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# THE TECHNE

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

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## An Ideal

**WE** MUST train our students to think clearly: to see facts as they are, to be broad and tolerant from the study of past experience, profound from communion with the thoughts of great men, and thereby to distinguish the superficial or ephemeral from the fundamental and enduring. This is the true meaning of the humanities—the study of what man has thought and done, not excluding what he is thinking and doing at the present time. — *President Lowell, Harvard University.*



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STATE MANUAL TRAINING NORMAL  
PITTSBURG, KANSAS

VOL. 3

No. 2

8-2557

# THE TECHNE

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

VOL. 3

MARCH, 1920

No. 2

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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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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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8-2557

## Socializing the Rural School.

ELIZABETH SPENCER, County Superintendent, Woodson County.

If the education of a child is to be of the most value to the community, to the state, to the nation, to the world, he must be early lined up to work with those units.

Realizing the necessity of bridging the gap between the school and the surrounding life, the rural teachers in 1915 asked the directors of the Woodson County Stock Show if the rural schools might put on an exhibit.

A pavilion in Lincoln park, adjoining the stock show grounds, was granted, and the stock show offered two prizes of five dollars each. One prize was offered to the school bringing "the best collection of grains, grasses, fruits and vegetables, raised within the district and collected by the children enrolled in the school." The other prize was for the school bringing "The best collection (at least ten varieties) of things made at home or at school by the children enrolled in the school—the collection to include sewing, cooking, drawing, whittling, writing, maps, compositions—anything which was work by the children."

A drought the summer of 1916 called off the stock show, but the schools had already planned their exhibits, so the stock show directors granted the schools the use of grounds and buildings and the first Woodson County School Children's Fair was held.

By this time boys' and girls' clubs had been organized in the county and the fine arts hall was devoted to the sewing, gardening, canning, and corn exhibits.

The children's fair, financed by gate receipts, grew until, just as it was about to overflow the buildings on the stock show grounds—barns, fine arts hall, sales pavilion and pig pens (where the children's pets were), a tornado came along and the fair was homeless. The state influenza ban called off the fair of 1918.

This year the stage was set for the biggest fair yet—and there was a big fair in spite of the weather man, who gave roads almost impassable and weather that made on man remark, "Why, when I saw the crowds of children going past in the rain, I thought, 'No one would have come out this kind of a day for a grown people's fair.'"

District after district reported, "Everybody in our district was coming if the weather had been good."

"We sure never would have come in over these roads, but we knew the girls would be so disappointed not to have their canned goods here." Mrs. Brewer was pinning up a banner, "Capper Canning Club," while she talked to Mrs. Deakins, who was arranging Edna's cans in the "Central Mother-Daughter Canning Club" exhibit.

At the same time the exhibit of Edgar, the littlest member of the Garden Club, was being placed. Edgar started out to earn money for a suit—and he earned more than he expected.

All of this was in the armory, in the center of which stood gaily decorated coops with the Union Jack, the Tri-color, and the Star

Spangled Banner floating above them. If you listened you might hear an occasional crow for General Pershing and Lloyd-George, and the rest of the purebred chickens were telling that they were to give their lives for the "fatherless children of France." They had been donated by the little members of the War Savings Poultry Club, successor to the War Savings Broad Club, which in 1918 sent Edith, Harold, and Hale to the International Wheat Show to demonstrate how boys as well as girls could bake war bread.

Because of these donated purebred chickens, one little fatherless French child will be cared for just three months, twenty days, nine hours, and thirty-six minutes.

In the armory, beside the club work, were the exhibits of the Neosho Falls and Toronto schools, mounted specimens of 1918 rural work, and writing from schools supervised by L. H. Hausamuthor of our writing system. Here for an hour Alta Havens, from a supervised school, demonstrated writing, while a normal training and a rural teacher talked with patrons about the way to secure good writing. Alta had sent in specimens of writing all summer that she might earn her "Good Writing Certificate," and it hung with other certificates on the wall.

In the garage, rented for the purpose, were the main exhibits. The garage had been wired and kept lighted all day. Each school had its stall with pennant marking it. Here was the school farm exhibit, or handwork exhibit, or both. Not far from a district exhibit could usually be found some one from the district, for each farm product was marked with the name of the farmer who raised and child who collected it.

