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THE TECHNE

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

OCTOBER, 1921

IF ANY valiant soul falls, or if his cause perishes, the fact makes only a momentary impression upon us. And yet we know that if a thousand of the most self-denying and self-sacrificing men and women among us should give over their work, a darkness would fall upon the land which no light of learning could disperse. They are necessary to us, they represent the unearned spiritual increment of our lives; but we fail to make any moral contact with them. How many of us, I repeat, know any brave, self-denying, inspiring work with such interest that we should miss it out of our lives if it should fail? Are we not conscious that we are living, for the most part, in the moral commonplace, when the world is full of moral quickenings for us if we knew how to come under their power?—From *"The Unearned Increment in Modern Life,"* William Jewett Tucker.



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THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL 4.

OCTOBER, 1921

No. 8.

EDITORIAL COMMITTEE.

ODELLA NATION.

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ADELA ZOR WOLCOTT.

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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.

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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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Now Is the Time.

ELIZABETH P. MOULTON, Assistant Professor of Biology.

Now is the time when plants and animals are preparing for winter. Many plants are traveling in the form of compact little seeds, like tramps, stealing rides on the fur of animals, or, like boats, traveling on the water. Many seeds are making long voyages through the air, either in the form of miniature balloons, parachutes, monoplanes or biplanes. During the warm spring and summer days green leaves on plants have been manufacturing and storing away food in the roots, stems and seeds. The leaves on deciduous trees are now preparing to fall.

Among the animals preparing for winter, insects are most interesting to watch these autumn days. The larvæ of many moths and butterflies are busily spinning cocoons or making chrysalids. Like "The Girl of the Limberlost," who found marvelous varieties of moths and butterflies in the state of Indiana, so do the students of nature at this time of the year find in the woods, fields and orchards the *Cecropia*, the *Luna* and the *Polyphemus*. Even along the common roadsides one often chances upon these wonders of nature.

Have you recently seen a slender, grayish-brown or sometimes green insect, two to three inches long, crawling about the screens and walks? "One of the favorite attitudes of this creature is supposed to be devout and has given it the name of 'praying mantis.'" Note those big eyes and those spines on the jaw-like front legs. Unlike its relative, the walking stick, we note on the praying mantis the presence of wings, which sometimes extend clear to the tip of the abdomen. This insect is not poisonous, as is commonly believed. "All species are very beneficial, since they destroy large numbers of injurious insects. They are quite harmless to man."

The ponds, streams and little pools are now, as at all times, full of many mysteries—indeed, of a vast variety of interesting aquatic forms. Sometime I should like to tell you about the caddis-fly larva and what fun we had watching two of these queer little creatures, one of which had had its home destroyed, in consequence of which they were trying with apparently much earnestness to occupy the same "log cabin."

William H. Carruth has this to say of autumn:

"A haze on the far horizon,
The infinite tender sky,
The ripe, rich tints of the cornfields,
The wild geese circling high,
As far over upland and lowland
The charm of the goldenrod—
Some of us call it Nature,
And others call it God."

The enumerated points following are among those the month offers for the attention of the nature-study classes and lovers of nature. There is one happening in nature for each day of the month.

NATURE'S ALMANAC.

1. Be on the lookout for large flocks of migrating monarch butterflies.
2. Scarlet berries will soon be conspicuous in moist woods.
3. Around this time turtle eggs are hatching.

