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State Manual Training Normal School

THE TECHNE

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

OCTOBER, 1927

THE MOST IMPORTANT PROBLEM

The harnessing of nature's forces for the use of mankind is already producing opportunities for leisure such as are never enjoyed by primitive people. The struggle for existence is greatly lessened by co-operative effort and almost all classes of human beings find it necessary to devote less and less time to winning the necessities and even some of the luxuries of life. Unless simultaneously with the control of nature's forces we learn to make proper use of our opportunities for leisure time we may find ourselves in the position of many other civilizations whose perverted activities have resulted in their ultimate decay and total disintegration. Herein lies the warning of modern science and engineering—an imperative summons for us to employ the same qualities of careful organization and analysis of data in the problems of social life that scientific men are using in connection with the less difficult questions of the physical universe. We have learned enough about the nature of the world to realize that perhaps the most important problem that we face is that of the nature of mankind.—Harvey Brace Lemon in "The Nature of the World and Man."

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The Techne publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

The Techne is sent free to alumni, teachers, school officials, libraries, and, on request, to any person interested in the progress of education.

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THE WELL-DRESSED TEACHER

By Members of Class in Clothing 6, K. S. T. C.

The question is often asked, "What should the teacher wear?" "Should she dress differently from anyone else?" Some superintendents have very different ideas concerning the dress of the teacher. In a clothing class of twenty-seven students, most of whom will teach this next year, these questions were asked. The class was divided into committees which worked out the different phases of the teacher's wardrobe along the following lines: the school room costume, the street costume, the afternoon costume, the sport costume, and the foods laboratory costume, with the accessories for each.

The class decided that for street, afternoon, or evening the principles underlying good taste were the same for the teacher as for any other woman, namely, the right use of color, becoming lines and an intelligent use of accessories. The report of the committee on the school costume follows:

The Dress

The question of the dress to be worn in the schoolroom is a very important one to the school teacher, since at least half of her day is spent there. The school room is her work-room. It is the duty of every teacher to be as well dressed as possible, since her influence depends to a large extent upon her appearance and personality as expressed by her dress.

The lines and design of the dress should be simple and dignified, never elaborate or dressy. This costume should be easy to get into and should require a minimum of care. Choose color, but not the loud intense colors. The general design of the dresses now worn are very suitable to this type of costume. They are straight, simple, and semi-tailored.

There has been much discussion about the middy suit as a costume for the teacher. Many school boards and supenintendents feel that the middy suit does not have enough dignity. It is a very suitable costume for the school girl, but not for the teacher. The sweater is another garment that is objected to because of the way it is worn. If the sweater is clean, tidy, and neatly put on, there is not so much objection to it. The heavy sport-coat sweater worn as a wrap should not be worn in the schoolroom, Often it is soiled and stretched out of shape until it resembles a lounging robe rather than a wrap. The sleeveless sweater with tailored blouses is to be preferred to the slip-over ones, worn as a blouse.

One-piece dresses of wash fabrices for fall and spring, and silk or wool for winter make an ideal costume. Washable collars and cuffs help to freshen the dark dress and make it more interesting.

Lingerie

The teacher must consider her underclothes, first, because of the example that she sets before her students and second, from a personal point of view. She must consider the style, color, material, the time to spend in caring for them, the season of the year to be worn and the cost.

There are several available styles. At present the tendency is toward simplicity, straight lines, tailored or semi-tailored finishes, and flatness in decoration. The lines should agree with the principles of design, therefore, a rounded neckline to be in harmony with the curves of the body. The garment should conform to the outer clothes to be worn, so that the design will not be spoiled.

The color of the garment should be very subdued. White is best but in some instances flesh color is permissible and desirable. If it can be afforded, underwear to match the dress worn is always beautiful. A white garment looks dainty, cool and clean, when kept in good condition.

Such materials as dimity, muslin, nainsook, pongee, cotton crepe, etc., are attractive and wear well. Silk underwear is very pretty but requires great care and is expensive.

Underwear as well as other garments must always be immaculate. It must be well cared for. A teacher should not spend undue time on laundering or anything else outside her school work. It would be to her advantage if she would follow the example of her big brother and always keep to the simple style of material and cut and send these garments out to be done.

