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The Techne, Vol. 2, No. 4: State Manual Training Normal

State Manual Training Normal School

THE TECHNE

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

THE BIG IDEA.

By DR. FRANK CRANE.

WHEN Douglas Fairbanks went to Richard Mansfield, told him he wanted to be an actor, and asked him for advice, Mansfield counselled him to go home and "develop himself," to learn all sorts of things.

"If you want to be successful," he added, "and are thrown into the world of big things, with men who have succeeded in other fields of endeavor, you will be able to SPEAK THEIR LANGUAGE."

Knowledge is the language of the Hundredth Man.

Ignorance embarrasses you, shames you, makes you tongue-tied and awkward.

There is no Royal Road to Knowledge.

You cannot learn its language in a week, nor a month, nor by four years in school, nor by any other spurt of effort.

There is just one Big Idea you must get, if you would take your place among the worth-while people.

It is: "LEARN ONE THING EVERY DAY."

That is the old, smooth, straight turnpike that leads directly to your goal.—*Extract.*

"Count that day lost when you have learned nothing new."

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PITTSBURG, KANSAS

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THE TECHNE

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

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STAFF.

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

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

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

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

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Dear Fellow Teachers: SEPTEMBER 19, 1919.

The State Manual Training Normal is in its first week of the new year with a splendid enrollment. Our new Science Hall and Auditorium have been completed, and the new equipment is nearly all installed. The friends of the S. M. T. N. can be justly proud of this beautiful and spacious building. The whole building is such as to lend dignity to any institution in Kansas. The southeast division of the State Teacher's Association will assemble at Pittsburg, November 6, 7 and 8. The entire institution will be thrown open to the comfort and convenience of the four or five thousand who will attend this meeting. The president and faculty of S. M. T. N. are entertaining most pleasant anticipation of this meeting and reunion.

We extend to you as fellow teachers our best wishes for a most prosperous school year.

W. A. BRANDENBURG,
President.

In Memoriam

S. M. T. N.

Defenders of Civilization, 1917-1919

"Gone West"

Clyde Burdick
Fred Behrhorst
Ben Fuller
John Coonrod
Norman Cullen
Robert Graham
Sherman Jeffers
Albert Newman
John Randolph
William Schauer
Bryan Burnett
Louis Carmel
Glenn E. Gill
Floyd Hayden
Ernest Kubler
Guy Pawling
Roy Rhoades
William Strasser
William Swan

"He died to make men holy."
They died to make men free.

The Firefly's Light.

W. E. RINGLE, Department of Biology, S. M. T. N.

"What kind of a lantern does the lightning bug carry, and how does it light it?"

This is a question that nearly every child who has ever engaged in the sport of catching "lightning bugs" has asked himself. The explanations children formulate in answer to the question doubtless would often be highly amusing in their naive disregard of scientific probability. But the scientist himself has had only partial success in finding an explanation for the phenomenon. What he has learned may be stated briefly.

In the firefly's abdomen is a special organ for the production of light. This organ is penetrated by a number of minute air tubes, called tracheæ, and is also connected with the rest of the body by nerves. The cells of the organ secrete a peculiar substance, called a "photogenic substance," because it is capable of producing light.

Just what this substance consists of is still a mystery to the chemists. It has so far succeeded in eluding their skill in analysis. It was once believed that phosphorus was an important part of it, but that theory has long since been exploded. But this much is certain about the substance —in order for it to emit light it must be moistened with water and come in contact with oxygen.

It is probable that the luminous organ always keeps the photogenic substance well supplied with water. Light is emitted, then, whenever the firefly draws air into the organ through the air tubes. The insect evidently controls its intermittent flashing by means of its breathing apparatus and the nerve connections with the organ.

If the luminous tissues from several fireflies be dried rapidly and ground up, the powder will preserve its light-giving properties for an indefinite period. All that is necessary to make it glow is to moisten it while it is exposed to the air.

These curious insects often make light the early darkness of a summer night. Who has not, in walking down a lonely country road, felt just a little more comfortable because the fireflies were there and doing their best to light the way? The shadows cease to be oppressive; they become an effective background for the hundreds of tiny outbursts of light.