4. Tomato worms are carrying ichneumon fly cocoons on their backs.
5. Fields are yellow with tickweed sunflowers.
6. Are song sparrows still singing?
7. "The large species of round-web spiders are now full grown; *Epiëra insularis* in bushes; *Epiëra trifolium* in goldenrod."
8. Seed pods will soon begin to pop.
9. Do you still hear the call of the wood pewee?
10. Goldenrod is plentiful. How many varieties can you find?
11. Now is the time when ferns begin to discharge their spores.
12. In the fields here and there are sprays of ironweed.
13. "*Agalena næbia* is laying its eggs in leaves near its web under window sills and behind shutters. It dies before winter."
14. Squirrels are busy eating acorns and seeds of pine cones.
15. Have the house wrens migrated toward the South?
16. "Now is the time when the amber pendants of the barberry are transmuted into coral necklaces."
17. White spots will soon be disappearing from the coat of the baby deer.
18. Birds are feeding on the fruits of our spice bushes.
19. Carrion beetles may be found. "They work in numbers and will bring a dead mouse or a bird to some suitable place and use it as food for their larvæ."
20. The leaves of the elm tree are preparing to fall. Note how they do this.
21. The praying mantis is laying egg masses on the twigs of trees.
22. Katydid's will soon be laying their eggs also. Look closely on the twigs of trees.
23. Where and when do grasshoppers lay their eggs?
24. The caterpillar of the black swallowtail is feeding on carrot leaves. It is striped black and green with orange spots.
25. Birds are feeding on the hackberry.
26. From now on large flocks of slate-colored juncos will be coming from the north. The outer tail feathers are white. Why?
27. Crickets are occupying eating apartments in wind fallen apples.
28. Don't be alarmed if the turtle does not eat. It is his custom to lose his appetite as winter approaches, and burrow in the mud.
29. After the first frost the common garter snakes will probably remain below the ground for winter.
30. The wind is distributing balloon-like seeds of the milkweed, and beggar ticks and sticktight's are also beginning to travel.

The Making of a Course of Study in History for Elementary Schools.

V. M. LISTON, Superintendent, Neodesha, Kan.

Confusion has existed in the minds of educators as to the most valuable sources of history material for use in the elementary school. The purpose of this study is to satisfy the writer's mind on important issues involved.

In order to get the questions before the reader, the reports of important studies will be noted.

The "Committee of Seven," appointed in 1896, found the following conditions to exist in elementary schools:

1. No uniformity of curricula in at least one-half of the states of the Union.
2. No clear and definite understanding of the place of history in the curriculum.
3. A strong tendency to teach only United States history.
4. Strong emphasis on state history.
5. Practically no effort at historical study below the seventh grade.
6. No correlation with other subjects.

The committee argued against the exclusive study of United States history and for a definite plan of work below the seventh grade.

A general outline of course recommended is as follows:

- Grade 3. Stories from Iliad, Odyssey, Æneid, Sagas, Nibelungen-lied, and stories of King Arthur, Roland and Hiawatha.
- Grade 4. Biographies of characters prominent in the history of Greece, Rome, Germany, France, England, southern Europe, and northern Europe.
- Grade 5. Greek and Roman history to 800 A. D.
- Grade 6. Mediæval and modern European history.
- Grade 7. English history.
- Grade 8. American history.

The "Committee of Eight," appointed by the American Historical Association in 1905, insisted on a definite program of work in all grades of the elementary schools. Their plan is based on the proposition "that the history teaching in the elementary schools should be focused around American history." Yet the committee states that history of the United States cannot be understood without taking into account the history of its peoples before they came to this country. The committee plainly states that "too much emphasis has been laid upon the Atlantic as a natural boundary, not merely of the American continent, but also of the history of America." "Teachers cannot afford to content themselves about the brevity of American history unless they are careless of the very object of giving instruction in the subject."

The following course, beginning in the first grade, is recommended:

Grade 1.

Group A. Indian life.

Group B. Colonial material in connection with Thanksgiving and Washington's birthday.

Group C. Local events.

Grade 2. Same sources as grade 1, with the addition of material involved in the study and observance of Memorial Day.

Grade 3.

Group A. Heroes of other times—Hebrew, Greek, Roman, and European.

Group B. Columbus.

Group C. Indians.

Group D. Events involved in the study and observance of Independence.

Grade 4.

Group A. American explorers.

Group B. Virginia life.

Group C. New England life.

Group D. Dutch, Quaker and other settlers.

- Group E. Local pioneers.
- Group F. New France.
- Group G. George Washington.
- Group H. Benjamin Franklin.

Grade 5. American history through the Civil War.

Grade 6. Greek, Roman and European history.

Grade 7. American history.

Grade 8. American history.