Due consideration must be given to cost, but a small salary is no excuse for ugly, shoddy underwear. The beautiful can be accomplished without wealth.

The question of few or many garments at one time must be considered if she sends them to the laundry. If she does them herself, she could wash oftener and do on less. She may even do well on a very few suits if necessary. They should be washed often. In this case it would be better to have silk, perhaps silk crepe.

Accessories For School Wear

In all school accessories simplicity, service and neatness should be the dominating feature. As the teacher is usually a model to her pupils she should use care in the selection of her accessories as well as in the selection of her clothes.

Hats for school wear should be more of a sport type, or semi-tailored, than dress hats. They may be small or broad brimmed, whichever is better suited to the wearer.

Gloves for school need not be expensive but should be neat, warm, and of a medium or dark value in color.

In the selection of shoes, comfort should receive the first consideration. For the majority of people medium or low heels are the most comfortable. The shoes should be of a color that will not require a maximum amount of care to keep them looking well. Satin slippers should never be worn for school. Hose should be worn to match the shoes as nearly as possible. If they are of a lighter value than the shoes, be sure they harmonize with the costume.

In the selection of jewelry great care should be taken both as to quantity and quality.

Collars and cuffs should always be freshly laundered and neat looking.

THE PLACE AND WORK OF THE COUNTY SUPERINTENDENT

George A. Allen, Jr., State Superintendent of Public Instruction

Kansas contains 82,080 square miles area, of which some 2,000 square miles are within 87 cities of the first and second classes, whose schools are in charge of 87 city superintendents. The remaining 80,000 square miles are rural territory and cities of the third class, under the supervision of 105 county superintendents.

The city superintendents each have under their supervision some 25 or 30 square miles of school territory, while each county superintendent has 762 square miles to supervise. The average enrollment per city superintendent is 1,505, contrasted with about twice that many on the average, to each county superintendent (2,400).

The city superintendent can reach his farthest school in 15 minutes, and often makes his rounds of the schools weekly; besides having well trained principals, supervisors, and teachers to assist him, throughout the 9 months' term operating under a specially prepared course of study of his own. The county superintendent has only 3-member district boards and a Ford at his disposal, and, if fortunate, reaches his schools twice during the year of 8 months.

The city superintendent has a full-time secretary or two to relieve him of his clerical work, while the county superintendent has no assistant unless he has 100 or more teachers, in which case he is given $500 per year for clerk hire. The city superintendent has modern buildings usually of the late construction and standard equipment, library facilities, etc. Too often the county superintendent has none of these.

As to salary, the average for our city superintendent is $3,542.00 often for 10 month's work. Our county superintendents' salaries vary from $720.00 the lowest, to $2,000 the highest except in 2 counties who receive more than that, $2,500.00 for 12 months' work.

And now in the fact of this contrast I am asked to say a few words on the place and work of the county superintendent. Surely if there ever was a need for the word omnipresent it should apply to the county superintendent who ought to be in a half dozen different places at the same time daily throughout the school year. If the aeroplane ever becomes practical and safe, the county superintendent ought to be furnished one at his county's expense.

As to his work, I am at a loss to begin. He has all to do the city superintendent has and more. He looks after his office work; supervises 100 odd 3-member school boards who often know but little about the

minor details of their duty; settles boundary disputes and other questions; orders and sends out supplies for 100 schools and school boards; keeps the county commissioners in good humor so that necessary bills will be allowed; supervises 100 schools; conducts teachers' associations and a normal institute annually. He holds 3 teachers' examinations and grades a part of the manuscripts there-from, and then reports the grades and issues certificates or notices of failure. He provides the machinery for 3 bi-monthly examinations throughout the county, and also a normal training and high school credits examinations at the same time. He encourages school board conventions, assists in all worthy affairs within his county such as chautauqua, revival meetings, county fairs, and exhibits of various kinds, and finally every two years puts on a political campaign for re-election. He really has but little danger of running out of work or suffering from ennui. He is a busy individual.