For the greater part of the time the firefly's light is merely a faint glow. But at intervals of a few seconds it flashes out with marked intensity. Although both sexes of the insect are luminous, the male carries the more brilliant lamp. The flash of the female is, however, of longer duration.

THEY HAVE A SIGNAL SYSTEM.

The males of some species signal their mates by a double flash, *i. e.*, by two flashes in quick succession. After a brief interval the double flash is repeated. The female answers with one flash. In other species the

male's signal is one short flash and the female's reply a longer one. The female of this species is wingless.

A chief purpose of the firefly's light, it seems, is to attract the sexes to each other and lead to their mating. This theory finds support in the fact that fireflies in captivity soon cease to flash.

The firefly is said by some naturalists to possess the most efficient light-making apparatus in all nature, not even man's inventions being excepted. In other words, it produces a greater amount of light in proportion to the effort expended than do any other luminous animals or the machines man has made.

Although men know how to make lights of dazzling brilliancy, they use up a large amount of fuel in making them, and even then the greater part of the energy produced is lost as heat and other invisible vibrations. Nature, as represented in the firefly, is fifty times as efficient. So far as scientists have been able to observe, she, in this little insect, makes light without heat.

In tropical America the firefly often becomes a jewel for evening wear. A dusky belle who wishes a brilliant for her hair merely imprisons one of the insects under her hair net.

Cuban women like to wear the cucujo thus at the opera. This is a large beetle with two great, shining oval spots like eyes on its body. Sometimes two cucujos are tethered with gold chains to the bodice of a ball gown. The steady glow of the spots gradually intensifies with the rhythm of the dance until there seem to be on the dancer's gown four great jewels sparkling in a maze of light.

A large number of incaged fireflies sometimes serves for a lantern. There is to be seen, in the National Museum at Washington, a much-perforated cocoanut shell that came from a tropical country, where it was the body of such a lantern. Enough light to read by may be had in this way.

The glowworm is nearly as celebrated for its power of shining in the dark as is the firefly. But to speak of it as another kind of insect is incorrect, for it is only one form of the firefly. There are, in general, two kinds of glowworms—first, those that are merely young fireflies still in the larva stage, and second, those that are the females of certain species whose males always have wings.

From the beginning to the end of its existence the glowworm is a shining light. Even the eggs are luminous, the grubs glow brightly, and the full-grown females give off a remarkable amount of light. Some glowworms even produce lights of two colors. Luminous organs at the head emit a reddish light, while the two or three organs in each segment or section of the body shine with a pale-green light.

The tiny animal seems to have the same control over its lamp that men do over electric lights. It can turn it on, make it brighter, or turn it off at will. Gilbert White, a close observer, declares that between eleven and twelve o'clock it puts its light out for the night. The light is not intermittent like the firefly's, but glows steadily. The male, flying about in the free spaces of the air, is therefore never at a loss where

to find his humble mate in the grass—a mate that never knows the delights of aviation.

There is another secret the glowworm possesses—that of anæsthesia. It can administer a nerve-deadening drug, even more deftly than the surgeon administers chloroform. But while the surgeon gives chloroform that his patient may not mind the sharp edge of the knife, the glowworm gives its victim an anæsthetic so it will not mind being devoured. When the worm intends to make a meal off a snail, its favorite meat, it begins by giving the snail a few gentle tweaks with its beak-like fangs. One would almost think it was kissing the snail. But at each tweak there is injected in the animal a minute dose of a virus that soon completely paralyzes it and deprives it of all feeling. The glowworm can then feast at its leisure. The glowworm therefore anticipated man many thousands of years in the art of anæsthesia. The action of its virus, moreover, is less fluctuating and violent than that of the drugs man uses. A snail rescued from a worm will remain paralyzed for nearly two days, but it will then recover its normal state.

IT TAKES A SPONGE BATH.

After a hearty meal the glowworm always takes a sponge bath. It never loses its sponge, for the sponge is a sort of brush that grows on its tail. It is very particular about its bathing, spending much time at it. It curls itself first one way, then the other, so the brush will not miss any part of its body.