In 1903, Dr. Chas. McMurry published a book entitled "Special Method in History," in which he recommended a course of study which attracted wide attention. The fundamental aim of history, according to Doctor McMurry, is "to bring the past into manifest relation to the present, and to show how historical ideas and experiences are being constantly projected into the present—are, in fact, the controlling forces in our social and industrial life."

The author makes a forceful argument for correlation with other subjects, and indicates clearly the method and value, especially in relation to geography and reading. "When once the important and even vital connection between history and other subjects is clearly seen there is real difficulty in drawing accurately the line of separation between them."

Doctor McMurry considers general study of the world's history as "out of the question." He argues that the study of history proper should begin with the fourth grade, and that the study should begin with America and end with America. Doctor McMurry would select a "few important topics of European history for full treatment in each grade," beginning with the fourth, but they are not to be mere supplements of American history, but important culture products for separate treatment.

The course of study used in the Horace Mann school of New York city seems to place extreme emphasis upon the theory that the elementary school should confine itself to American material. The general outline of the course is as follows:

Grade 2. Manhattan Island, 1609-1763.

Grade 3. How Europeans found our continent and what they did with it, 1000-1763.

Grade 4. How Englishmen became Americans.

Grade 5. The United States of America, 1783-1865.

Grade 6. The New Nation, 1865-1916. How we are governed to-day.

The seventh- and eighth-grade work is done in the junior high school. The course for these two years is not published, and is, therefore, not included in this study.

The above course is based on the theory "that the work should begin and end with the pupil's own community, and that throughout the course this same community consciously should be turned to account, thereby giving reality and meaning to the past." No analysis of this statement is given or is the validity of the position established.

The Speyer School (New York) course, published in 1913, represented the conception of the teaching staff and supervisors of history in Teachers' College. This course came as a result of experience in actual classroom procedure. The material is grouped under the general head of "History, Civics and Social Life."

"The work all centers about the more fundamental economic, industrial and social activities of people and the gradual widening and development of these. Large steps in human progress are met as problematic situations. As fully as possible the children attempt their solution. Comparisons with the present are constant. Every element is selected with reference to its bearing upon the present and its aid in interpreting it. Correlation with work in industrial arts and fine arts is close. Geographic influences and controls are emphasized. The justification of the whole course rests upon its helpfulness in an intelligent interpretation of the present, and in its giving insight and appreciation for providing a motive force in the control of conduct."

A general outline of the course is as follows:

- Grade 1. Social and industrial life.
 - A. Family.
 - B. Community activities.
- Grade 2. Social and industrial life.
 - A. Present-day life.
 - 1. Individual needs—comparison with similar problems of primitive life.
 - 2. Community needs.
 - 3. Health protection.
 - 4. Street-cleaning department, etc.
 - B. Primitive life.
 - 1. Food, shelter, clothing, education.
- Grade 3. History, civics, and social life.
 - A. The later hunting and fishing stages.
 - B. Pastoral, early agriculture, commercial stages.
- Grade 4. History, civics, and social life. Greek and Roman material.
- Grade 5. History, civics, and social life. Roman and early mediæval history.
- Grade 6. History, civics, and social life. European and beginnings of American history.
- Grade 7. History, civics, and social life. American history.
- Grade 8. History, civics, and social life. American history—civics.

The course of study, "Progress," published by Sioux City, Iowa, 1916-'17, has attracted unusual interest among students of curricular problems. This course seems to accept the fundamental ideas of the Speyer course referred to above. The announced purpose of the course is three-fold:

- 1. To lead the child into the habit of problem analysis and solution.
- 2. To lead the child into a knowledge and appreciation of his historical inheritance.
- 3. To lead the child to a fundamental understanding of American institutions and ideals.

"History may be said to be a record of the analysis and solution of various problems that have confronted the human race and that constitute all that we nominate as *progress* in civilization." This analysis and problem solution is to begin in the first grade by an examination of the child's home life.

Grades 1-2. Home and near-community life. Reliving of primitive race experiences.

Grades 3-4. Beginnings of industrial and social evolution as exemplified by early fishing, hunting, pastoral and agricultural life.

Grades 5-6. Factors in the development of civilization from earliest migrations of the Aryans to the settlement of the new continent.

Grades 7-8. Intensive study of American history.