And all this in the face of a discouraging agricultural situation that improves very slowly, if at all. A larger per cent of his pupils therefore leave the farm for the city annually so that his imperative duty is to encourage farm life, to believe in it himself, and to create a desire among the young people to remain on the farm. He is to my mind by far the most important school official in Kansas to-day. It is therefore clear why I was so anxious that the last Legislature pass a bill increasing the salary, qualifications, and help of the county superintendent, though to no avail. Like the old Roman, whose servant daily reminded him that Carthage must be destroyed, so do I feel daily that the county superintendent must be helped in every way possible over the many very important details devolving upon him.

If the county superintendent would succeed in his work, if he would do all it is possible to do for the young people of his community, if he would help them make that preparation for after life which they then will realize was the best possible for them, he will in a careful systematic way lead them to appreciate the possibilities and advantages of rural life for which an adequate scientific preparation has been made through practical methods of teaching, through the proper conception of the possibilities of farm life, of crop rotation, of building up the soil and raising those crops best adapted to that particular locality, through poultry and stock raising, through gardening and truck farming, through modern conveniences in the home and on the farm and in the use of improved machinery. In different and more productive crops better adapted to the needs of each community and each family, these things may be done. With the increase of scientific methods of farming in all its details, farm receipts and farm income will be increased, making it possible to enjoy more of the luxuries and conveniences of the city, in addition to the independence of the farm.

But improved school conditions must also prevail. Where feasible, consolidation must continue. Community centers must be established, the social, intellectual, physical, moral, and religious life, especially of the young of the community, must be provided for. Wholesome helpful amusements and diversions especially applicable to such communities must be featured. The moving, guiding spirit of it all must be the hand of the county superintendent. His must be a leadership of the highest quality, in which no mean ability is sufficient. His salary, his qualifications, the help in his office must all be increased greatly so he will have the time as well as the inclination and ability to do the things so necessary to meet the changed conditions of the time; and these are a few of the matters to be considered in the place and work of the county superintendent.

GRADING SYSTEMS

By L. D. Morgan, Department of Psychology and Educational Philosophy, K. S. T. C.

Unreliability is a charge frequently made against teachers' marks no matter what system is used. The following outline summarizes the evidence on the subject and suggests a way out of the present situation.

I. Purpose of teachers' marks.
   A. To indicate achievement in mastering subject matter.
      1. Marks should indicate quality and quantity of work accomplished, and the degree of ability of the pupil to organize and apply the knowledge acquired.
   B. Other purposes of school marks.
      1. Determine college entrance.
      2. Determine promotion, scholarships, exemptions, records, recommendations for positions, and classification.
      3. To indicate to parents, the child's progress in school.
      4. As an incentive to pupil.

II. Qualities which should determine the mark given.
   (Belting: "The Community and Its School.")
   A. Quality of accomplishment.
   B. Quantity of accomplishment.
   C. Improvements in terms of standard objectives.
   D. Evidence of personal specific and serious purpose.
   E. Evidence of initiative.
   F. Evidence of supplementary knowledge.
   G. Thinking,- organization of ideas.

III. Need of reorganization of teachers' marks as shown:
   A. Variations in types of marking systems.
      1. Whitten found lack of uniformity in systems used in schools, and that little attention was given to scientific supervision of teachers' marks by school executives.

B. Evidences of unreliability.
1. One Missouri University professor gave "A" to 55% of students and "F" to 25%. Another gave "A" to 17% of students and "F" to 28%.
2. Starch and Elliott found wide variations in grades given the same paper by different teachers.
a. Grade on Geometry paper varied from 28 - 93%.
b. Grade on History varied from 43 - 90%.
c. Grade on English paper varied from 50-98%.

C. Causes of variation of teachers' marks:
1. Different standards of judgment in different schools.
2. Different standards among different teachers of same school.
3. Same teacher grades differently at different times.
4. Difference in estimate of worth of different elements which determine the grade.
5. Difference in ability to distinguish between close degrees of merit.
6. The factor of personality.
7. Lack of common standards of evaluation.

rrent marking systems:

A. Bower's system, in which pupils are divided into five groups—
1. "A,"highest group, - 93 - 100%.
Much voluntary response and work.
Ability to apply and give illustrations.
2. "B," above average 87 - 92%.
Mastery of subject matter.
Some voluntary reading and work.
Answers well directed in thought.
3. "C," average, - 80 - 86%.
Mastery of major part of work.
Irregular answers.
Must have suggestions from teacher to complete recitation.
4. "D," poor, barely passing, - 75 - 79%.
Mastery of minor part of work.
Sufficient mastery to continue work.
5. "F," failure, below 75%.
Little effort.
Guessing.
No effort to make up work lost during absence.
Not able to continue next year.