In a handwork stall would be found maps of all kinds—product, outline history, even the district map locating farms, silos, meadow and farm lands, roads and schoolhouses. In many stalls hung school-made dolls with from one to nine essays attached (representing work of as many grades), telling why the dollie should get into the health crusade. And eight of our schools have each a good picture on the walls for a "best health essay" from some grade. Nearly every stall had a sand pan—representing all phases of sand-pan work—from the "Dutch Scene" to "The Nations of the World Eating at Uncle Sam's Peace Table."

The office of the garage with its iron bars proved an ideal place for the menagerie. Always you could see a crowd of children watching "Chicken Little," "Peter Rabbit," "The Three Billy Goats Gruff," "Black Beauty," and other childhood friends.

One afternoon a Junior Red Cross float parade called attention to the fact that the aftermath of the war is with us. The county chapter of the Red Cross put on a beautiful float illustrating the home nursing.

Both afternoons there were free Red Cross pictures at the movies. Mr. Nolan testified to the value of the pictures in advertising the peace program when he said, "The crowd was so large Thursday I was afraid something would happen—and it was still larger Friday."

Thursday afternoon Chester Guthrie, former leader of singing at Camp Funston, led the children in song. In the evening he led in community singing, preceded by a tableau and a scene from "Il Trovatore"

put on by local talent. The songs he sung are echoing in school and community meetings.

The regular annual school board meeting was held Friday, the business meeting in the morning, followed by an address by President Brandenburg of the Pittsburg Normal in the afternoon.

At the children's fair in other years, Otis E. Hall has shown boys how to select seed corn; a government man has told us facts it was high time we were knowing; State Rural School Inspector Julia Stone, State Superintendent W. D. Ross, and Governor Capper have addressed us—and Rose school is proud of its standard plate received from the hand of Governor Capper.

Always the children march by schools, and the flag salute is given, and the county songs are sung, and the speaker of the day gives a few minutes to the children before they are dismissed.

Always have the prizes gone to the schools rather than to the individuals—with the exception of money prizes to boys' and girls' club members—but even there the first prize carried with it a picture to the school in which the winner was enrolled. No competitive prizes were given this year for club work, but each member completing the project and exhibiting at the fair received a solid gold club pin, the number of petals to the clover leaf designating the number of years of club work completed. "I will be eighteen in another year," said Millie Guiou, "just time enough to win my four-petal pin before then."

In the hall at Neosho Falls hang, as companion pictures, "Sir Galahad" and "Joan of Arc"; while at Toronto hangs "The Signing of the Declaration of Independence." The town schools dismiss for at least one day of the fair, and the hall pictures were won by competitive registration at the fair.

At Carlisle, in the extreme southwest, floats a large flag; and on the walls at Punkin Kolog, in the extreme northeast, hangs a beautiful "Mt. Vernon," won by having the largest number of miles registered in coming to the fair. West Buffalo and Parallel boast beautiful pictures won by having the largest number of residents of the district registered, for everyone from one month to one hundred years in age must register at the district booth.

There is no compulsion about exhibiting at the fair—nor any certainty of the fair until after the teachers reach their districts in the fall. Two teachers last fall said, in effect, that they did not expect to get into the game until they found it was going to be so great a disappointment to the children not to have their district represented. At a set time word is expected from each teacher as to whether she wants room reserved for her. If twenty schools respond, a good fair can be put on; with less, it would not be attempted. Always there have responded many more schools than enough to put on a good exhibit.

Washington's birthday, or a day near it, is Woodson county patrons' day—the day when everyone in the county is expected to be invited to visit his district school. There is supposed to be some of the children's work on the walls, and a little regular recitation work. Often there is a community dinner with a program following. This year it is hoped

every child in the county will give the salute to the outside flag—our children give the flag pledge that contains the word “allegiance.” It adds much to the school spirit to know that so many children and parents are together on this day.

