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State Manual Training Normal School

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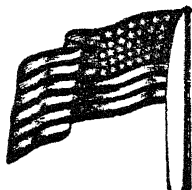
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THE TECHNE

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



SAID BY WASHINGTON.

Labor to keep alive in your breast that little spark of celestial fire, Conscience.

The propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right, which Heaven itself has ordained.

It is incumbent upon every person of every description to contribute to the continuous welfare. To be prepared for war is the most effectual means of preserving peace.

Let us impart all the blessings we possess, or ask for ourselves, to the whole family of mankind.

Let us erect the standard to which the wise and honest may repair.

The name American must always exalt the just pride of Patriotism.

An Oath of Allegiance for the Public-school Pupil.

I pledge allegiance to my flag, and the republic for which it stands. One nation, indivisible, with Liberty and Justice for all.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

PUBLISHED BY THE
STATE MANUAL TRAINING NORMAL,
PITTSBURG, KANSAS.
A COLLEGE FOR TEACHERS.

VOL. 1.

FEBRUARY, 1918.

No. 3.

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

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

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

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Techne.

What name should be given to the magazine that was to convey to the educational world the ideals that the State Manual Training Normal cherishes was long a question with the editorial committee. It was found difficult to compress them in one phrase or word. Recourse was finally had to one of the richest, yet most direct, languages that man ever spoke. The Greek "Techne" was chosen as the most accurate word in its original signification for the purpose and the most suggestive to the modern ear.

This Greek word is full of meaning. In the original it meant "art, skill, manner of accomplishing an object." It concerned every field of human endeavor in which skill could be gained, from literature, mathematics, medicine, philosophy, rhetoric, music, to the at that time humbler arts of pottery, painting, architecture and sculpture. It refers to every art of mind or hand. It is the sign of all-round development. In his worship of beauty as an ultimate goal, the Greek strove to develop every faculty of body and intellect, that he might have a well-rounded mind, a well-rounded life.

Techne involves at least three stages of progress. It involves first a purpose, a goal or aim to be attained. Second, it involves effort so planned as to yield by practice the object sought. Third, it implies attainment of skill as a result of this purposeful effort. Purpose, plan, continued effort are all necessary to yield that mastery which is the keynote to efficient endeavor in any field.

The goddess of Techne was Athena. With her owl and serpent, indicating her wisdom, with her ægis, helm, and lance for offense and defense, she was the Athenian patron goddess, not only of war, but also of the arts—both those arts befitting men of action and leisure, and also the housewifely arts of weaving and sewing, cooking and supervising the household. The nearer our good old Normal comes to realizing in the lives of Kansas people the full significance of Techne the more completely will she have fulfilled her mission.

Hail, "Techne!" for so our little magazine is to be known. Hail to our record of striving, planning and achievement. May it be full and running over with good things—plans, improvements, methods, records of objects attained; may it as adequately and fully as possible represent the life of S. M. T. N., whose very foundation is the imparting of the knowledge and skill that shall enable her graduates and their students in the days to come to see, to aim, to plan, to labor, to attain.

S. J. P.

The Sphere of the City School.

D. M. BOWEN, Head of Department of Education, S. M. T. N.

The statement of this topic would indicate that the city has educational problems which are peculiarly its own; that the school which serves an urban community has some characteristics not common to the rural and village school. While many of the fundamental problems of education are the same, irrespective of the environment of the child to be educated, still it must be recognized that out of the clash of varied social, industrial and commercial activities of city life issues are evolved that call for special consideration on the part of those who assume to direct the training of youth living, or to live, in this environment.

In all nations of antiquity, great cities have been the breeding places of those social ills which have finally proven fatal to the nation of which they were a part. The control of the forces of great cities has been the test of every civilization of the past. The city is a magnet—a perpetual force drawing to itself the vitalizing forces of a nation. It presents an ever-present sociological problem that nothing but national education can solve. As in the life of the individual there is a constant struggle between the forces of light and darkness, good and evil, so there is in a city. These forces enter into every civic, social and business relationship in the community. Great numbers of human beings living in close proximity to each other spur to life all the animal instincts and furnish opportunities for their reaction and development. The city environment has a tendency to develop the baser, as well as the better, in human nature. Innumerable conditions, such as sanitation, housing, lighting standards of living, civic righteousness, etc., act and react on the individual and in a large measure determine his power to win or lose in the struggle.