B. General Illinois Plan, used in 3/5 of the Illinois schools (letter basis changed into percentages):
1. A = 90 - 100%.
B = 80 - 89%.
C = 70 - 79%.
2. A = 95%.
B = 85%.
C = 75%.

C. Odell's recommended system:
0 - 2% pupils given "A" plus.
5 - 20% pupils given "A".
40 - 60% pupils given "B".
10 - 25% pupils given "C".
0 - 5% pupils given "C—".
5 - 20% pupils given "D" or "E" as failing,

D. Garrett and Tidyman Systems, based on normal probability curve. Pupils are first ranked as to mental ability; instructors then use these marks to a certain extent in determining the final grades of the students.
"A" 4 - 7% of class exceptionally good.
"B" 23% of class above average.
"C" 40% of class average.
"D" 23% of class below average.
"F" 4 - 7% failures.

E. Penn Charter School System:
Number system supplemented by a letter system.
95 - 100% H. H.—highest honors.
87.5 - 94% H.—honors.
77.5 - 87.5% C.—credits.
Above letters embossed upon the diplomas given the graduating pupils.

F. Mastery System:

1. Organization—
   a. In blocks.
      First: arranging the principles and essential processes in the challenge.
      Second: all of the first block and additional work, i. e., readings, original problems.
      Third: all of the first and second blocks, and additional work.
   b. Mastery of first block—Fair.
   c. Mastery of second block—Good.
   d. Mastery of third block—Excellent.
2. Marks used—
   N. M.—No mastery.
   Fair.
   Good.
   Excellent.

G. Percentile system:
1. All grades given in per cents.
2. Not used in the better organized schools.
3. Failing varies from 60% to 80%, 75% most common.

H. Quartile system:
1. Division of all classes into four mental groups by Thurstone mental tests.
2. Assignments made, and grades given according to the quartile in which pupil is.

3. Grading—
   a. Daily recitations, no examinations.
   b. Failure in a recitation receives a 'cut' or loss of 1-18 hour credit.
   c. On completing a unit of work, the average rank of each pupil is taken and reallocated according to quartiles.

I. Qualitative and quantitative credit system (Kansas City):
   1. Grade I=1.2 credit.
   2. Grade II=1.1 credit.
   3. Grade III=1.0 credit.
   4. Grade IV=.8 credit.
   5. Grade V=.5 credit.
   6. Grade VI=0.0 credit.

V. Ways of securing improvement in teachers' marks:
   A. Require reading and discussion of marking systems.
   B. Require teachers to tabulate and plot marks.
   C. Discussion of marks given by teachers, by principal.
   D. Definition of exact requirements for various marks (School Review, 34: 406-7, Je. (1926)
   E. Require teachers to rank pupils before grading.
   F. Use objective scales and tests.
   G. Use mental tests for classification.
   H. Letter symbols should be related to word symbols.
   I. Use five-division scale of marking.

VI. Recommendations:
   A. Some uniform system needed (Whitten, Belting, etc.).
   B. Normal probability curve to be followed—
      1. Sparingly in small classes.
      2. Almost exactly in classes 100 up.
   C. Letter system considered best—A, B, C, D passing, with F failing.
   D. Credit determined by quantity and quality.
   E. Sectioning of pupils according to mental ability.

VII. A way out of the difficulty.
   A. Make all examinations objective.
      1. Reasons:
         a. You can cover a given unit in less time and in much more rigorous manner.
         b. Objective examinations are more easily scored and take much less time.
         c. Objective examinations can be given more frequently.
         d. The scores obtained are more comparable because more objective.
      2. Types of objective tests to use. Depends upon nature of subject matter. A multiple response test is more difficult to make out with certain types of material.
         a. True-false.
         b. Multiple response.
         c. Completion.
         d. Matching.

B. Require a term paper in order to evaluate—
   1. Student's originality.
   2. Organizing ability.
   3. Command of the English language.

