their misfortune.

2. Describe the type of training given to each

- a. List occupations for which each can be trained.

3. The care of the insane and feeble minded.

C. Kansas City Charity Drive.

1. The budget of 1924

- a. Division of this money

- b. Why each should help to raise this sum.

2. Charities that received help from this drive.

D. Missouri Poor Laws

1. Indoor Relief

- a. Name institutions which give in-door relief

2. Out-door Relief
 - a. How is this given
- E. The treatment of our criminals
 1. Why people are criminals
 2. The history of prisons
 - a. The kind we should have
 3. Reform Schools for boys and girls
 4. How we should treat the individual who has served his term in prison.

References:

- A & B - Lewis, p. 61-73
Hill, p. 297-313
- C Kansas City Book, Part 3. pp. 105-107
- D Library references
(Reference Librarian at the Public Library will help you to locate the necessary references).
- E Lewis, pp. 118-133
Hill, pp. 313-325

SAMPLE UNIT IN HISTORY

Topic III

How People Work Together Today

Answer these questions before you begin on the topic.

1. Who owns your home? How did they come to own it?
Who owns the furniture? How did your parents get it?
2. Why can't people come and take it away from you?
3. Would it be better for the government to own everything and each one of us to have an equal share in it? Explain why you think as you do.

A. The Origin of Property

1. How tools helped man
 - a. The evolution of man's weapons and tools,
2. How fire helped man
3. Why the population of the earth increased.
4. How man came to own property
 - a. What his first property was
 - b. Definition of property

B. Our Factories and Workshops

1. What man came to believe about himself
2. Specialization of work
 - a. Local specialization
3. The machine
 - a. Six characteristics of a machine.
4. Importance of the machine in our present day working together.
 - a. Amount the machine can produce.
Give several examples

C. The Factory System.

1. Description of the Factory System
2. Effect on people's lives
 - a. Home life
 - b. Work life
 - c. Effect on cities
 - d. Effect on what we have

D. Large Scale Production

1. Conditions necessary for large scale production.
2. Example in America
3. Monopolies and Trusts
4. Some advantages of large scale production
5. Some disadvantages

Reference: WE AND OUR WORK - Chapters II, III, XIII.

Q U E S T I O N S

1. Of what benefit is it to be able to own property? Why do some people want to do away with private property? What do you think about it?
2. Tell about a machine that can do several things. Why can it do them better than a person?
3. Would you rather be a machine operator or a skilled workman? Why?
4. Describe the work of a specialized workman. Would you like to do it? Why are there so many jobs today? Why are they hard on the one who does them?

SAMPLE UNIT IN MATHEMATICS

UNIT I.

Based on the first thirty-five Lessons in
Vocational Arithmetic for Girls
By Davis.

1. Use of tapeline

Practice in measuring materials.

(Each girl measure a certain piece of material designated by teacher).

Drill on fractional parts of yard and equivalents in inches.

Estimate amount of material for your second project in Dressmaking or Millinery, using a member of the class as your customer. Make out a bill for this project. Estimate the amount of time that it will take to make the garment and value it at 15¢ an hour. Be sure to include everything in the bill.

Drills in the fundamental operations.

Review of common fractions.

Review of decimal fractions.

Making out time slips

Make gauges for hems -

1 in. - 3 in. - $2\frac{1}{4}$ in. - $5\frac{1}{2}$ in.

Solve all problems in the first thirty-five lessons and have each lesson checked before beginning the next.

Final test on Unit I - Furnished by teacher.

SAMPLE UNIT IN MILLINERY

Unit I.

1. Draft pattern

Plain sailor -	Operation Sheet No.	1
Gainsborough -	" " "	2
Mushroom -	" " "	3
Off the face -	" " "	4
Poke -	" " "	5

2. Make buckram frame

Prepare buckram	" " "	6
Place pattern	" " "	7
Mark around pattern	" " "	8
Remove pattern		
Out on marked lines		
Join edges in back	" " "	9
Put on head stay	" " "	10
Wire edge	" " "	11
Put binding over wire	" " "	12
Block crown	" " "	13
Remove crown from block and trim edge	" " "	14
Wire edge of crown	" " "	11
Put binding over wire	" " "	12

3. Cover frame with fabric according to season.

Place fabric on upper side of brim -	Operation Sheet No.	15
Pin in place	" " "	16

Cut as directed	-			Operation Sheet No. 17
Stretch material		"	"	" 18
Pin	-	"	"	" 19
Sew	-	"	"	" 20
Put on facing	-	"	"	" 21
Cover crown	-	"	"	" 22

4. Draft pattern; make frame; cover with fabric.

Shape must be different from first one.

5. Remodel hat

Material must be renovated. Necessary operation sheets will be supplied according to material used.