Not only does the city present perplexing sociological problems peculiar to itself, but likewise it has its own psychological problems—problems only met under conditions enumerated above. Out in the open, out in the forests, on the plains, along the river valley, food, shelter and clothing, the primal wants of man, are secured as the direct result of his labor. In the throbbing, bustling, restless city, where those wants are more pressing, they are secured as the indirect result of his efforts. He may transport the grain, grind it into flour, bake it into bread, and still go hungry. He may saw the board, drive the nail, build the stately mansion, and still not have where to lay his head. He may card the wool, weave the cloth, shape the garment, and still be clothed in rags. This indirect method of gaining the necessities and also the luxuries of life calls into play a wide range of mental activities—intellectual, social, emotional—a varied field of mental and physical adjustments unknown to the individual out on God's green footstool, who receives the reward of his toil directly from the hands of nature.

It would seem unnecessary further to enumerate the perplexing, complicated conditions peculiar to city life. Suffice it to say that it is the conscious recognition and comprehension of these great social and psychological forces which play upon the individual and upon the group that is

to furnish the background of all effective educational effort, and that is to determine the "sphere of the city school."

With this conception of the functions of the city school, let us briefly outline a few of the school's activities that will contribute to a realization of its purpose.

Since physical well-being and good health are fundamental to success and happiness, either in the individual or the community, and since the city is a constant menace to both, it is the duty of the school to train a citizenship that will not only know how to secure safe sanitary conditions and control the city's bacteria, but have an inclination to do so. Good, wholesome sanitary measures are also conducive to moral rectitude. Physical uncleanness is closely related to moral uncleanness. This is particularly true in the city.

Another great function of the school is to combat the social, political and commercial unrighteousness incident to city life. This can only be done by training the individual youth to inhibit, repress and control the evil impulses of his nature, and substitute in their stead habits of conduct which will give him mastery of self. The school has no higher or more important function to perform, for out of it issues the weal or woe of the city, state and nation, and inferentially the welfare of the individual himself.

Not only should the city school take into account the social environment peculiarly its own, but it should take an inventory of the mental equipment of children living in this environment. There is a psychology, as well as a sociology, of city life. The adjustment of the individual to his environment is vastly more complicated in the city than in rural life. These adjustments are physical, intellectual and emotional. The function of the city school is to give the individual opportunities to adjust himself, to find himself, to become at ease in the midst of the varied industrial, commercial and social activities which surround him. It is not sufficient that the child be told about these things; he must be brought in direct contact with the civic, occupational and social activities of the community.

Another responsibility is the care of the last and the lost individual. For the city school not only has peculiar social and psychological problems, but it has economic worries as well. "The sphere of the city school" should extend to the last child in the community. By this we mean the child of indifferent parents, the abnormal child, the defective child, the morally delinquent child. It is only by looking after this vast number of children, heretofore receiving scant attention, that we raise and maintain the high standard of citizenship we are striving to realize.

Not only is the city concerned in making education universal, in looking after the last child, but every effective city school administration knows there is not only a last child, but a lost child as well; lost in the maze of an organization that keeps in the foreground an average child. The lost child is either sitting on the fence waiting for the main army to overtake him, or is struggling along in the rear, dimly conscious of the fact that his fellows have marched off and left him and that he is hopelessly lost in his effort to overtake them. Too long have we sacrificed the

child for the sake of the system. Notwithstanding all that has been said and written on this topic, the lost child is still with us in great numbers—so far does practice lag behind theory. Teachers and school officials must become conscious of the fact that classes, graduation, promotions, etc., are the growth of economic necessity and not the result of any deliberate educational planning. When we reach this conclusion we will be in a position to remedy the defects of the class system and the lost child will come into his own.