The ancient Greeks poetically called the glowworm "the bright-tailed." The common name is somewhat of a misnomer, as a glowworm is not a worm at all. Worms do not have legs, but the glowworm has six. It also has rudimentary wing cases. True worms do not wear a variety of colors, but the glowworm has its dark brown set off with pale pink on the under side of its body, and with two spots of bright red at the rear of each segment.

Fireflies and glowworms are not the only members of the animal kingdom that carry lamps with them. This power of emitting light is, in fact, quite widely distributed. The common screech owl and the white barn owl have sometimes been observed to shine by night. Pliny and other ancient writers mention birds with luminous feathers. Superstitious persons have often, when passing by a swamp at night, hastened their steps when they have seen the mysterious will-o'-the-wisp, a tiny spot of light hovering over the waters and darting among the trees.

These phenomena, however, have another explanation than that for the luminosity of the firefly. Certain bacteria are luminous. These bacteria may grow on the owl's feathers and make it shine. The apparition of the will-o'-the-wisp, it is probable, is due to the fact that some ordinary night-flying insect, becoming infected with these bacteria, glows like a wandering star.

There is, happily, no suggestion of ghostliness about the fireflies. They are nearly as necessary to the perfection of a summer twilight as are the eternal lights above. And as they gleam forth for an instant, to be swallowed up again in the darkness, they remind us how soon we ourselves shall disappear from under the light of the stars.

The Elementary Teacher's Opportunity in Reconstruction: Geography.

EULALIA E. ROSEBERRY, Professor of Geography, S. M. T. N.

The leaders, the statesmen of to-day will be gone to-morrow. These men and women, inspired and exhilarated by the emergencies of war, have accomplished herculean tasks in every field of endeavor. Nothing has been too hard, too uninviting or too commonplace when it was for our boys fighting "over there," or for our boys in camp here, or for the suffering peoples of war-ravaged countries, or for the honor of our own beloved land. To-morrow must have new leaders, must have new statesmen. These men, these women, let us hope, will not have the stimulus of war to act as a spur; will not have the spectacular to goad them on, and, unless the public schools of to-day do their duty, do it thoroughly and do it well, they will not be surrounded by 100,000,000 people with one thought, one aim, one prayer.

The problems that these leaders will have to solve will be as great as the problems of to-day. Almost the whole world has become a desert with the United States an oasis of happiness and prosperity—prosperity greater than our wildest dreams ever dared predict. The civilization of other nations will look to us for guidance, just as all Europe looks to us now for money, for food, for technical skill, and for manufactures and markets. The immediate need is being supplied adequately and well, but more than one generation will pass before we may hope in any measure to have reached an orderly arrangement in questions of moral code, social adjustment, political realignment, religious observance, creedal forms and international responsibilities and relationships.

The men and women who will become the leaders must be men and women of broad vision and enlightened minds, in whom the spirit of co-operation is a part of their very being. They must know that every man is greater than his calling; every people greater than its government; that every dollar should be a symbol for labor on one side and for human welfare on the other; that trade should live not for traders but for world service. If we do not have this type of men and women we may not hope for world peace or for high development in culture and refinement.

Our public schools have the wonderful opportunity to train these men and these women. Of all the children who enter the public schools fewer than one-half ever get to the sixth grade, not more than one-third to the ninth grade, and not more than one-twentieth finish the high school, and a very small percentage go to college. It is obvious then that the common meeting ground must be in the elementary schools, and that large responsibilities and opportunities come to the elementary teacher—responsibilities so great, opportunities so rich that the mere thought of them brings a feeling of awe. The elementary teacher has charge of the education of the boys and girls who are to be the future voters, law-makers and executives, and this at a time when their minds are most plastic and impressionable, and as statistics have shown us, five-sixths

of these boys and girls receive all of their scholastic training in the elementary school. These boys and girls will have absolute control of the country's future. The attitude of the elementary school children of to-day may make or mar our future complementary relationships. If each child's responsibility is brought home to him a foundation is laid for the achievement of an ideal relationship. On the other hand, vainglorious boasting and a patronizing attitude may bring about estranged feeling detrimental to the entire world. It is, then, the elementary teachers' mission to conscientiously set themselves to the task of producing a citizenry keenly in touch with the forces, both national and international, that are making and shaping the world, a citizenry who know and understand the interrelations of the earth and humanity and the reactions of people to their physical and social environment. The only open door to this knowledge for the great mass of people is through geography, and that must be in our elementary schools if five-sixths of our people are to receive any of it.