C. Require a notebook.
   1. In which are kept—
      a. Clippings from newspapers and periodicals.
      b. Class notes.
   2. Give separate grades on different parts of notebook and call in at same time.

Special references on objective examinations.

Paterson, D. G. Preparation and Use of New Type of Examinations. World Book Co., 1925.

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PROJECT WORK IN GEOGRAPHY

Eulalia E. Roseberry, Professor of Geography, K. S. T. C., Pittsburg

The problem method of teaching is so easily adapted to geography teaching, and the geography work may be so enriched and strengthened by problem-project work, that it seemed valuable to present some of the things that have been found helpful to teachers who have used them in the regular classroom. These projects have been worked out in the respective grades by the teachers who are given credit for them. These teachers have taken teacher-training work in geography in the Geography Department of K. S. T. C. of Pittsburg, and the projects were a part of their class work.

PROJECT ON ESKIMO LIFE FOR THE FIRST GRADE

Eugenia Tanner, Kansas City, Kan.

Aim—That children should get a sympathetic understanding of the Eskimos as a people differing from us and limited by their geographic environment. The children were divided into groups, each of which had special work to do.

First Group—Covered the sand table with cotton to represent snow.

Second Group—Made the igloos. They cut, colored, and pasted them together, and arranged them on the table.

Third Group—Cut out Eskimos and colored them brown and arranged them on the table. This group also cut spears from oak tag paper.

Fourth Group—Cut and made the sledge and dogs. Fastened the dogs to sledge with strips of construction paper.

Fifth Group—Arranged the glass and blue paper to represent the ocean. Some cut out seals, and arranged them around the edge of the water. They made small igloos on top of the glass out of cotton to look like the little igloos the seals make when they come up to breathe.

Sixth Group—Made bears and reindeers. They also brought sticks and arranged them to form a tent. They covered these with brown crepe paper to represent the summer home of the Eskimo. Language work for a week was based on the "Life of the Eskimo." Each child gave in sentences, facts that he knew about the Eskimo. By the end of the week each child could tell in his own words a short story about the Eskimo.

THE ESKIMOS

Second Grade

Vanita Herbin, Wilma Jolin, Lola Boolier, K. S. T. C.

Teacher's aim: To teach conditions in the Polar regions and the home life of the Eskimos.

Pupils' aim: To know their Northern neighbors.

Procedure:

In January the teacher may place in the library, where the children will have free access to them, books and pictures regarding the Northland.

The following is a list of books suggested for reading to create an interest in the Northland:

"Little Folks in Far Away Land," Lizzie Whittier, Educational Publishing Co., Chicago.

"How We Travel," James Chamberlain, Macmillan Co., New York.

"Home Life Around the World," Geo. Mirick, Houghton Mifflin, Boston.

"Carpenter's Geographical Reader of North America," American Book Co., New York.

"Toby and Tory's Tales," May Pierce, Harter School Supply.

"Pictorial Geography" (Set 1, Eskimo) National Geographical Co.

During the story hour the teacher to create further interest may read—

"The Eskimo Twins," Lucy Perkins, Houghton, Mifflin Co., Boston.

"Our Little Eskimo Cousin," Mary Wade, Page Co., Boston.

Language Work

In the language work the following outlines may be used as a guide for discussion of the Northland.

1. Appearance of the land.
   (a) Climate.
   (b) Night and day.
   (c) Aurora borealis.
   (d) Vegetation.

2. People.
   (a) Appearance.
   (b) Clothing.
      (1) How obtained.
      (2) How made.

3. Homes.
   (a) How made and of what.
   (b) Things inside the homes.

4. Travel.
   (a) Sledges.
      (1) How made.
      (2) How drawn.
   (b) Boots or kayaks.

5. Food.
   (a) How obtained.
   (b) Type of food.

6. Weapons and utensils.
   (a) How made.
   (b) How used.

7. Animals of the north.
   (a) Use.
      (1) Food.
      (2) Fur.
      (3) Skins.
   (b) Dogs.
      (1) Characteristics.
      (2) How trained.

8. Habits and customs of Eskimos.

9. Amusements.

Oral Reading

The teacher will gather together all the available stories relating to Eskimo land that the children can read, such as—

"How the Bear Lost His Tail," Kansas Second Reader, p. 137.