The city school must play an important part in developing that higher type of democracy toward which the events of to-day are carrying us; that democracy we are sacrificing so much to-day to maintain. I desire to suggest in this connection that the only way to develop democracy in the school is through judicious practice of the same. The old type of autocracy and despotism practiced in the schools of recent times, and still prevalent in some quarters, must give way to a form of government in which students have a part. The law of self-activity applies just as forcibly to school government as it does to the law of progress in intellectual or physical pursuits.

This same democratic coöperative spirit must reign in the teaching force, if the city school is to reach its full fruition and accomplish the ends possible in developing an enlightened community citizenship. No one mind can furnish the dynamic force necessary to build the best results in a city school system. The superintendent can no longer sit in his office and parcel out tasks to submissive teachers and expect to construct an efficient school. If teachers have only to take orders, we may as well close the doors of teacher-training schools and burn our literature on educational procedure. No! Self-activity is as essential on the part of the teacher as on the part of the pupil. Teachers must have an opportunity for initiative if they are expected to grow. They must be encouraged to think and move outside the sphere in which they are working. The problems of the city school, large and small, must be the problems of all. It is only through this thoughtful, coördinated, coöperative effort that the school can reach and serve the multiplied needs of that social organization we call a city school system.

The city superintendent who can arouse and stimulate this activity in his teaching force, who can inspire in them this vision of the possibilities of the city school system in ameliorating the conditions of every individual within its influence, is the individual who can truly say "the sphere of the city school" is to do all that can be done for all the children in making their lives better and happier.

Prof. Vaughn B. Caris, assistant professor of mathematics since 1911, resigned at the holidays to take the position of head of the department of mathematics in the Port Arthur high school. His new work means a handsome increase in salary. Students, faculty and alumni will miss Professor Caris, whose six years at S. M. T. N. has made him hundreds of friends.

Comes February.

"Many, many welcomes,
 February, fair maid.
 Ever as a time coming in the cold time,
 Prophet of the gay time,
 Prophet of the May time,
 Prophet of the roses,
 Many, many welcomes,
 February, fair maid."

The name "February" is derived from an almost forgotten festival, Februare, to expiate or to purify. "The February born will find sincerity and peace of mind, freedom from passion and from care, if they the amethyst should wear," for the birth stone of the month is the amethyst and the color violet, the color of mystery. This month differs from others in that it corrects all irregularities of the calendar. It is the leap-year month. It is the month of St. Valentine, of love and remembrance: "Love ye one another," "Love thy neighbor as thyself."

For the schools it is a month of special birthdays, a patriotic month, affording an opportunity to teach the child a living knowledge of his country and its ideals. It brings the birthdays of three great Americans who lived as boys and achieved as men, Washington from the aristocrats, Franklin from the common people, and Lincoln from the very poor.

"Lives of great men all remind us,
 We can make our lives sublime
 And departing leave behind us,
 Footprints on the sands of time."

Cicero said: "Not to know what has happened before our time is to remain always a child. What does life amount to if we do not combine the memory of past centuries with the events of the present day." The little children come to the schools seeking knowledge of life, and what better can we give them than inspiration from the great ones who have gone before. We cannot all be great, but we can learn to do our best, to become greater in power of thought, character and genius. We are not all alike, but even the least of us may become better, for what really counts is a happy, satisfactory, complete and useful life.

"Chisel in hand stood the sculptor boy,
 With his marble block before him.
 His face lit up with a smile of joy
 As an angel passed over him.
 He carved that dream on the yielding stone
 With many a sharp incision,
 In heaven's own light that sculpture shown,
 He'd caught that angel vision."

Too often classic examples are cold and apart from life, but Lincoln's Gettysburg address is a classic most perfect and enduring.

The teacher who would mold character must carry to the little child the ideals of a noble life in such form that they will become an indelible part of him, but unless definite facts are used the end will not be attained. In the primary grades the children want action and variety. Certain incidents taken from childhood stories of great men may be given expression through paper cutting, sand modeling, simple construction work

and, above all, dramatic play. With the intermediate grades, dramatized history and stories, with all the necessary scenery, "properties" and costumes, will prove very effective, for the dramatic and heroic appeal strongly to the child of this age. In the upper grades high ideals of character, citizenship or statesmanship and leadership may be expressed through pictures, tableaux, pageants, written work, etc. In every room motives may be taken from the lives of great men—liberators, discoverers, emancipators—to put more spirit, more action in patriotic play. Booklets may be constructed with the initials of the name of Washington or Lincoln on separate pages.