The world is more than ready for geography. The war has not only proven its worth and necessity, but has turned the eyes of all the people toward it. The newspapers and the magazines are full of it, even to the extent of printing and explaining maps. The public mind never has been so favorably disposed toward the study of it as to-day. It is the teacher who must wake up and "strike while the iron is hot."

Even in the primary grades, beginning with the lowest, the children may be impressed with the dignity of labor and the interdependence of man in the informal discussions of home industries. Any child old enough to go to school can have some comprehension as to the number of people who have contributed to a simple breakfast of oatmeal, cream, sugar and fruit, or the number of people necessary to produce the materials and build a house. There is really no limit to this game when it is once started, and it is so easy to give a wholesome respect for the people who so serve us and some idea of the nobility of the service. In teaching the communal home life of the Eskimo and Hopi Indians, or any primitive peoples, the relations of effects and causes in climatic conditions and physical environs may be brought out in such a manner that the child may have not only a sympathetic understanding of the peoples, but some notions of their dependence upon nature. The way may be paved here for prevention of race and national prejudice.

The foundation carefully laid in the primary grades must be as carefully built upon as the child approaches and enters the realm of formal geography. (I sometimes wish there were no formal geography; there is so much danger of the formality beginning and ending the course—but what would the poor teacher do?)

In every region studied, the value of the resources, not only to that region alone but to the entire world, should be brought out. Problems of conservation as well as problems of production should be discussed, emphasizing the fact that in order to support the future generations natural resources must be used efficiently and without waste. Particular stress should be placed on the proper use of minerals, grass lands, timber lands, increasing, and, where possible, creating production. They must be made

to know that it is individual peoples who are responsible for use and misuse of resources; that our common wealth must be made to serve humanity in the best way possible.

In studies of each and every people, not only their customs, industries, religions and governments should be discussed, but the physical environs that have brought about these customs, industries, religions and governments. Great care must be taken here, as well as in the primary grades, to prevent prejudiced opinions from being formed, for once the opinion is formed the mind is no longer open to unbiased judgment.

If the citizen of to-morrow can leave the elementary school with an idea of the geographical forces underlying social, economic and political conditions; a knowledge of the more important facts concerning the resources of their own and other lands, and how these may be most wisely handled so as to give the greatest good to the greatest number of people; an appreciation of fellow peoples and fellow lands; a feeling of personal responsibility in all public questions; a vital interest for the common good in all national and international problems, with the spirit "America first" only because she is ours and we are hers, may we not hope for a greater coöperation than we have ever had in this wonderful democracy and in the world.

Albert Perry Brigham says: "It does not seem a presumptuous hope that geography, setting forth faithfully the story of earth and man, may help to make cosmopolitan the hundred millions of American citizens and plant the American kind of freedom in all lands."

What is Poetry?*

WILLIAM HAZLITT (1817).

The best general notion which I can give of poetry is that it is the natural impression of any object or event, by its vividness exciting an involuntary movement of imagination and passion, and producing, by sympathy, a certain modulation of the voice or sounds expressing it. Poetry is the universal language which the heart holds with Nature and itself. He who has a contempt for poetry cannot have much respect for himself or for anything else. It is not a mere frivolous accomplishment; it has been the study and delight of mankind in all ages.

Nor is it found only in books; wherever there is a sense of beauty, or power, or harmony, as in a wave of the sea or in the growth of a flower, there is poetry in its birth. It is not a branch of authorship; it is the "stuff of which life is made." The rest is "mere oblivion," for all that is worth remembering in life is the poetry of it. If poetry is a dream, the business of life is much the same. If it is a fiction, made up of what we wish things to be, and fancy that they are because we wish them so, there is no other or better reality.