The “new subject added to the curriculum,” as one editor puts it, the pie supper, is a socializing factor. Many a standard school of the next few years will have, as a part of its equipment, drinking fountain, library, etc., bought with pie-supper money. To such good use is the money raised at pie suppers put that one is almost tempted to advise our “tithers” to spend a part of their tenth for pies. Always is there an accompanying program, and instead of diminishing in favor, the first-of-the-year pie supper is followed by a second. “We got a sectional bookcase with our first money; now we want to get books. What books do we need for a standard school?” “Send me a ten-dollar list of books.” “I am coming to the office to look over the books,” for there are in the office over a hundred books approved by the state for school libraries.

From pie-supper money of last year little Maurice Dubayle and Therese Bernay are being cared for in France; from pie suppers of the current year most of our schools are coming into the Red Cross.

Talk of socializing education—if connecting children up with great thoughts through good books will not connect them up with their fellow men, what will? The well-selected school library will get them to thinking from the first grade up.

“We like history best, but not many like it.” It was one of the twins just beginning history. “I can tell you who the children are who like history,” said his aunt, “those who have had a great many books at home since they were babies.” “Yes, that’s right; there’s Ionia, she likes history, and she has lots of books and knows about all kinds of places.”

And so the “Around the World” series, and “The History Stories of Other Lands,” the beautiful pictures of “The Art-literature” series, and the classic stories of “Reading-literature” books are allowed to be absorbed into the inmost being of the child until they become a part of him, broadening him and giving him a foundation for his life problems.

Some writer years ago said that some people think in communities, some in states, some in nations, but that Cecil Rhodes thought in continents. Books will broaden the mind of the child.

We enter the world movement when we reorganize the Junior Red Cross. No child’s education is complete until he is trained to think of others. We cannot well say, “Here is a great church that is helping those so sorely in need, let us work through it.” A large per cent of our rural children are not in Sabbath school. But we can say, “Here we are, the children of America, and across the waters are the children of Europe with whom we must work in a few years—*must work*, for the ocean has shrunk to less than a day in width. Thousands of those children are no taller than when the war began; thousands of them cannot be persuaded to laugh; we are afraid they will not grow into normal men and women; and yet in a few years they must help us carry on the work of the world. Let us join the Junior Red Cross that we

may help these children whose fathers carried the burden of the war, while not many of our fathers were called from home."

And when 60 per cent of the enrollment money of the Woodson County Junior Red Cross goes to the National Children's Fund, we hope some of it may find its way to the land where Jesus lived when he said, "Inasmuch as ye have done it unto one of the least of these, ye have done it unto me."

When the good ship leaves New York harbor this spring, loaded with toys, gifts from the children of America to "the children who do not laugh," we hope Old Santa will find on it many toys from the Woodson county children.

The Woodson county verse for the year, printed on the children's report cards, we think of as a message from those who will not come back, to the American teachers and pupils—and thinking of it as such gives us strength:

"To you from failing hands we throw  
The torch; be yours to hold it high!  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders Fields."

—John McRae.

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### Good English in the Country School.

BESS M. HAYDEN, Critic Teacher, Training School, S. M. T. N.

There is no elementary school subject that is receiving more attention at present than that of speaking and writing our own language. When we pause to consider the fundamental values of the ability to use one's own language with ease and clearness, we realize that the teaching of English more than deserves the careful investigation being given it. Language is a basic activity not confined to any grade, stage of learning or to schools. It is primarily a mental process and secondarily a matter of speaking and writing. The relation between clear thinking and clear expression is very close. Vague thoughts cannot well be given coherent expression. But the activity of the mind is conditioned by language power. Ability in composition enormously increases the possibilities of thought and feeling by furnishing the vehicle in which the thought and feeling may be carried. It is thus a two-sided art, each side of which reacts upon the other. It involves the development and organization of ideas and the giving to them appropriate expression. From its very nature language is our most important social tool and freedom of expression is ultimately a gauge of one's education.

Language training as regards its values, aims and principles of methods, is no different for the country schools than for the graded schools. The isolation of the country pupils makes this training even more necessary. The country children have fewer social contacts and are apt to be less fluent and free in expressing themselves. Some of the subject matter should have a different point of view. The teacher must not fail to appreciate the environment of the children, else she will fail to use the best material for developing language power. The children



in the country have a wide range of experiences to draw upon for live English. The short time available for recitation precludes doing as much work as is needed, but composition is a subject that children of various ages can work on together with profit. The small groups usually found in the country school make a favorable condition for the individual work necessary in teaching composition.