In the primary grade let the children cut out letters they have traced or drawn and mount them on paper to form the words Washington, Franklin, or Lincoln. Or they may mount the letters in order on the successive pages of a booklet, and on each page mount a picture of an object or incident with a name beginning with the letter on that page.

Second-grade children can cut out and mount all of the letters in a name. When doing this it will be better to make the first letter in the name larger than the others.

Let the third grade make booklets as does the primary, with each letter beginning a suitable word—Loyalty; In Peace; Noble; Country; Our Fathers; Liberty; Nation.

The fourth grade can make booklets in the same manner, using short phrases.

Let the fifth grade select and mount suitable illustrations with the phrases, using patriotic sentiments and sayings.

The sixth grade may use sentences expressing patriotism; the seventh grade, high ideals; and the eighth grade, civic pride.

These booklets attractively wrought will form a real inspiration to the child and teacher.

There are other birthdays in February. Longfellow, poet of the people; Dickens, that writer whom young folks love; Victor Hugo, master of adventure, great poet, dramatist and novelist of the common people; Ruskin, master of ideals; Copernicus, who discovered that the sun is a central point about which the earth and planets revolve; and Galileo, February 16, 1764, who as a child loved to construct mechanical toys, and as a man, through his invention of the telescope, opened to us the book of the firmament.

L. B.

Thought.

Men fear thought as they fear nothing else on earth; more than ruin, more even than death. Thought is subversive and revolutionary, destructive and terrible. Thought is merciless to privilege, established institutions, and comfortable habits. Thought is anarchic and lawless, indifferent to authority, careless of the well-tried wisdom of the ages. Thought looks into the pit of hell and is not afraid. It sees man, a feeble speck, surrounded by unfathomable depths of silence; yet it bears itself proudly, as unmoved as if it were lord of the universe. Thought is great and swift and free, the light of the world and the chief glory of man.—*From "Why Men Fight," by Bertrand Russell.*

A Week of Music.

VERDI—HANDEL—SYMPHONIES.

Verdi's "Requiem" is to be added to the program of the annual Spring Festival of the Manual Training Normal this spring, thus assuring lovers of music a week of the richest variety. The other two of the three principal events will be the singing of "The Messiah" and the concert by the Minneapolis Symphony Orchestra.

The "Requiem" is one of the most famous compositions of its type. Pensive, yet melodious, expressing in mystic harmonies the inmost meditations of the heart, it is a fitting companion piece to "The Messiah." Yet, belonging as they do to wholly different schools of music, the oratorio and the requiem form a most interesting contrast, each complementing the other through their very differences. To hear Verdi one night and Handel the next is a rare opportunity.

The attractiveness of the symphony concerts, rendered by one of the foremost musical organizations in the world, needs no comment. A corps of soloists of high rank has been engaged for the requiem and the oratorio. The department of physical training for women, assisted by the music department, will present on the campus a spring pageant, of like rank with the brilliant presentation of "Pluto and Proserpine" last spring. There will also be concerts by the Normal's corps of instrumental and vocal solo artists.

Besides the big chorus of Pittsburg and Normal singers, choruses from three neighboring cities will assist in singing "The Messiah" and the "Requiem." The cities sending singers will be Columbus, Girard and Fort Scott. This will be the third year for the Columbus contingent, the second for the Girard contingent, and the first for that from Fort Scott. A combined chorus of more than 500 voices is assured.

The week of the Spring Festival will be that of April 22 to 27. The requiem will be sung the night of April 25, the oratorio the following night, and the symphony orchestra will give its concert the night of April 27, after a matinee that day.