The light of poetry is not only a direct, but also a reflected light, that, while it shows us the object, throws a sparkling radiance on all around

* The World's Greatest Books. (Reprinted by permission of publishers.)

it; the flame of the passions communicated to the imagination reveals to us, as with a flash of lightning, the inmost recesses of thought, and penetrates our whole being. Poetry represents forms chiefly as they suggest other forms; feelings, as they suggest forms, or other feelings. Poetry puts a spirit of life and motion into the universe. It describes the flowing, not the fixed. The poetical impression of any object is that uneasy, exquisite sense of beauty or power that cannot be contained within itself, that is impatient of all limit;—as flame bends to flame—strives to link itself to some other image of kindred beauty or grandeur, to enshrine itself, as it were, in the highest forms of fancy, and to relieve the aching sense of pleasure by expressing it in the boldest manner and by the most striking examples of the same quality in other instances.

As in describing natural objects poetry impregnates sensible impressions with the forms of fancy, so it describes the feelings of pleasure or pain by blending them with the strongest movements of passion and the most striking forms of nature. Tragic poetry, which is the most impassioned species of it, strives to carry on the feeling to the utmost point of sublimity or pathos by all the force of comparison or contrast, loses the sense of present suffering in the imaginary exaggeration of it, exhausts the terror or pity by an unlimited indulgence of it, and lifts us from the depths of woe to the highest contemplations of human life.

The use and end of poetry, "both at the first and now, was and is to hold the mirror up to nature," seen through the medium of passion and imagination, not divested of that medium by means of literal truth or abstract reason. Those who would dispel the illusions of imagination, to give us their drab-colored creation in their stead, are not very wise. It cannot be concealed, however, that the progress of knowledge and refinement has a tendency to clip the wings of poetry. The province of the imagination is principally visionary, the unknown and undefined; we can only fancy what we do not know. There can never be another Jacob's dream. Since that time the heavens have gone farther off, and grown astronomical.

Poetry combines the ordinary use of language with musical expression. As there are certain sounds that excite certain movements, and the song and dance go together, so there are, no doubt, certain thoughts that lead to certain tones of voice, or modulations of sound. The jerks, the breaks, the inequalities and harshness of prose are fatal to the flow of a poetical imagination, as a jolting road disturbs the reverie of an absent-minded man. But poetry makes these odds all even. The musical in sound is the sustained and continuous; the musical in thought is the sustained and continuous also. An excuse may be made for rhyme in the same manner.—*Extract.*

Dramatization for the Intermediate Grades.

BESSIE M. HAYDEN, Critic Teacher, Training School, State Manual Training Normal.

In the primary grades dramatization has a recognized place in the daily program. The children play the stories which are told or read, for an experienced primary teacher knows that the starting point in education is in the natural instincts of the children. But as we pass to the

intermediate grades the tendency is to put too much stress on the formal elements of instruction and neglect somewhat the natural approach used in the primary school. Thus we fail to use one of the most important activities that we might call to our aid in the teaching of reading and literature. There is something in the dramatic interest of the primary pupil which should be carried over into the higher grades.

Modern psychology teaches that there is no impression without expression; that ideas tend to pass over into action; that no experience is complete without both the sensory and the motor side. It is because of these principles that the dramatic instinct of children may be used to great advantage in making real work in literature, history or any subject based on human conduct.

In much of the literature for children this impulse toward action is the basis of the appreciation of the selection. It is a means by which children may make the ideal situations of literature over into their own experience. Any means which invites and even impels children to enter this storehouse of human experience should be carefully nurtured. It should be guided and conserved, and not cramped, discouraged and finally dissipated, as is so often the result in children who leave the elementary school.

Dramatizing a story puts up a real situation to the children. They have actors and they have an audience. This social situation is one of the strongest appeals to children for natural expression suiting the conditions of the story. The pupils become critical of the efforts of their classmates, and so begin to set up standards of expression for themselves, which they would never get by precept from a teacher. They can tell why one part is especially good, or get up and show how another part might be improved. Here interest and effort join hands, and there is a closeness of study, to be able to interpret the thought of the author in word and action, that is not given when merely reading or formally reproducing literature and history. Children are good judges, and rarely miss the true interpretation of the one who has gotten into the spirit of the story.