More than half of the sixth year is given to the study of European beginnings of American history, especially to the study of the work of the explorers.

The outlines of these several courses are given for the purpose of seeing their chief differences with special reference to their scope and sources of material.

IMPORTANT DIFFERENCES.

1. Disagreement as to when the subject is to begin.
2. Marked difference as to emphasis to be placed on biography.
3. Plans of development.
 - A. A practical exclusion of history material other than American.
 - B. American material in the lower and upper grades with European beginnings intervening.
 - C. A more or less chronological treatment of world history, followed by an intensive study of American History in the seventh and eighth grades.

The writer wishes to limit the following discussion to an examination of the validity of the claims of those who differ on the above items. A decision as to their validity cannot be intelligently made without the guidance of standards which seem proper criteria for use. This study, therefore, has involved an analysis of aims and purposes to be realized in the study of history in the elementary grades. This is a bewildering process. I suppose there is no subject in the curriculum which has prompted such a variety of opinion as to its function. No attempt will be made to enumerate and evaluate these. The writer has endeavored to select fundamental aims which seem to be most in harmony with the purposes of education. He believes that those valuable aims not here specifically mentioned will be realized indirectly if they bear a close relationship to true history.

Dr. Frederick Bonser, of Teachers' College, expresses admirably the general aim of modern education as follows: "The purpose of education is to control conduct. Anything has educational value which makes a desirable difference in the conduct of the individual." This term conduct requires further analysis. Doctor Bonser states that conduct involves elements of acting, thinking, and feelings.

Aims are to be limited as follows:

1. Improvement of health.
2. Increased practical efficiency.
3. Development of true citizenship.
4. Profitable use of leisure time.

Obviously, any one subject does not offer equal opportunity for the realization of all these ends. History should be so used that it may function most effectively. It seems clearly evident that history's chief function is the improvement of conduct in so far as it affects citizenship. Secondly, history will make large contributions to the realization of the other ends mentioned above. This is especially true with reference to "increased practical efficiency," provided proper attention is given to

industrial phases of history. Many health suggestions will be received from the study of social and economic phases of history. The work should be so motivated that history reading during leisure time will result as an important by-product.

THESES CONCERNING PRIMARY FUNCTION OF HISTORY.

First. History should, through the study of the past, assist the child in an understanding of the present and should provide a dynamic force guiding and improving the conduct of the child in relation to his social environment. According to Doctor Dewey, history for the educator "must be an indirect sociology"—a study of society which lays bare its process of becoming and its modes of organization.

Accepting this concept, there must be developed in the mind of the child an appreciation of the achievements of society politically, socially, and industrially. The progressive steps involved to arrive at our present stage of development should be treated in such a way that a realization of the struggles of the race which have a manifest influence on the present, selecting, of course, only those experiences which are manifestly near to the interests of childhood. The latter requirement is easy, but there is a strong tendency to fail to bring interesting material of the past into obvious relationship to the present.

Second. History as training for citizenship should strongly impress the fact of interdependence. The child is self-centered and strong-willed. He cannot be a desirable citizen until this instinct is properly curbed and redirected. Among adults, group and individual independence and selfishness are rampant. This tendency must be checked if our democracy is to survive. History offers an opportunity in the elementary schools which must be utilized.

Third. Citizenship must be based on open-minded thinking. The study of problems of the human race, including analysis and solution, should be such as to give children principles and habits of thinking about social, political and economic conditions of the present, which should function powerfully as citizens of our democracy. Open-minded thinking cannot be based on provincialism. Local prejudice and selfishness often lead to errors of judgment and consequent dangers to the state.

Fourth. Citizenship should be based on an intelligent patriotism. We accomplish nothing by concealing our own mistakes and blinding ourselves to the excellencies of other countries. According to Doctor McMurry, "The crude feeling of patriotism is very strong and demonstrative in this country." "History should aim to clarify and purify the sentiment of patriotism."

Fifth. There must first be an analysis of social forces and social institutions; and secondly, the material must be selected with a proper sense of relative values.

The writer stands on the proposition that the chief aim of history study is to give definite training for citizenship. Five theses have been stated as elements of such training. This paper will now consider the differences in the several courses as mentioned above, and attempt to arrive at judgments on the points of controversy.