Joplin's high-school orchestra visited the Normal December 18 and gave a concert at assembly. The concert proved to be one of the most enjoyable occasions of the season. The thirty-one young musicians played with a degree of finish and interpretative skill rare in high-school organizations. The program included such numbers as the first movement of the "Surprise Symphony," Verdi's "Aïda March," and "Poet and Peasant." T. Frank Coulter, the director, is in charge of high-school music at Joplin for the second year.

Miss Zoe Wolcott, of the faculty of household arts, is spending a year's leave of absence in advanced studies at Columbia University.

Miss Esther Green, of Pittsburg, and an S. M. T. N. alumna, died in Colorado the first of December, after an illness of only a few weeks. Miss Green was teaching in the Pittsburg schools when her health broke. Her ability had won her the place of a student assistant when she was a normal student. Miss Green was a member of the class of 1917.

Over the Top.

Uncle Sam needs 200,000 mechanics for his aviation and transporting service. The Normal is on the list of schools approved by the government for the training of these mechanics. What does this mean for the registered man? It means that by taking two or three definite short courses at the Normal he may prepare himself for a transfer, in all probability, to a specialized branch of the service when the government calls him to the colors.

The need of automobile mechanics is greater than for any other skilled workers. Both in the aviation and the transportation service this class of mechanics, including all its subdivisions, predominates largely. Short courses for students of motor-car machinery have been offered at the Normal all year. Telegraphy, machine-shop technic, and electrical machinery, together with related subjects, have also been taught, both in day and night school. But these courses are only the beginning of what the Manual Training Normal is going to do to help supply war needs. The school's position as the most important vocational institution in a large district is going to make it, in all probability, the chief training school for military mechanics in the district. Its shops will operate six days and six nights in the week. Courses will be expanded and increased in number as the need arises. Certificates for the completion of these courses will help the registered man show the military authorities where he can work to the best advantage.

The federal bureau of vocational training has been intrusted by the government with the supervision of the training of its mechanics. It is now working out detailed plans. The Normal will guide itself by these plans. The unit of study and training will be the short course, definite, clean-cut, straight to the point.

The government, it now appears, will mobilize the majority of its mechanics in the second and third drafts. Men who are liable to call in one or the other of these drafts, and would prefer service as mechanics, should communicate with the Normal.

The Manual Training Normal pledged, through its committee, \$1,000 to the students' war friendship fund for the Y. M. C. A. Its subscription was \$1,100. More than \$700 of this was paid in in December. Every department of the institution, from faculty to kindergarten in the training school, participated.

Lieut.-Gov. W. Y. Morgan was the Normal's guest November 27. In a speech at assembly he described war-time conditions in Canada as he had found them in a recent visit to that country. The lieutenant governor has always been a staunch friend of the Manual Training Normal.

J. G. Wilkins, instructor in free-hand drawing and wood finishing, enlisted in the ordnance department of the army at Kansas City, December 14. Professor Wilkins had been a member of the Normal's faculty since 1914, and previous to that one of the students. The faculty men gave a dinner in his honor in the cafeteria the night before he left. The best wishes of student body and faculty go with Professor Wilkins wherever he may be called upon to serve his country.

Howard Shantz, professor of machine shop and forging, enlisted as a mechanic in the aviation service the first of December. Professor Shantz had joined the Normal faculty in September.

S. M. T. N. girls have been doing their share of Red Cross work. Forty-eight volunteered for the sewing and about 100 for the knitting. The result by Christmas was about 100 sweaters and other knitted articles, and 310 sewed garments, including pajamas, bath robes, convalescent robes, bed shirts and operating garments. One shipment of 214 sewed garments was sent at Thanksgiving and another of about 100 at Christmas. Miss Greta Smith and Miss Maud Patchin are the faculty women in charge of the sewing, while Miss Sylvia Campiglia has charge of the knitting. Many girls and faculty women may be seen knitting at every assembly, nor is it an uncommon thing for the girls to knit in class.

Miss Ermine Owen, professor of English, and a group of girls working under her leadership, have made and sent to the Italian soldiers 3,500 trench torches. A trench torch is a roll of paper that has been saturated with paraffine. It is about three inches long and an inch in diameter. It will burn for at least an hour, and a soldier may warm his hands over it as well as heat food and drink. The torches were sent to the Italian front for the reason that in that country they have no paraffine to make torches of their own.