No stronger motive can be offered children than to study a selection for the purpose of playing it. They will be carried along by what Bagley called the swing of interest, and overcome mechanical difficulties eagerly. They will not think of words as long and difficult, but as nessessary to the understanding of the relations in the story. In this way the vocabularies of children grow. Words read belong more or less to the children, but words read and then expressed in action are truly a part of their usable vocabularies.

Even when we have material of dramatic value, a real difficulty often presents itself in how to organize the subject matter. Frequently the material is not in dramatic form; that is, the actual words of each character are not given as in conversation. This organization of the material should not be done by the teacher if the class is to get the most value out of the work; yet the children should not be left to struggle along unaided. By talking back and forth in class, children and teacher, they can decide what parts are suitable to play and what the different characters would say in each instance. If the pupils have gotten into the

meaning of the selection in their study they will readily make up the parts, using appropriate *literary* language. When the literature has several dramatic parts the class may in the same way work out what they think best represents the various characters. Getting the parts ready for presentation need not consume an undue share of the school time. Of course, working out the play and criticising it are well worth the time spent for the entire class, but practicing and learning the parts may be done at any time. I have known pupils to remain after school voluntarily or work the parts up at home so they might be ready for performance. A group working on a play may use one part of the room or go into another room, with good results, while other work goes on with the majority of the class.

Sometimes we are deterred from using this life interest children have acting out scenes, because we think elaborate material equipment is needed. Costumes and scenery for dramatization are minor details. As children idealize the situation, so they will idealize the equipment needed. Their imagination will furnish them fairies, wands and gowns for princes as readily as sticks do service for tomahawks and spears. Such equipment as children can and will make for themselves is the most valuable and all that is needed.

We may neglect dramatization because the pupils have passed from the short story and fable of the primary grades, and we think material suitable for upper grades is scarce. In reality there is a rich source of material to draw from, while one becomes familiar with the ability of children along this line.

A sixth grade was studying Greek history and came to the fascinating story of the Trojan War, with its mystical and vivid project of the wooden horse. With their texts, and the aid of other books for fullness of detail concerning Greek life, habits and ideas, the children worked out a coöperative play of five scenes. Story-tellers or readers were used to give continuity to the story.

The primary cause of the war was discovered and portrayed in the beginning scene, where the goddesses made their appeals to Paris, and he presented the golden apple.

In the second scene Menelaus told the Greek chiefs about the theft of Helen, and appealed to them to help avenge the wrong. War on Troy was planned.

The next scene was the challenge and combat between Achilles and Hector outside the walls of Troy.

In the fourth scene Menelaus dared Paris to single combat, and would let none of the other chieftains meet him, since he, Menelaus wished to destroy the source of all their troubles himself.

The closing scene presented the Greek army, with their Trojan prisoners, preparing to return to Greece. Menelaus gave directions for the distribution of the spoils of war and for games and contests in honor of the fallen Greek heroes.

Following are a few other selections which are full of possibilities for the children of the intermediate grades: Andersen's Fairy Tales; Old Stories of the East; The Pied Piper of Hamelin; Adventures of Robin

Hood; Pioneers of the Mississippi Valley; William Tell; Rip Van Winkle; Norse Tales; Adventures of Ulysses; Tales of Colonial Times; Hiawatha; Hawthorne's Daffy Downdilly and other tales; King Arthur Stories; Bird's Christmas Carol; Finding a Home—Kate Douglas Wiggin; Scenes from Ann of Green Gables; Hans Brinker.

TECHNIX.

Judge Not.

"What looks to thy dim eye to be a stain,
In God's pure light may be a scar,
Brought from some well-won battle field,
Where *thou* wouldst only faint and yield."—M. H.

Are there still schools which have, on Friday afternoon, an old-fashioned "ciphering match"? We hope so.—E.

Maybe the students would grow faster mentally if they had less hand feeding from the faculty. In the college of agriculture it has been proved that hand-fed pigs grow slower than self-fed ones. "Self-feeding," say the ags, "takes less labor, produces greater daily gain and greater daily feed consumption, though hand feeding gives more even finish and less digestive troubles."