WHEN SHOULD THE STUDY OF HISTORY BEGIN?

The first thesis recognizes the great sociological value of the subject. It seems entirely reasonable to begin the development of social concepts in the first three grades. The plan of the Speyer and Progress courses is entirely logical and psychological. This may not seem to be history, yet in method and aim it may be properly classified as such. The child is interested in his local environment and will relive the problems of primitive man with enthusiasm. He will be interested in the differences between the experiences of his own and that of races living under primitive conditions. The writer believes that historical material of the type indicated for the first three grades will function powerfully in the realization of values demanded by the first thesis.

The second thesis insists that training for citizenship involves the development of a feeling of interdependence. The content of the two courses named gives an unusual opportunity to emphasize this point. The study of local environment brings out constantly the child's relationship to other people. The problems of the primitive races give large opportunity to illustrate and develop valuable concepts.

The fourth thesis states that a feeling of true patriotism is necessary to the survival of a democracy. Children of the lower grades can certainly develop an interest in and a love for their country. Certainly no one would contend that definite training in this matter should be postponed until the fourth grade. This should not be an incidental matter. A definite plan similar to the two courses referred to may be profitably used in the lower grades for this purpose.

TO WHAT EXTENT SHOULD BIOGRAPHY BE USED?

The large emphasis given by many authorities is based on the fact that impulse to hero worship is especially strong in children of certain ages. The theses accepted for guidance in the settlement of these questions place large emphasis on the necessity of developing social, political and industrial concepts which will function in the exercise of citizenship. There is a danger that biography may be almost completely isolated from the environment of the hero. "If the child is not brought to feel the social situations which evoked the hero's acts and the social progress to which his deeds contributed," he is brought no nearer to a comprehension of social life.

The answer to this question is that biography which fails to consider, in large measure, social, political and economic forces operating, fails to function fully in the realization of the ends desired. It is a mistake, therefore, to depend entirely on biography in the history work of certain grades. Biography should not be eliminated, but should be used only after children have worked out projects which reveal in some measure the forces to which the character reacts.

GENERAL SOURCES OF HISTORY MATERIAL.

This is probably the most fundamental question raised in this discussion. Many of our best authorities differ very positively on the question.

Those who demand the use of American sources almost exclusively base their arguments on the following points:

1. "It exhibits the movement of political, social and industrial forces, through the chief stages, from the simplest crude arrangements of the early settlements, to its great complexity of institutions, which we now call our national life."—*McMurry*.

2. "This history is complete, authentic and reliable, so that the truth can be told without disparagement to its cultural effect."—*McMurry*.

3. "The story of our earlier national history in colonial times is full of those simpler, ruder forms of industrial life which furnish suitable working problems for the children in manual construction."—*McMurry*.

4. A study of other materials can be made only at the expense of the mastery and understanding of American history.

5. Children leaving school before the completion of the sixth grade would receive no education in history of the United States.

The opponents argue that:

1. A study of present society is made easier by a study of kindred elements of world history.

2. Much material of ancient history is nearer in spirit to the problems of the child.

3. Confinement of study to American history results in provincialism.

4. A better understanding of American history is secured by an intensive study of this period in the seventh and eighth grades, with a background of European history, than if all the time is spent on American history.

This controversy will be discussed in the light of the theses adopted. The first regards history as an indirect sociology. When, therefore, did the elements of society have their beginning? Certainly not in 1492. No date can be fixed. Society must be thought of as a stream which moves on and on with dynamic power. This stream cannot be fully appreciated by a study of its cross section. Certainly no one would contend that American explorations represent the source or the near source of social, industrial and political elements found in our present day life.

Doctor Dewey says: "History must be presented, not as an accumulation of results or effects, a mere statement of what has happened, but as a forceful, acting thing."

Doctor McMurry says: "It is by tracing progressive steps in commerce, modes of travel and political and social institutions that we get some true notion of the bearing of these things in our present life." "If history can be taught in such a way that a child may take up into himself the experience of the race, that all he has read and studied shall become a part of his real self, that the experience of men in different countries may ripen into wisdom of youth approaching maturity, we shall see that history may be a powerful educator."