6. Make trimmings for hats completed.

Operation sheets will be supplied according to ornaments selected.

7. One elective problem (Test)

Hat similar in shape to one that has been completed.

Select problem.

Prepare "procedure sheet"

Designate operation sheets to be used.

Q U E S T I O N S

1. Why should the material be placed on the brim on the bias?
2. Why should the head stay be put on before the edge is wired?
3. Why should the buckram be pressed?
4. Why should the block be soaped before the buckram is put on?
5. What kind of wire did you use for the edge?

SAMPLE UNIT IN DESIGN

(Required of students of
Millinery and Dressmaking)

Unit IV

1. A method of sketching figures
2. Draw a child's figure showing line and color
3. Same for a young woman
4. Same for an older woman
5. Color work for a costume in batik; cut-out method.
6. Adaptation of lines of hats to face and figure.
7. A page of six heads showing correct and incorrect line on each.
8. A study of lines for the necks of garments.
9. Illustrate with six half figures on one page.
10. A page of three very long narrow faces with correct lines of costume.
11. A page of three very round faces with three correct lines of costume.
12. Two pages of heads calling attention to ordinary mistakes thus showing what to avoid.
13. The arrangement of hair in relation to face and head.
14. A fine drawing of a hat. (Millinery students)
15. A fine drawing of a dress (Dressmaking students)

(The best drawings to be mounted in class for exhibition).

SAMPLE PROCEDURE SHEET

(Required of students in Trade Departments
before beginning work)

PROBLEM - To Make A Shirt

Preliminary

Pattern selection

Pattern testing

Preparation of material

Placing pattern and pinning

Marking

Cutting

Removing and replacing pattern.

Operations

1. Pin back to yoke
2. Place tucks or gathers according to notches and baste the back to the yoke.
3. Make hem on right-hand side of front opening
4. Adjust pleat on left-hand side of front opening and stitch.
5. Pin front shoulder line to underneath section of yoke with markings even and baste.
6. Test neck size and make necessary alterations
7. Stitch number five and trim seam to 1/8 inch.
8. Pin upper section of yoke to front, baste and stitch.
9. Make collar and attach it to neck of shirt.
10. Adjust sleeves to arm's eye baste and stitch.
11. Baste hem in tail of shirt.

12. Make under arm seams.
13. Adjust gusset and stitch in the tail hem.
14. Make sleeve plackets
15. Make and attach cuffs
16. Make and attach pocket
17. Work buttonholes
18. Sew on buttons
19. Press neatly or launder if soiled.

(Operation sheets are furnished which give the necessary directions for carrying out the procedure).

T A B L E I

(Showing time required by twenty students to finish
one unit in History. (Estimated time 10 weeks))

1st Wk.	2nd Wk.	3rd Wk.	4th Wk.	5th Wk.	6th Wk.	7th Wk.	8th Wk.	9th Wk.	10th Wk.	11th Wk.	12th Wk.	13th Wk.	14th Wk.
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													

T A B L E II

(Showing time required by the same twenty students
as in Table I to finish one unit in Dressmaking
(Estimated time 10 weeks)

1st Wk.	2nd Wk.	3rd Wk.	4th Wk.	5th Wk.	6th Wk.	7th Wk.	8th Wk.	9th Wk.	10th Wk.	11th Wk.	12th Wk.	13th Wk.	14th Wk.
1	_____												
2	_____												
3	_____												
4	_____												
5	_____												
6	_____												
7	_____												
8	_____												
9	_____												
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12	_____												
13	_____												
14	_____												
15	_____												
16	_____												
17	_____												
18	_____												
19	_____												
20	_____												

T A B L E III

Showing the comparison between the number of students who dropped out of school during a ten weeks' period under the group instruction plan and the number who dropped out during a corresponding ten weeks' period, under the individual instruction plan.

1 9 2 3			1 9 2 4		
Week	Dropped	Returned	Week	Dropped	Returned
1.	3	0	-1	0	0
2	1	0	2	2	0
3	0	1	3	1	1
4	2	0	4	3	0
5	1	0	5	0	2
6	2	1	6	0	1
7	1	0	7	1	0
8	2	1	8	2	1
9	1	1	9	0	0
10	1	0	10	0	1

During ten weeks' period beginning November, 1923

Total dropped - 14 Total returned - 4

During ten weeks' period beginning November, 1924

Total dropped - 9 Total returned - 6

Permanent loss 1923 - 10 Permanent loss 1924 - 3

IV - C O N C L U S I O N S .

Advantages of the Plan

A list of the advantages of the plan of individual instruction has been compiled from the comments by teachers and students.

1. The students who think and work faster than the majority of the group are not held back but are permitted to progress according to their rate, thus eliminating the possibility of the formation of habits of listlessness and the wasting of time.