The lesson might well be deeply considered, at this time when short circuits in thought are breaking through between the faculty and the American Federation of Labor.—*University of Illinois Alumni Quarterly.*

It takes a skillful teacher to frame fair examination questions that the pupils may answer honestly with the book open before them.—E.

A Family's "College Fund."

From "Ten Lessons in Thrift," by Thomas E. Sanders (Thrift Publishing Company).

One father places a dollar the first of each month to the credit of each of his children. This is known as their college fund and is dedicated to their college expense when they are ready to go to college. If the child does not go to college when grown, the fund is to become his at the age of twenty-five, to help start him in business. Whenever a fund of $100 accumulates to the credit of any child, that amount is withdrawn and invested in a street-improvement bond. The interest is then placed in the savings bank each six months to hasten the accumulation of the next hundred. Each child will have a good start toward his college fund by the time he is ready to go. The child trained by such habits is sure to find a way of making the balance during his college course or have but a small debt to repay by the time he graduates.

What Should be Expected, in English, of Eighth-Grade Pupils.

ERMINE OWEN, M. A., English, S. M. T. N.

Having been asked for the expression of an opinion as to what should be expected, in English, of pupils leaving the eighth grade, I submit the following:

1. Pupils leave the eighth grade, on an average, at the age of fourteen. This means that they have had eight years of schooling, in which they have been constantly using their mother tongue—writing it, speaking it, under the supervision, from time to time, of many different teachers. During this period why have they not learned to spell such words as they themselves use to express their thoughts—such words of common usage as *separate, lose, until, too, government, pursuit, beginning?*

2. They should be able to read; that is, be able to get the thought from the printed page—not of Bacon's or Carlyle's essays, nor Burke's "Concilliation," but the printed pages of their textbooks, to read them understandingly. The first time one of your pupils says "I don't know," when called on for the content of his history or civil government lesson, ask him to open the book at a certain page, but not one of the regular lesson. When he has taken his seat you will no longer wonder why he said "I don't know." Something more than a year ago I handed a newspaper to a member of one of my classes, asking him to rise and read aloud a paragraph I had marked. When he had finished I asked the entire class of thirty-five students to rise. I said, "Those who could not, if called upon, give the principal thought or substance of that paragraph, may be seated." The entire class went down. I passed the paragraph to a second pupil and repeated the experiment; one girl remained standing. At the close of a third reading several pupils stood. At the fourth effort about one-half of the class expressed a willingness to attempt a reproduction of the thought. The slow response to this experiment was not due to mental stupidity on the part of the pupils; it was, rather, the inarticulate, indistinct, lifeless, stumbling, mumbling attempts at the reading of the paragraph which obscured the thought. I passed each pupil a sheet of paper and said: "Now I shall read a paragraph; when I have finished we shall see how much of the thought you can write in two minutes' time." From the thirty-five pupils I took up not less than fifteen papers that contained some reproduction of every important item in the paragraph. Question: Why can't our pupils *read?* Whose fault is it?

3. Children should learn the meaning of the words used in their textbook—should know the meaning of those words and how to spell them when they have finished the textbook. How else can they know the textbook? Not long since, I tested a class in grammar. They "had been through the book." They knew almost no grammar. None of them could give the meaning of *conjugation, indicative, imperative, passive, abstract, finite, transitive, infinitive, expletive, complement, predicate.* I had them write the words. A majority of them were misspelled by a large number of the class. Yet these words were constantly used in the months during which the class were "going through the book."

4. Children who have gone to school for eight years should be able to speak simple, respectable English—not college-professor English or John Ruskin English, but simple English, grammatically decent and properly pronounced; should be able to stand on their feet and tell a simple story in reasonably articulate English, without stringing their sentences together with *and, so, and so,* or using such common errors as *I taken, he sit down, we was, I seen, them girls, I had went, they was a man, he laid down, a beggar setting by the roadside*

5. Pupils having finished the eighth grade should be able to write in fairly correct English a plain, grammatical account of anything they have seen, heard, enjoyed, and they should have learned the simpler uses of the comma, and where to place periods, interrogation and exclamation points.