War Pedagogy.

When we undertake to teach a man to engage successfully in an enterprise in which he hazards not only his own life but the life of the nation as well, we reach the very essence of necessity for wise and efficient methods. From this point of view, it is interesting to note the attempts being made to prepare our soldiers for the crucial conflict.

In the first place, every possible effort is being made in the training of soldiers to have the conditions of training identical with those obtaining at the front. It is not enough that men read about trenches, or even examine photographs of the network of trenches on the European battlefields. They must actually construct trenches and use them. Attacks and counter-attacks are made. Bayonet practice is brought as near the reality as possible, even to the use of a model of the human form to receive the thrusts.

Not only are the conditions expected to be as nearly as possible those of real warfare, but the instruction is expected to be given by those who have actually wielded the grim instruments of carnage on the field of battle. Hence our most experienced men, brought from the battle front, direct the instruction. But even this did not satisfy. Scores of French and English soldiers, scarred and battered in the actual conflict, have been brought to our camps as instructors.

After all such efforts to bring reality into the training, it seemed advisable to those in authority to transport our soldiers to France and to station them in the rear of the fighting armies within the sound of the guns. All this has seemed necessary in order to prepare men for the

performance of very definite and difficult tasks. This is vocational training raised to the n th power, and it may be worth while to observe that it is being given through short unit courses. Nonessentials have been utterly disregarded. In such an undertaking nothing counts except those things that actually help one to do the job at hand.

Thus some of the pedagogical convictions that have come to be held by leading vocational teachers are emphatically indorsed by the teachers of the science and art of warfare and confirmed by the results of these methods of training for efficiency in the soldiery of this country.—*Industrial Arts Magazine*.

Wanted: Teachers of Manual Training.

The demand for teachers of manual training was never so big as it is to-day. The supply has never been smaller since the subject became one of the important branches in the curriculum.

When the war began manual training was being taught, in the big majority of cases, by men of military age. These men have volunteered in large numbers and many have joined the ranks of the national army. More will enter service this spring. The result is a critical situation in regard to the teaching of manual training in the public schools.

The shortage of teachers became apparent in August. The Normal was obliged to tell school authorities at that time that all its manual-training men had been employed. Perhaps half a hundred calls for teachers of the subject came during the fall, and if schoolmen had not heard the supply was exhausted the number would have been much greater.

If the manual-training shops in our schools are not to stand idle, extraordinary steps, befitting a time of war, must be taken. The initiative in taking these steps will rest, in many instances, with the superintendent of schools.

There are two classes of persons who can be utilized at this crisis. One is made up of high-school boys, seniors, who have a maximum of efficiency and reliability for their age and have shown more than average ability in their high-school course in manual training. The other consists of young women who have some knack for plying hammer and saw and other simple tools.

The senior boy of the above description should be permitted to complete his course early this spring, then sent to the Manual Training Normal School at once to take an intensive teachers' course in manual training. He should put in as many hours a week on the subject here as he can reasonably crowd in. He should also remain through the summer school. By fall he would be prepared, not ideally, of course, but in an immediately practical way, to return to his home town to teach manual training, or to go to some other town that had lost its teacher.

The young woman who can hit a nail squarely on the head and drive it in at a blow should take a somewhat similar course at the Normal. She could within a few months fit herself to teach manual training in

the grades. She would be practically assured of a good position, for some cities are already making use of young women in this capacity and many more are going to have to do it.

As already said, it will fall to the superintendent in many instances to see that the able young woman or the qualified senior boy realizes the opportunity for service in this way and becomes interested in the possibilities. If superintendents do not interest these persons in the matter they are pretty certain to find themselves without teachers of manual training in the near future. And this is a time when the nation cannot afford to neglect the training of the hand as well as the mind of its boys and girls.—E. B.

Causes of Misspelling.

Arthur W. Kallom reports, in the *Journal of Educational Psychology* for September, 1917, results of a spelling test given to 993 pupils in three towns near Boston. The purpose of the test was to determine some of the causes of misspelling, and the author in the above-mentioned article reports six causes of misspelling found in these tests:

First: Inability to form an image, either visionary, audile, or motor.