Hosic sets up the following aims for language teaching in the elementary school:

1. To make the free expression of ideas a pleasure to children.
2. To develop ideas and orderly habits of thinking.
3. To arouse a desire to speak clear, correct English.
4. To aid the individual in overcoming his particular speech faults.

For the elementary school, composition is primarily a means of forming certain important habits. Imitation, largely unconscious, is the chief method of assimilation, particularly with the younger children. Thus the oral language precedes and is the basis for the written forms. The oral language deserves first attention and much more than has been given to it in the past. The child who says, "I aint got none," will write the same form. We speak or write when we wish to communicate, so the first step is to seize or create a situation which calls for speaking or writing. Personal incidents make a strong appeal for the best efforts of children. When children find that they have had an experience that interests others, they desire to tell it. A good example told by the teacher helps children formulate their own incidents. Suggestive titles also show children the possibilities of their own experiences. Current events, book reports and topical recitations in other subjects furnish other valuable material. The reproduced short story or fable of the lower grades will be followed by the longer story of adventure or biography in the intermediate grades. The reproduced story has value in showing organization, but the main process used by the children is memory.

Short original material which must be organized should form the larger part of the oral work. Class criticism, both favorable and unfavorable, needs to follow the oral production. The class should appreciate the especially good sentence and the appropriate word as well as correct a wrong form.

In the past teachers have failed to have pupils write in a pointed, forceful way, partly because too much and too long written work has been demanded. It is certainly not desirable to train children to talk on and on. It is a habit we adults too easily acquire and from which our listeners flee in self-protection. Training in short, pointed oral speech should help keep the written work to the same standard. Less lengthy written work and that of higher quality is desirable. Children should be allowed a first draft so they will write with freedom, but this should be corrected by themselves so they will present to the teacher or classmates their best efforts. The class should be held to apply the forms of good usage which have been taught. A class period where the teacher glances over the papers and hands them back if correction is needed, is valuable for this purpose. Some of most written work should be read to the class for judgment as to content as well as form. Or the class may exchange

papers and criticize purposefully. Points somewhat like the following should be noticed, as they will help build up standards of good expression:

1. How was the paper made interesting?
2. Were the ideas in place?
3. What especially good expressions did you notice?
4. Correct any wrong form.

Occasions for live written work are just as numerous as for oral work. The form of friendly and business letters is valuable for motive. There are many occasions for letter writing in school. Illustrative material for other subjects is needed; schoolmates are ill or move away; notes of thanks and invitations are necessary; information from outside people is desired. Keeping a diary with weekly entries appeals to children in the upper grades. Reports from other studies are needed for charts or booklets. A small newspaper to be read to the entire school monthly furnishes incentives for all lines of writing. All varieties of work are suitable—personal incidents, jokes, book reports, stories, current events, local news and other class work. The newspaper is easily prepared in a country school. The best work of all pupils can be saved and pasted on sheets of paper the size of an ordinary newspaper.

Besides the class criticism of errors as they occur, there must be persistent drill on common errors. The attention must be focused on the right form and there must be repetition of that form until it sounds right to the ear. Variety and zest should be the characteristics of all drills. Concentrate on certain errors at one time. Keep the correct forms posted in a conspicuous place on the board; use them in dictation; test them in sentences; use them on flash cards and in games. When children begin to check themselves and their ears know the right form, progress is being made.

Thus far nothing has been said about grammar, because the effort has been made to discuss the art of language or oral and written composition. Grammar as the science of language has a place later to rationalize forms and make clear the finer distinctions of the English language. Some study of grammar can well be done simultaneously with the language training in the upper grades, but it can never be depended upon to carry the child to the goal of good expression.

Mahoney in his *Standards of English* puts the following goal before the teachers as the minimum essential for the elementary school:

1. To graduate pupils able to talk or recite in an interesting manner for a few minutes, using clean-cut sentences and good enunciation.
2. To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and common grammatical errors.