"The Snowflakes," Kansas Second Reader, p. 101.

Silent Reading

After oral reading the following sentences and many others may be expected from the children. The teacher may write them on the blackboard. These may be read silently by the children as they review each day. Suggested sentences:

The Eskimos live in the Northland.
Their homes are called igloos.
The igloos are made of snow.
It is warm inside of the igloos.
The Eskimos eat the fat meat of the seal, walrus, and bear.
These foods help keep them warm.
They dress in furs.
The Eskimo baby rides on his mother's back.
The polar bear is white.
Eskimos ride on sleds.
Dogs and reindeers pull the sleds.

Busy Work

Perhaps some child will suggest that we make an Eskimo village on the sand table. This will involve:

1. Making igloos.
2. Making sleds.
3. Making dogs, reindeer, seal, polar bear, walrus and Eskimos.
4. Making Eskimo booklets, each child putting in what pictures he desires and constructing his own sentences with the aid of the teacher.
5. Making posters representing Eskimo life.

Spelling

Many new words are learned in order that the children may write hem in their books, such as—

Eskimo	ice	sledge	Polar bear	winter
Northland	fur	seal	igloo	frozen

Penmanship

1. Making houses of ovals.
2. Writing spelling words.
3. Making capital E's.
4. Writing in booklets.

Music

In the music period such songs as these will lend themselves to the northland story:

Jack Frost, "Songs of Childhood," Riley & Gaynor, p. 168.
The Eskimo Hunter, "Progressive Music Series," p. 56.
Playing Eskimo, "Progressive Series," p. 100.
The Coldest Place I know, "Progressive Series."

Story Hour

After the work is finished and the sand table is made, one child may suggest that his little sister in the first grade would like to see our table. Then will follow our discussion of how we might tell the first grade what we know about the Eskimo. We might decide to ask them in some afternoon and tell them about the Northland. With the aid of fur coats, caps, rugs or lap robes, several children will be converted into little Eskimos and will play Eskimo games that afternoon. Other children will construct little stories of the Northland to tell to their little visitors. A story might be like this:

My name is .....
I live in the Northland.
It is very cold there.
We wear fur clothes to keep warm.
I drive dogs hitched to my sled.
They run swiftly over the snow.

The several stories would be different enough to give a connected story.

Knewledge Gained

1. The climate of the North.
2. The animals of the North.
3. Home life of the Eskimos.
4. Eskimos' mode of travel.
5. Play of the Eskimos.
6. Foods of the Eskimos.
7. The many uses of skins.

THE CONTRIBUTION OF THE NEW POETS

By Ernest Bennett, Department of English

The first quarter of the twentieth century has been richly prolific in poets and poetry. It has also provided its poets with a multitude of readers. Publishers manufacture and bookdealers sell an unprecedented quantity of volumes of verse. Now and then a volume of verse vies with the best sellers in fiction.

Such a rebirth of the spirit of poetry must surely mean an advance, an extension, of the art itself. This paper purposes to study briefy the lines of this advance. It will also notice incidentally certain of the blunders into which the more ardent experimentalists have fallen.

It is no exaggeration to say that the poets of the present century have made contributions to their art in the three most fundamental ways in which they could contribute to it—in range of subject matter, in diction, and in form. A very few have brought gifts of all three kinds. The majority have by nature been restricted to a narrower bounty. Certain of the most exquisite artists have been content to offer themselves alone at the old altars.

Both English and American poets have brought within the scope of their art subjects that had almost never found themselves there before. These men have refused to believe that the traditional kinds of subjects with which poetry has always dealt were the only kinds adapted to the art. They have held that poetry is ideally as broad as life itself, that that which concerns man also concerns poetry. A few of them seem, in their own poetry, to have proved it.

England's two most important contemporary poets have been pioneers in this extension of their art. John Masefield and Wilfrid Wilson Gibson yield to no Americans in making poetry the voice of a democracy as wide as humanity itself. Each has dedicated himself to the task of putting the under dog in poetry. Each does it with a power and sincerity that establish his claim to a permanent plce in the roll of English poets.