Second: Pronunciation.

Third: Effect of the vowel.

Fourth: Effect of the consonant.

Fifth: Silent letter.

Sixth: Length of the word.

In discussing the inability to form an image the author says: "Correct reading of words depends upon a correct image coördinated with correct motor control." Ordinarily our methods do not take advantage of sense training. And the disturbing parts of a word should always be impressed on the mind of the child at the first meeting with the word.

In discussing the problem of pronunciation the author speaks of the difficulty of teaching correct spelling to a child who mispronounces his words. Pronunciation enters into the spelling lesson when a new word arises which has not entered the experience of the child. The pupil determining unaided the pronunciation of a word, or by the poor articulation of another, invariably makes errors in spelling.

The vowel plays a very important part in the misspelling of words, due to the many sounds that any vowel may have. Such words as *bureau*, *bicycle*, *especially*, *occurrences*, are the type of words causing much trouble.

The effect of the consonant when doubled causes much trouble in spelling; in such words as *misspell* and *parallel*, for instance.

Such words as *handkerchief*, *column*, *knead*, *mortgage* and *autumn* illustrate the difficulty of the silent letter in spelling.

Long words are difficult to spell because of the difficulty of obtaining an image of the word as a whole. It is impossible to visualize more than four or five objects at a time. In a long word emphasis should be placed on the middle of the word, providing there is no inherent difficulty in the first part.

Articles Worth Reading.

"Going to School in Iowa in 1871," Hamlin Garland, in December *Educational Review*, quoted from Mr. Garland's book "A Son of the Middle Border," shows most interestingly the importance of literature the child feeds on.

"Proving Teachers in Service," Ony Bronsky, December, *Educational Review*. A stimulating paper for both superintendent and teacher.

"If I Were Twenty-one," Dr. Frank Crane, *American Magazine*, December.

"College Trades and Success in Life," L. Beireo, *Educational Review*, November.

"Every Man's Natural Desire to be Somebody Else," Crothers, November, *Atlantic Monthly*.

Would you watch "Our Boys" marching through London? Then read "Solemn-looking Blokes," *Century Magazine*, December 17, page 161. Feel the tragedy in the *tramp, tramp, tramp, tramp*. Note the young crusader, page 162, second column.

Book Reviews.

Elementary Social Science, by Frank M. Leavitt and Edith Brown, published by The Macmillan Co.

This is the first book to bring the elementary facts of social science together and present them in practical form for boys of the intermediate school period of development. It takes the everyday subjects of land, labor, capital, management and business, also poverty, education, ignorance, disease and crime, and presents them in a way that is interesting to boys and leads them on toward an understanding of some of the biggest problems this nation and the whole world has to face and solve in the future.

Illustrative Handwork for Elementary School Subjects, by Ella Victoria Dobbs, published by The Macmillan Co.

Miss Dobbs has frankly accepted the point of view that handwork in the elementary school should function both as subject and as method. She accepts this dual purpose and says that both types of work are essential in a well-rounded course of study, but cannot be taught by the same method or at the same time. She then proceeds to prove that handwork can be used profitably (1) as a method of study, (2) as a method of recitation, and (3) that it is practical under ordinary school conditions.

The Football Record.

Starting with but one "letter" man, the Manual Training Normal's football players won four games last fall, tied two, and lost three. S. M. T. N. is proud of the group of new players that could make a record like this. One man was awarded a place on the all-state team. He was John A. Fleming, guard. Both Cochran, of the *Kansas City Journal*, and Vincent, of the *Wichita Beacon*, assigned him this place. Captain John Lance, playing full back, was given a place on the third all-state team. Smith, Ellis, Spurgeon, Talbert and Phillips were given honorable mention.