In the book referred to above, which is one of this year's Reading Circle books, teachers can find the best of help on teaching language. Besides the discussion of the aims, materials and methods, Mr. Mahoney has formulated a course of study, definite, and simple in its demands, grade by grade. The grade outlines are full of concrete material, such as standards of written work for the grade, lists of common errors, suggested topics, lists of commonly misspelled words and suggestions for presenting the work of the class.

## Fundamental Facts in the Teaching of History.

ANNE CASELEY, A. B., Assistant Professor of History, S. M. T. N.

Students are often heard making the remark, "I don't like history." In answer to the question, "Why?" the answer comes more often than not, "Because I can't remember dates." That means that the student has not studied history with any conception of its meaning, but merely attempted to commit to memory a mass of facts and dates without any idea of its content. He can't be blamed for disliking it. The next question to be put to such a student is, "Do you like people?" The answer is invariably, "Of course." Then your comment upon this answer should be, "If you like people, of course you like history, for it is nothing more than the study of people, how they *think, feel* and *act*." Note, history is not merely the surface act, or, as the old historians used to say, a record of acts or facts, but the thoughts and emotions that are back of the act and have caused the act. The act of baptism, for instance, is only the outward and visible sign of the inward emotion. The thing that is interesting is the state of mind that has led up to the act, not the act itself. There is no subject of study so interesting as the study of people. We are all curious about our acquaintances and friends; we criticise and comment upon their acts, often wondering what feeling and thought is back of the act. This curiosity is one of the first instincts of the race and one upon which the advancement of the race is founded. It is the question, "Why?" which a normal child asks continually.

Therefore, the first question a history teacher should ask himself is, How is he to arouse, about the history to be taught, this curiosity in the mind of the student? This is true for any grade, high school, and often college classes. Curiosity aroused must be satisfied. It cannot be aroused by a mass of dry detail to be committed to memory; it must be aroused rather by interesting stories about the way the people to be studied lived, what they looked like, what diversions and pleasures they indulged in. In every case, no matter how ancient the civilization to be studied, make it live and breathe by comparing it with all the things of the same kind we do to-day. If it is a study of the ancient world, the student will be surprised to find many things were done exactly as we do them to-day. An instance of this: In the series of wars Rome carried on with the East, there was a loan called for from the people, a "liberty loan" they called it. They had mass meetings, advertised it at the circus and placarded the town with patriotic appeals. Sounds very much like the last few years in this country. What child could fail to be interested, and to see a living people in that ancient civilization.

With the younger children this curiosity can be aroused in numberless ways—excursions, story-telling, pictures, while probably the thing that makes the most emphatic appeal is "dramatization" of the lesson. This can be simply done with the day's lesson. A child's imagination is so keen, that, taking the pointer from the blackboard, he can ride it around

the room, becoming, for the time being, Paul Revere, to himself and all the other children. It is more elaborately done for special programs. All history is full of events that easily lend themselves to this method, but American history in its pioneer days is peculiarly adapted to it. But here again it is to be noted that these stories are not history any more than the facts and dates alone are history, but rather they are the coloring of history, more or less a means to an end. Fix the child's interest and arouse his curiosity by this means and you can get any amount of hard work from him in acquiring the necessary systematic knowledge of the subject, the end toward which you are aiming.

In the upper grades, this dramatization can still be used and even occasionally still higher. Good pantomimes and tableaux require comparatively little preparation but drive the point effectively.

In the upper grades and high school a good history teacher must also be a constant student of literature. It is impossible to teach history without knowing the fund of stories, poems, novels, which bring out so well and vividly the times and people who are being studied. The history teacher must be full of his subject, interested in people and eager to know and help the child interpret.

In the lower grades, some hand work adds to interest. This gives a foundation of concreteness, which is always a help. Any boy with very little help can make a bow and arrow, wigwam, fort, etc. Any girl can be taught to weave a blanket, make a flag. Later, as the student outgrows this, the making of maps, notebooks, collecting relics, takes its place, adding the force of the concrete to the abstract.