The "Committee of Seven" says concerning the exclusive use of American history: "Such a study is, first of all, insufficient. It gives but a warped, narrow, circumscribed view of history—it is history detached from its natural foundation; it is history suspended in mid-air; it is history that has no natural beginning apart from its connection with European history."

The third thesis states that open-minded thinking is essential to effective, useful citizenship. If a problem is to provide serious deliberation,

there must be a realization of the fact that many interests are involved—that other peoples and other races have wrestled with the issue. If correct habits of thinking are to be developed, the thinker must be brought to the realization that a detached view will probably lead to error. In other words, children should form the habit of seeking solutions to their problems wherever they may be found.

The fourth thesis insists that intelligent patriotism is an essential element of good citizenship. This involves a knowledge and an appreciation of the qualities of other peoples. A self-centered nation may become a menace to itself and to the world. Germany is the most recent example of that fact. Self-conceit and extreme self-glorification is a dangerous foundation for the exercise of the duties of citizenship.

There has been a tendency to develop this type of patriotism by the exclusion of material concerning other peoples. The writer is not discounting love of country, but rather insisting on a type that will be safe and sane, not only for the world but for ourselves.

The latter point seems all the more important as a result of the rapid development of means of communication and transportation, and the new national relationships resulting from the World War. No longer are we an isolated people. Our interests are inextricably interwoven with those of other peoples. We must assume our responsibility in a plan of coöperation among nations for the preservation of the peace of the world. If this is to be successful there must be a realization of the rights and privileges of other peoples. In other words, there must be developed in this country an intelligent, virile patriotism, which at the same time is unselfish and considerate of other peoples. The writer believes that the use of world history makes this task much easier.

The fifth thesis states that the material must be selected with reference to relative values. While it is true that American history is rich in variety of material, yet a wider field certainly increases the opportunity of the school.

This same thesis recognizes that present society is always the starting point. A study of world history infinitely increases opportunity to find material of functional value. Admitting that the opportunity is no greater, that American history affords all that is needed, certainly there has been no loss of material in using world history. The advantages discussed in this paper have not been lost.

The claims that the use of world history would result in a lack of mastery of United States history, and that those who left school at the end of the sixth grade would have no knowledge of the history of their own country, deserve serious consideration.

It is the intention of the Speyer and Progress courses that the school shall always remember that the material selected is based on an analysis of social, industrial and economic experiences of the pupil. At no time should the teacher fail to remember that the course is not selected with the chronological aim in mind. It is possible to start with the experience of the child and at the same time select material which is chronological. This should be done.

This paper has emphasized the principle that history is to function as

training for citizenship. This implies a continuous comparison of facts studied with the present situation. The fact that a thing is remote chronologically does not mean that it is remote in spirit or in elements which contribute to the solution of present problems.

The writer believes that all this will result in a better understanding of American history. The pupil will enter upon the last two or two and one-half years of intensive study of United States history with an enthusiasm which comes from broad and deep historical interests. There is a freshness of interest which is often lacking under such schemes as the Horace Mann, where United States history has been taught spirally from the beginning.

There are comparatively few who leave school at the end of the sixth grade. Such have received much information through the methods of selection and application of material used. On account of the compulsory attendance laws, those who drop out at the time mentioned are of the retarded type of mind. These would receive little benefit from the continued study of any bookish type of material.

The plan which uses American history material in the lower and upper grades with European beginnings intervening seems to be a compromise between the other two concepts. This has the disadvantage of making the work disconnected and of excluding many rich sources of material concerning primitive and ancient peoples.

In conclusion the writer believes that:

1. Definite material functional in training for citizenship should begin in the first grade.
2. That biography should not exclude social, political and economic material, but be used in a way to make prominent these elements.
3. That history should not limit its sources to that of America, but should follow substantially the plan of the Speyer or Progress courses.

Teachers are untrained for such a program. There is danger that the course will not function as intended. It is difficult for teachers to realize that a thing chronologically remote may be near in spirit to the interests of the child and the problem at hand. Until such teachers can be had, I believe there should be a thread of strictly United States material supplementing the two courses mentioned.