This is the record of the season's games, with the Manual Normal's score stated first:

Emporia Normal at Emporia, October 5.....	0—24
Friends University at Pittsburg, October 12.....	13— 3
Henry Kendall College at Tulsa, October 20.....	0— 0
Drury College at Springfield, October 27.....	6—16
Warrensburg Normal at Warrensburg, November 2.....	33—10
Ottawa University at Ottawa, November 9.....	12—12
Bethany College at Pittsburg, November 16.....	0—17
Midland College at Atchison, November 23.....	6— 0
Southwestern College at Pittsburg, November 29.....	13— 6

The men to whom M's were granted because they played at least three halves in three games were as follows: Harold Bowman, Altamont, left tackle; Lyle Doughman, Altamont, left guard; Vernon Ellis, Iola, left end; J. A. Fleming, Iola, guard and tackle; Paul Grabske, Kansas City, Kan., center; L. C. Hill, Ottawa, right guard; Ralph Hinkle, Peru, center and guard; Richard M. Johnson, Eureka, half back; John Lance, Pittsburg, full back and center; W. E. Phillips, Lamont, Okla., quarter back; Lowell Smith, Independence, left end; Roy Scott, Greenleaf, half back; H. B. Sturgeon, Eureka, right half; Tristian Spurgeon, Kansas City, Kan., left half and full back; Howard Talbert, Pittsburg, left half.

Lance was the only man left from last year's players, the most of the others having joined the army or navy, and the rest teaching. A squad had to be built from the ground up. Coach R. O. Courtright was equal to the task imposed upon him. He drew much praise through the season for the manner in which he made a team out of raw material. The showing would have been still better had not several of the men, Sturgeon, Talbert, Lance and Grabske, been laid up with injuries, and others sorely afflicted with boils that handicapped them immensely.

Lowell Smith was elected captain for 1918 at the banquet at which the M's were presented. Smith was a member of the squad two years before winning his place on the 'varsity squad.

Much good material is available for a track team this semester. Work began immediately after the holidays. An indoor meet will be followed by several outdoor events, the season culminating in the state meet at Emporia.

Alumni.

Mr. and Mrs. Elmer Ryals, who formerly taught at Copan, Okla., are now in Kansas City, where he is a student in the Baptist theological seminary. Mr. Ryals has already been ordained as a Baptist minister.

Hazel Thompson is teaching domestic science in Haskell Institute at Lawrence. She is on duty twelve months in the year unless she secures a leave of absence. She reports that she likes her work very much. Hazel has almost completed the work required for a degree and will probably take it in the University of Kansas.

Ruby Caffey is teaching domestic science in the Pittsburg high school.

Salina Oliver is instructor in music in the Webb City, Mo., high school.

Don Sloan is music supervisor in the Girard schools. He went there from Cherokee, Kan., where he taught music and manual training. Mrs. Sloan, who was formerly Helen Hayes, organized the Camp Fire Girls while they were at Cherokee, and both of them did much for the social life of the boys and girls of that city.

Mrs. J. W. Twenty, who was formerly Patrea Newcomer, lives at Baxter Springs, Kan., where Mr. Twenty is superintendent of schools.

Miss Elsie Waddle, who gave much attention to expression and dramatic art while in school here, is studying the same subjects in Baker University this year.

Lucille Bailey is teaching at Joplin. She was in the Webb City schools last year.

Ellen Cloyd is now Mrs. George Kirkpatrick and lives in Pittsburg. Mr. and Mrs. Kirkpatrick were married last winter. He is an Emporia alumnus.

C. C. Beezley, who was teaching manual training in the junior high school at El Paso, Tex., resigned in December to take a similar position in Wichita.

An ordinary compound microscope is easily turned into an effective projectoscope by the use of a reading glass, *i. e.*, a double convex lens. The reading glass is merely supported in the sunlight in such a position that the converging pencil of light it forms is reflected through the microscope by means of the mirrors at its base. The image of the slide, highly magnified and clear, may then be caught on any white screen. The nearer the screen is to the microscope the brighter is the image but the less is its magnification. This device will be found convenient in any biology laboratory that can be partly darkened. The only point to which care must be given is not to let the heat of the sunlight melt the slide. This may be avoided by exposing the slide only a few moments at a time.

If you encounter a knotty point, or are working against the grain, refer the trouble to the S. M. T. N., and your letter will be referred to the proper department for the answer.