As to the value of dates in history, there is today in the minds of those who think of the subject intelligently only one thing to be said—to learn a mass of dates is of no value, in no sense of the word is it history. However, dates have a very real value as a part of history; they are the sign posts, pointing the way. In a large city one finds his way by streets and numbers, pays no attention to the mass of detail but only to the main streets and numbers of the squares. A student of history, lost in a maze, naturally turns to a guide, or becomes confused and loses interest in the subject. First, the facts and their interpretations are studied in relation to each other, then naturally placed where they belong, often merely placed by the limits of centuries, occasionally by an exact date—not for the date, but that all things may be kept in place and in their proper relation to each other. It is impossible for the mind to assimilate a mass of unrelated, unplaced facts. These particular dates stand out in the present, point back to the past and forward to the future.

Select few dates, learn them thoroughly, associate them carefully and frequently with events of interest surrounding them. For instance, when a student learns that Vicksburg and Gettysburg were fought on the same date, realizing what both meant in the Civil War, and associates them with the birthday of the nation, he will not forget.

In all interesting stories and devices used to obtain and hold the interest of a student, the teacher himself must never once lose sight of the "aim" he has in mind for the student. His facts must be put together and proportioned; then, these same facts be made to live and breathe by being dressed up in the legend, literature and drama surrounding them.

The difference in results between the two ways of presenting the subject is as great as the difference between a skeleton and a living person.

But just what is this aim the teacher is working toward in his history teaching? Is the child to learn history that he may become a good citizen, in order to increase his knowledge, for pleasure, in order to better understand himself and sympathize with others? Yes, all of these in a degree, certainly. One depends upon the other, they go hand in hand. If he obtains "knowledge" from history he will surely enjoy it, understand himself and learn to understand and sympathize more fully with his fellow man.

History, due to the fundamental fact that it deals with people, is the most socializing of all subjects taught. Do we learn from experience? Not everything, but certainly a great deal. History is the experiences of men and women, individually and collectively.

Some important things for the history teacher to keep in mind are:

1. The teacher should be so full of this subject that he is never at a loss for words, stories, illustrations to round out the bald, dead fact and make it a living, breathing realization. The personality of the teacher is a great asset here.

2. The study of history calls upon all the faculties: emotions, memory, reasoning, observation.

3. Do not try to teach too much at once. Remember that your teaching is only one cog in the machine. Let it fit in right. Be sure to know what relation it bears to what has gone before and will come after. From all the mass of material presented you must pick and choose. A few well-chosen, well-connected stories is better than many confused, poorly interpreted ones. First the parts are separated and seen in their simplicity, then gradually put together, so that the student becomes conscious of their unity and continuity, their relationship to each other and to the present.

The teacher should choose his words so that the picture lives. Concrete words, descriptive adjectives, make the past live in the present. The student will gradually come to the conclusion that there are a few eternal, unalterable forces underlying the whole social structure, whether in ancient, medieval or modern times—for example, patriotism and a love of liberty. This will not come in a few lessons, or a year, but gradually, in a well-organized history course extending through the years.

4. One very great danger in the teaching of history is, the teacher knows his subject so thoroughly that he loses sight of the minds with which he is dealing. The student will listen in amazement to this teacher, will admire his grasp of the subject, but look upon it as a sort of magic, impossible for him to obtain. Keep the child with his limited experience, intellectually and emotionally, always in mind.

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The state superintendent of schools of Maine says that 80 schools in the state are closed because of the shortage of teachers, and he predicts that 500 will be closed next fall unless the salaries are raised at the coming town meetings, while many other schools will be taught by inexperienced girls under 20. But even such girls can get better pay in the shops. The moral is painfully obvious.—*Springfield Republican*.

## The Rural Church—What It Has Been, What It Is Now, and What It May Become.

G. W. TROUT, Dean of the College, S. M. T. N.

In discussing this subject there is no intention to criticize or dogmatize with respect to the rural church in the past, at present or in the future. I have had very close personal relationships with the rural church, particularly in Kansas, for thirty-seven years. Thirty-two years ago I became the pastor of a rural church and for twelve years continued in that relationship. I have supplied the pulpits of rural churches through all these years. I have traveled through practically every county in the state and I have seen many rural church buildings; many of them were windowless, doorless and hidden with the rank growth of weeds, briars and bushes, while others were well kept and showed signs of decided service in their respective communities. In so brief an article as this is to be, I can only suggest just a few things bearing upon the rural church as defined in my subject.