2. Students of low ability are able to go on without fear of withheld credit. This helps them to develop a feeling of confidence in their own ability.

3. The problem of "repeaters" is eliminated because no one is allowed to continue with a group for a definite period and then at the end of that time required to go back to the beginning and do all of the work over.

4. Students do not regard themselves as failures but take pride in staying with a problem until it is satisfactorily completed.

5. The problem of general discipline is solved. Each student is busy at her own task and has no time to disturb others.

6. An atmosphere of industry is promoted through each student realizing that her own efforts are

responsible for the completion of the work.

7. Sympathy between teachers and students is deepened because of the opportunities for better understanding of the problems which confront each other.

8. The student gets the idea that her time is her capital and one of her problems is to see that it is judiciously spent. Under the old plan the use of time was not emphasized in such a way that the students really got the idea of using time to the best advantage.

9. Initiative, self-reliance, and self-confidence are developed through the independent working out of the units of work by the students. They learn that they can plan and carry out their own ideas.

10. Students catch the vision of responsibility and learn not to shirk those responsibilities which come to them. Since the problem of taking responsibility is one that confronts people in all lines of work, it is very desirable that this quality be emphasized in the schools of today.

11. No student is required to spend time upon a subject which he has mastered just because he has not finished some other one which appears in the course.

12. All preparation is made within school hours when a student can get help if she needs it. This is one of the main advantages of the plan since it practically eliminates the possibility of finishing an entire

assignment and then having to repeat it because of not having understood how to do it.

13. Mental reaction is assured from each individual since each must work out her own problems and realizes that she cannot depend upon some other student's recitation to "get by."

14. The training which each student gets in the acquiring of new knowledge by independent, unaided study is one of the valuable assets of the plan. This ability enables a student to carry on lines of study after leaving school and is one of the characteristics on which she can capitalize in her efforts for advancement.

15. Students develop a sense of pride in being allowed to direct themselves in their own work.

16. There is less listening and more doing during school hours.

17. Teachers work with students and not for them.

18. Teachers know just what is expected of them and know just where each pupil is in her work.

19. Students know what they are working for and note their own progress.

20. Teachers have an opportunity to win the confidence of students and to understand them in a way which is not possible with group instruction.

21. Students are enabled to do a greater quantity

and also a better quality of work.

22. Each student gets the full benefit of instructor's assistance and inspiration.

23. Students get a realization of a sense of justice since each one is required to do a certain amount of work which does not mean just putting in a certain amount of time.

24. Develops a closer cooperation between students, between faculty members, and between students and faculty. The school really becomes a cooperative workshop where each one realizes her responsibility to others.

DISADVANTAGES

The disadvantages which arise soon become eliminated and the working out of these seeming difficulties only strengthens the arguments in favor of the plan. It is sometimes said that all of the inspiration which students get from each other in group recitations is done away with when a plan of individual instruction is adopted. This is counteracted by the fact that when a new unit of work is begun the necessary preliminary preparation is done by all who are ready for that particular problem. Another method is that of having those who have satisfactorily completed some phase of the work help others who are needing assistance. Socialized activities are carried on so that discussions take place and the consensus of opinion is that

those students who have been under the plan of individual instruction have a greater feeling of responsibility in regard to taking part than those who are in the habit of letting those who will do the work.

ADMINISTRATIVE PROBLEMS A MINUS QUANTITY.— The plan of individual instruction is not intended for lazy administrators but the problems which come up are few and easily adjusted. One of the chief ones is that of securing teachers who are willing to give up some of the traditional ideas and who are willing to adjust themselves to new conditions. The matter of the training teachers for this work rests largely with the administrator since there are no institutions which specialize along that line. This can be done "on the job" and is probably one of the most effective ways since the teacher has students with which to work and has the opportunity for carrying out her plans as they are made.

OUTSTANDING RESULTS.— These may be listed as follows:

1. Fewer drop outs
2. Greater enthusiasm on the part of both teachers and students
3. Increased cooperation
4. Greater quantity and better quality of work
5. Human effort used to better advantage
6. Conservation of time

7. Conservation of energy
8. Conservation of money
9. More flexible program
10. Allows for more freedom on the part of both students and teachers and thus reduces the nervous strain.

WHAT WE HOPE TO ACCOMPLISH.- The main idea is to democratize the school so that all of the activities which are carried on will be with the belief that they will in some way contribute toward the making of better citizens. The plan is to help in every possible way to develop those characteristics which we recognize as being necessary to success; to train students to think to their maximum; to do all that can be done toward promoting ability to evaluate situations in relation to the universal demands of society; and to develop leaders who will contribute toward the progress and stability of a democracy.

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