Masefield's "The Everlasting Mercy" is the story of the conversion of a roystering drunkard and roughneck; his "The Widow in the Bye Street" is a study in poverty. Many of his shorter pieces have to do with the submerged tenth as he has seen them on land and sea. These poems are not sentimental doggerel made to be read at W. C. T. U. meetings; they are starkly realistic tales, often told in the language of their characters. They picture fights, drunken orgies, mad outbursts, intense hatreds, dirty streets, filthy rooms, all without restraint. And they are real poetry, despite all these.

Gibson is still more fully devoted to the victims of our pitiless industrialism. "Daily Bread," "Fires," and "Thoroughfares" populate the slums of London with people who feel and suffer as we would feel and suffer, whose vices are the almost inevitable accompaniment of their situation. The poet tells many of his stories without the slightest attempt at adornment. He finds their poetry in the throbbings of suffering souls. Even his "Battle" is almost a discovery of new subject matter, for, although countless poets have written of war before, the war they saw was not the kind Gibson saw and put into verse.

D. H. Lawrence is another Englishman who may have done something to widen the field of poetry, although his work is of such an intensely personal character that there is doubt if it will have any permanent influence. His dominant trait, according to William Lyon Phelps, is lack of delicacy and restraint, a trait that in itself opens up for poetical treatment intimate personal topics not ordinarily considered available.

But England has no monopoly on poets who make poetry of things traditionally unpoetical. America has Masters, Sandburg, Pound, and, for at least certain sides of certain subjects, Frost and Amy Lowell. Whitman pointed the way, of course, more than half a century ago, but it had seemed for a time that he would have no followers. No second Whitman has yet arisen, but Masters, for instance, has shown no more scruples in dealing with spades and calling them spades than Whitman himself did.

The "Spoon River Anthology," which appeared in 1917, was as much of a revolution in its way as was "Leaves of Grass." Its interpretation of the sordid tragedies of a decadent country town was a thing wholly original in modern literature, and perhaps in all literature. The subject was as new to poetry as were the diction and form. Naturally everybody asked if the book really were poetry, and the question has not yet been answered with complete satisfaction. But at least no one denied that it was a new thing to call poetry subject matter like this:

> "Did you ever hear of Editor Wheaton
> Giving to the public treasury any of the money
> he received
> For supporting candidates for office?
> Or for writing up the canning factory
> To get people to invest?
> Or for suppressing the facts about the bank,
> When it was rotten and ready to break?"

Sandburg sings about Chicago, "Hog-butcher for the World, Toolmaker, Stacker of Wheat," plays "Nocturne in a Deserted Brickyard," calls an evengelist "a contemporary bunkshooter," writes stanzas about a street car, describes farm life on the prairies as it actually is, weeps for a dead prostitute, admires Jessie James because he was a good loser, piles mountain high the slain in battle to make grass of them, and casts

the glamour of poetry over the most brutal of it. Not that he limits himself to subjects strange to verse—much of his material is by its very nature poetic. But these are the things in which he has followed Whitman's lead.

Lindsay has shown how rhythms and topics that were formerly considered fit for nothing but jazz and Salvation Army hymns may be made into real poetry. So full and ringing is the triumphant music of "General William Booth Enters into Heaven" and so sublimated is the jazz of "The Congo" that the reader who cannot enjoy them is nearly too fastidious for this world. Both Lindsay and Ezra Pound have shown the rich possibilities of Chinese subjects, Lindsay coloring them with the rich gorgeousness of his own mind, Pound painting them in the subdued tints of the aesthete.

In his own quiet way, Frost has introduced a new realistic note into the poetry of rural life. Wordsworth, like Whitman, waited a long time for disciples who could themselves write poetry. Frost's realism, moreover, is not Wordworth's; it is distinctly individual. The quaint philosophy of the New England farmer, the loneliness of hill life, the unseen tragedies that are spiritual only,—Frost makes them all his own and does not even suggest Wordsworth's rural paupers.

In her search for themes susceptible of imagistic handling, Amy Lowell has perhaps also contributed a bit to the widening of the field of poetry. Her "Red Slippers," however, seems to me of very doubtful quality; "The Taxi" is far better. Like Sandburg, she can see poetry in manual toil.