The rural church of the past was distinctively a denominational center of religious worship, and while good men and women of other denominational affiliations have lived in the community where these churches were located, they have either held aloof on account of their denominational prejudices, or they have been made to feel that unless they could become members of the denomination maintaining its organization in this community that their services were not especially desirable, and so the field of Christian service and social uplift which might have been occupied by these churches has been greatly neglected. In our own state during the past thirty-five years there has been a tremendous shifting of population. For example, the rural church of which I was pastor from 1887 to 1899 is now standing with doors open, windows knocked out and unused, although it stands in the center of a rural community at least seven and a half miles from the nearest village in one direction and thirteen miles in the other direction. This change has come about in part by the changing of the community population. The farmers who were members of this organization began something like twenty years ago to sell their farms, and after at least fifteen different families who, during the period of a few years, sold their farms and moved from the community, only one family out of all those who bought these farms was actively allied with church work. While this may seem an unusual example, yet this has taken place in hundreds of rural communities in some degree all over the state. I desire that you keep in mind the thought that the rural church of the past has emphasized too much, perhaps, its distinctive denominationalism, but I trust you will not misunderstand me, for while these rural churches may have been actuated by this principle pretty largely, they have wrought a splendid service. My suggestion is that this service might have been greater than it has been, and that a broader vision of the work of the church might have saved many of these now abandoned churches to useful service in the community.

At present there is a tendency to bring together in the community Christian men and women of all denominations, and in some communities to organize a federated church, and where this has been tried some good results have come; but the problem of the rural church to-day is a problem of leadership. We have relied so completely upon the minister as a leader, and we have felt so much that without such a minister little could be done in the religious life of the community, that we have failed to develop a leadership, or to use the leadership which we may have in the community. The rural church of to-day is awakening to its larger field of community service and in some communities in our own state, and in many outside our own state, church buildings are being erected with this larger community idea in view. This all tends, it seems to me, toward what the rural church may become.

My personal convictions are, that our rural churches should become community centers, that the buildings should be so modified or constructed as to serve all phases of community work which has to do with the general uplift of the community as a whole. For example, we should have in our rural community clubs of boys and girls and farmers and farmers' wives and young people, who might feel that they could go to this center and carry on the work of their organization in an efficient manner. I do not think that it is necessary for men and women of profound religious convictions based upon intelligent research to surrender those convictions in order to become a member of the rural church. It seems to me that in the rural community the rural church, as a religious organization, should have some means of bringing together all these men and women for community welfare, and making them to feel their responsibility, and giving them an opportunity to discharge their duties toward the community as a whole. It is not my intention to raise a lot of questions as to the particular dogmas or doctrines held by the various families of the community or the majority of these families, but to impress upon the minds of these communities the importance of this larger religious community service, and to urge that it is the duty of the community to use whatever it may have in its possession to develop a leadership which will maintain and carry on the work of the rural church even in the absence of a pastor.

May I add just a bit of my own personal experience by way of illustration as to what the teacher may do for the religious life of the community? My second term of school was taught in a rural community eight miles from a rural church, and an equal distance from town. Very few of the patrons of my school ever attended church service at the rural church, because they had service only a part of the time and then only once a month, and because the roads were so bad and the distance so great they could not go to the town churches. I suggested to the children to find out if their parents would like to have a Sunday school at the schoolhouse in the afternoon, and I found a most hearty response, and while I had no particular training in the organization or conduct of a Sunday school, I had the "nerve" to call these people together at the schoolhouse to have some kind of Sunday school. I assure you it was not very much like the regular Sunday school of to-day, but it served a

community need. I taught six successive years in that rural community and we carried on our Sunday school, organized our debating clubs, had our regular Arbor Day and Flag Day celebrations as community affairs, and to-day a church stands within two miles of that rural schoolhouse.

My dear fellow teachers, what is your responsibility toward the rural church in its larger community service?

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### The Victrola in the Rural School.

WINONA MOLATCHEY, Music Department, S. M. T. N.

As an educator in music, no one questions the place the victrola occupies. It brings the very best talent of the world not only to the big cities, but to people of the rural districts.