Dr. Frederick Bonser, who was director of the staff which prepared the Speyer course, is recommending that this be done. The determination of the content of such material is an interesting question. The problem of providing this element without losing values existent in the course as it now stands should receive the attention of students of curricular questions.

Doctor Bonser says: "For teachers not yet trained sufficiently in history, much may be introduced as literature which will not seem to require so much extra preparation. Neither will this tend to raise doubts and suspicions of anything that seems like an innovation. By gradually introducing more and more of historical literature the time will come when the transition to a richer content in history *as history* will become easy—a natural next step. Teachers may even be moved to suggest this themselves."

The Trend.

The Bureau of the Census in its report of 1920 for Kansas gives 22,821 as the number of illiterates in the state, or 1.6 per cent of the total population. Of this number 10,257 live in cities and 12,564 in rural territory. The percentage of illiteracy in the cities named is as follows: Kansas City, 3.7; Topeka, 2.2; Wichita, 1; Arkansas City, 1.1; Atchison, 2.5; Chanute, 2; Coffeyville, 2.5; El Dorado, 1.2; Emporia, 1.9; Fort Scott, 1.7; Hutchinson, 1.1; Independence, 1.6; Lawrence, 1.4; Leavenworth, 2.8; Parsons, 2.6; Pittsburg, 1.7; Salina, 1.3.

The Modern Rural School and Home Magazine is the name of a new publication issued in the interest of the rural schools. It is published at Oklahoma City, Okla.

A new reading scale for measuring ability in silent reading has been devised and standardized by Dr. May Ayres Burgess, of the Russel Sage Foundation. There are four equivalent and interchangeable forms, known as picture supplement scales 1, 2, 3 and 4. These have been standardized for use in grades 3 to 8, inclusive. The entire class may be tested simultaneously and in five minutes. No key is needed. By using alternate forms, tests may be repeated at frequent intervals and progress noted. The Coöperative Bureau of Educational Research of the State Manual Training Normal School distributes these tests, as well as all the other standardized tests and scales.

Intelligence tests as a means of grouping school children according to their ability are to be tried out on a large scale this coming year in New York city. It is estimated that 40,000 children will be tested.

Maine has inaugurated a unique system for providing supervisory assistants for rural schools. Each year a summer school of six weeks' duration is held at the State Normal School at Castine. Here from 50 to 100 teachers, selected by the superintendents because of unusual ability and marked success as teachers, are given an intensive course in rural-school supervision. All expenses involved are wholly paid by the state. Only teachers are chosen who are graduates of standard normal schools or have equivalent preparation.

At the close of the course these teachers return to their respective communities and act as assistants to the superintendents. They are called "helping teachers." They teach for observation and visit schools to give special help. During the school year of 1920-'21 there were 150 helping teachers in the state.

Some such plan would do much to render rural-school supervision in Kansas more efficient. As matters now stand rural-school supervision is a farce. It is a physical impossibility for the average county superintendent to properly supervise schools scattered, as they are, over the counties. The money loss to the public due to the lack of supervision in this state is measured by millions of dollars each year. No business enterprise could be successfully conducted in such a slipshod manner.

After September 1, 1927, no person may be employed in any school in Pennsylvania who does not show graduation from an approved college or university or an approved state normal school, or who does not furnish evidence of equivalent education.

A county superintendent in Pennsylvania must be a graduate of an approved college or university or state normal school, and in addition thereto he must have had six years of experience in school work, three of which must have been in an administrative capacity. Salaries of county superintendents have been increased from \$1,800 to \$2,500 per year, and their salaries graded from \$2,500 up to \$4,000.

In Kentucky a county board of education of five members has been created for each county. This board selects the county superintendent. The county superintendent nominates and assigns to positions all principals and teachers and recommends them for promotion or dismissal.

It is estimated that illiteracy costs the United States, through accidents and inefficiency, \$825,000,000 annually. The public schools cost \$760,000,-000 a year.

A Growing School.