6. They should be able to copy from dictation a passage of simple prose, and to copy a stanza of poetry *like* poetry. Ask the average pupil to copy a stanza of poetry; he will hand it to you in the form of a prose paragraph.

7. By the time the pupil has passed from the eighth grade he should be manifesting an interest in current events, should have acquired the habit of reading the newspaper, the magazine. How a manifestation of interest in what is going on in the world brightens the general aspect of a young boy or girl! Teachers can stimulate this phase of an education by taking from the recitation now and then a few minutes to ask for the latest news from Washington, Berlin, Paris, Rome, or by herself bringing some important event to the attention of the children. Such a course gives variety to the work; relieves the ordinary monotony of the average school day. And we all know how welcome is any change from the steady beat of the regular routine.

Why Kansas Should Have the County Unit for School Organization.

1. It will bring to every country boy and girl his educational rights—longer school term, better teachers, better buildings.

2. It substitutes a board of from five to seven citizens to select the teachers, purchase supplies, repair and erect school buildings for the district boards. Supplies being bought for the entire county cost less.

3. The county superintendent is chosen by the county board because a professional fitness, as in cities, and a salary paid commensurate with the important duties of this office.

4. Since it requires expert training to select teachers, the county superintendent nominates the teachers, as city superintendents now do.

5. Rural teachers are paid as large or better salaries than city teachers, because their work requires superior training, and hence better teachers are attracted to the country and good teachers remain.

6. It has been tried out by a number of states, notably, Maryland, Kentucky, Tennessee, etc., and found much better than the old district system.

7. It puts the rural schools more nearly on the same level of efficiency as are city schools. Cities do not have separate boards for separate buildings.

8. School taxes for every rural district are the same, thus insuring equality.

9. It breaks up local-mindedness and widens the interest of every community in other people.

10. In the opinion of experts who have studied this question all over the United States, and whose opinion is not influenced in the least by selfish interests, it is the only solution for the rural-school problem. The rural child cannot get his rights; the rural school cannot come back to its one-time place of influence until the county is made the unit of educational organization.

War Taught Saving Habit.

One of the things which this country will bring out of the war is an increased interest in securities by people who never before considered such investment. The small investor formerly thought of bonds and stocks only in terms of thousands, wholly beyond his reach, and as entirely belonging to banks and men of wealth. The war savings stamps and the government bonds of $50 denomination up have not only encouraged thrift, but have opened the eyes of the multitude to the fact that to be a bond owner does not require a king's ransom. Now we have some 20 million bondholders, and where formerly only one person in seven was thrifty, now five out of every seven are savers. We do not measure up to the stern thriftiness of the French, who by extreme economy paid off the war indemnity which the Franco-Prussian war occasioned, in an incredibly short time. But proportionately we have made a good start, for we have from the beginning been a nation of wholesale wasters because our resources of every kind were so enormous. Some were even ashamed to save, and thought it smart to spend lavishly as fast as they earned. This condition permeated the entire land. We may well take genuine pride in a good start on the road to sound common sense and thrift. The very act of saving increases self-respect. The flowery speeches of a thousand orators in more than a century are forgotten, while these words of wisdom by Benjamin Franklin live on:

"Save a little of thy income, and thy hide-bound pocket will soon begin to thrive and thou wilt never cry again with an empty stomach; neither will creditors insult thee, nor want oppress, nor hunger bite, nor will nakedness freeze thee. The whole hemisphere will shine brighter, and pleasure spring up in every corner of thy heart.

"Remember that money is of a prolific, generating nature. Money can beget money, and its offspring can beget more, and so on. Five shillings turned is six, turned again it is seven and threepence, and so on till it becomes one hundred pounds."

Time was when good bonds were issued chiefly in denominations of $1,000, with an occasional small proportion of $500 units. To the beginner the time required to save enough to buy one bond was so long he was discouraged in even making the attempt. Now excellent securities of all kinds can be had in $100 units, which increases the number of possible buyers by thousands. Once more the frequent caution: Before buying or exchanging be sure to consult a good banker and so avoid losses.—*Popular Mechanics.*