There are very few rural schools to-day that do not own a victrola or graphonola with at least a dozen or more records. If your school does not have one, you cannot do a better or more lasting good than through some channel provide the means of procuring one.

However, the good that may come from the proper use of the victrola is oftener missed than obtained. The machine is too often used as an accompaniment to talking, playing and dancing, or is "set going" at recess to add to the nervous hilarity of the children, or, what is still worse, through ignorance on the part of the person who buys the records, only cheap and inferior music is obtained, and no good can come from listening to it day after day.

Through the proper use of the victrola it is possible to produce a "nation-wide love and understanding of good music," for it is said the capacity to listen properly to music is better proof of musical appreciation than ability to sing or play on an instrument.

Heretofore, public-school music has been limited to the music the pupils themselves could produce, but now with the victrola the possibilities are without limit.

Of course the pupils do not care to listen to classical music at first, anymore than we care for the things we know absolutely nothing about.

By a few explanatory remarks a wonderful interest is aroused, and with frequent repetition, a new idea being suggested each time, a love for good music is soon created. Within a very short time good music will be demanded by the pupils, for, as Theodore Thomas has said, "Popular music is, after all, only familiar music."

With books such as "Listening Lesson in Music," by Fryberger, or "What We Hear in Music," by Anne Shaw Faulkner, published by Victor Talking Machine Co., a knowledge of all the best records is within the reach of every teacher, and with this knowledge and a victrola the good you can do your community is without bounds.

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The Senate has passed the Kenyon Americanization bill, which would require all residents of the United States of 16 to 21 years of age not mentally or physically disqualified, and all alien residents who cannot speak, read or write English, to attend school not less than 200 hours a year. Not less than \$5,000 would be allotted to one state in any one year to carry out the provisions of the bill.



### Manual's Summer Session.

The teacher who permits the present shortage of workers in the profession to lower his standards, either as to preliminary preparation for a better position or as to faithfulness to duty, will make a serious mistake. It is certain that salaries will rise, in fact they are rising, and it is equally certain that standards will rise. Just now nearly anybody who is willing to teach can find a place. But the American people have too much hard sense and are too prosperous to permit this to continue.

Teachers who have an eye out to the future make the most of their summer months. The Manual Training Normal, being primarily a teachers' college, offers a summer-school curriculum especially adapted to their needs, and always employs a corps of extra instructors to take care of the large numbers that throng the campus every summer.

Doubtless the coming summer session, which will begin Monday, June 7, will be the greatest the Manual Normal has ever known. The attendance will not fall much short of 2,000. Now that the splendid new building, Carney Hall, is completed and equipped, classroom space will be for the first time fully ample. During the nine-week term, the new auditorium, one of the best in Kansas, will be used for a number of programs, lectures, etc., planned especially for the summer students.

Dr. W. C. Bagley, of Columbia University, a national authority on school management, will be one of these lecturers. He will probably be with us two days. Manual Normal has also been so fortunate as to secure Dr. Crashaw, of the University of Wisconsin, and Dr. Hugh S. McGill, of the Federal Bureau of Education, for series of addresses. Other treats are also in store for the summer students.

Courses will be offered in practically every subject in which short terms with double hours, are practicable. The work is of the same thorough quality as during the rest of the year. Our three large buildings, Russ Hall, Carney Hall, and Industrial Arts Building, are so spacious and airy that they are a pleasant retreat from the heat of mid-summer.

An additional four-week term will be conducted in August for students who can devote all summer to their studies. Four-hour credit, or a maximum of five by special arrangement, may be earned. This is a genuine opportunity for students who wish to lose as little time as possible before gaining a higher certificate or a degree.

A summer-school bulletin will be mailed upon request.

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The value of standard tests in reading, arithmetic, spelling, geography, history and the writing scales is becoming more and more evident to rural-school teachers. In order to meet this need for standardization the Coöperative Bureau of Educational Research has been established at the State Manual Training Normal School. This bureau is prepared to furnish teachers and superintendents with the Curtis, Thorndyke, Ayers, Monroe, Freeman, Rugg, Gray and other standard tests and scales at a minimum cost.