S. M. T. N. now has on its campus a larger number of students than in any previous term except summer sessions. The total at the end of the second week of the fall term was 1,166. This is an increase of 375 over the enrollment at the corresponding time last fall.

College students alone number 635. This is a total that many of the best-known colleges of the country do not exceed. It ranks the teachers' college at Pittsburg among the major institutions of the Middle West.

The other items that go to make up the total are as follows: Un-classified, 156; senior high school, 144; junior high school, 92; training school, 139.

These figures do not include students in extension or night classes nor those taking correspondence courses. Totals on these courses could not be compiled until late in October. The above data were submitted to the State Board of Administration by President Brandenburg late in September, when the board called on all the state educational institutions for a report on their enrollment.

Summer sessions at S. M. T. N. always outstrip themselves annually. So rapid has been the increase of enrollment that faculty people accept the most optimistic predictions as quite likely. The summer session for 1921 smashed all local records decisively when, passing its 1920 predecessor by more than 600, it reached a total of 2,448. This put it among the four largest summer sessions of teachers' colleges in the United States.

Enrollment in the 1920 summer school was 1,830. It was then realized that the session, despite its comparative brevity, was of the largest importance for the teachers of Kansas and neighboring states. A large part of the plans are made nearly a year ahead in order to utilize the institution's resources to the utmost in serving the summer students.

It was believed when the big auditorium in Carney Hall was built three years ago that it would hold any student body that might enroll here for years to come. Last summer, however, there were several hundred more students on the campus than could be seated at assembly—more than could have been admitted to standing room.

The August session, undertaken two years ago as an experiment, is also now a well-established part of the college's activities. Attendance this summer, including Federal vocational men in training here, was 596. A large group of the regular instructors worked during these four weeks. The larger part of the enrollment was made up of teachers adding to advance certificate credits, while there was a liberal sprinkling of students working toward the degree and life diploma. The state teachers' college at Pittsburg is thus in session every month of the year. There is every reason to believe that the short August session will see a very rapid increase in enrollment in the summers to come, just as it did this year and last.

Field Work.

Extension activities were well under way within ten days after the fall semester opened. Several large extension classes had already been formed, others were to organize at once, and a number of other towns had filed requests for classes. Groups already organized, with their instructors, were as follows:

Fort Scott: Economics, O. F. Grubbs; American history, Professor Barr; basketry, Miss Spencer.

Columbus: History of the Reformation, John H. Bowers.

West Mineral: History of the Reformation, John H. Bowers.

Coffeyville: History of modern Europe, history of the Reformation, both O. F. Grubbs.

Franklin: Civil government of the United States, John H. Bowers.

W. E. Ringle was to organize classes in biology at Parsons and Independence; J. R. Wells was scheduled for groups in the same science at Cedar Vale and Sedan; D. M. Bowen was to organize a class in the study of education at Chanute; and Professor Barr was to teach American history at Olathe.

Calls for extension professors had also come from Scammon, Arma, La Cygne, Joplin, Pineville, Mo., Noel, Mo., Arcadia, Galena, Altamont, and Mound Valley. These cities were to be taken care of as soon as details could be arranged.

Courses by correspondence were more in demand in the first ten days of the school year than ever before at this early date. The extension office was nearly swamped with mail regarding them and the extension classes.

To Language Teachers.

Teachers of modern languages in junior and senior high schools should be members of the Kansas branch of the Modern Language Association, an organization that has done much to improve the teaching of French, Spanish and German and gain for these tongues a big place in schools and colleges. The Kansas chapter holds a meeting in Topeka each spring. The officers for this year are as follows:

President, John V. Cortelyou, State Agricultural College, Manhattan; secretary-treasurer, Helen J. McKinney, Atchison high school; chairman publicity committee, Alpha L. Owens, Baker University, Baldwin; vice president for French, Ernest Bennett, State Manual Normal College, Pittsburg; vice president for Spanish, Bessie Goodyear, Wichita high school; vice president for German, Elmer F. Engel, University of Kansas.

Annual dues to the association include a subscription to the *Modern Language Journal*. This is the most important organ for the teaching of languages that is published in America, and is immensely helpful to all alert instructors. Those wishing membership and the *Journal* should write Miss McKinney.