It was inevitable that the poets who were courageous enough to make poetry out of materials that had almost always been regarded as unpoetic should at the same time employ a language fitted to their subject matter and that this language should likewise be strange to the realm of poetry. The result has been that, following the lead of Wordsworth and Whitman, they have added largely to the language of poetry.

Masefield and Gibson exemplify Wordsworth's theories about the language of poetry without the reservations, both explicit and implicit, that restrained the earlier poet in his use of words. Masefield dramatizes many of his racy narratives by telling them in the very speech of his roughneck characters. For this very reason the appearance of his "The Everlasting Mercy" started an uproar. His sea poems exhibit the same diction, with the added tang of the salt. Since Gibson does not make as extensive use of conversation, his language is more restrained,

but it is simple, pungent, and direct with the directness of the best prose. Take, for instance, "The Joke":

"He'd even have his joke
While we were sitting tight,
And so he needs must poke
His silly head in sight
To whisper some new jest
Chortling. But as he spoke
A rifle cracked . . .
And now God knows when I shall
hear the rest."

In general, Gibson is nearer to the Wordsworthian diction than Masefield is, and, like Wordsworth, his speech is at times capable of the unadorned elegance of an undraped statue. His miniature rural tragedies, "Stonefolds," are in this respect strongly suggestive of Wordsworth.

On our side of the Atlantic, Frost, Lindsay, Anderson, Sandburg, and Masters are notable for their influence on the language of poetry. Frost is nearest to the chaste simplicity of Wordsworth. His diction is an expression of his own innate refinement as well as of the facts of New England country life. Vachel Lindsay makes poetry from the language of popular theology,—an attempt in which many would-be poets of other days have come to grief. Sherwood Anderson employs a vigorous colloquial style that shows he has read his "Leaves of Grass." Sandburg's language shows a wide range. At times brutal in its indignant directness, it is at other moments sweetly pensive. Compare "You come along . . . tearing your shirt . . . Where do you get that stuff?" of "To a Contemporary Bunkshooter" with this from "Under the Harvest Moon":

"Under the harvest moon,
When the soft silver
Drips shimmering
Over the garden nights,
Death, the gray mocker,
Comes and whispers to you
As a beautiful friend
Who remembers."

But it has probably been left to Edgar Lee Masters to identify wholly the language of prose with that of poetry. So far as the words themselves are concerned, there is probably not a line in "Spoon River" that is not the barest prose. It is only occasionally that Masters combines his words in a manner different from that of prose. Print the seven lines quoted above in a paragraph, and the casual reader would not suspect that he was reading poetry.

One may sum up, perhaps, by saying that contemporary poets have contributed these qualities to the language of their art: simplicity, precision, vigour, condensation, and a homely directness that amounts at times to brutality. These qualities combine to make the language of much of the new poetry essentially the same as that of prose.

The matter of form is also important in a study of the work of contemporary poets. The development here is the one most evident to the casual reader. And it is in America, the home of Walt Whitman, that one finds the most marked advance in this respect—if it be an advance. The Englishmen Masefield and Gibson have been content nearly always to employ the old regular meters. Masefield even revived one of the oldest of English meters, the rime royal of Chaucer. England has some vers librists, it is true, but none of them is a recognized leader. They look to America, it seems, for their inspiration.

The makers of free verse are almost legion in America, for many a minor writer who would probably never have made his way into print had he used the older forms has blossomed out as an exponent of this modern art. But the influential vers librists are, naturally, few in number, and it is only of them that one can speak here.

Miss Lowell, who knew how to write verses of all kinds, has been the leading protagonist of free verse and is a charming exemplifier of its use. She makes from it both music and visual beauty. "Patterns" is probably her most famous poem. In verse of this type she approaches rhyme without quite using it; she comes just near enough to it to give a mere suggestion of its music. But there does seem to be an unwarranted consumption of white paper in such lines as these:

"But at Malamocco in front,
In Venice behind,
Fall the leaves,
Brown,
And yellow streaked with brown.
They fall,
Flutter,
Fall."

After Miss Lowell, Sandburg is probably the most prominent of the writers of vers libres; many would doubtless put him ahead of her. He does, to be sure, take greater liberties with his verse than Miss Lowell does. He knows how, on the other hand, to hold himself in check as well as she does, if he so desires. Both try their hands from time to time in rhythmic prose, sometimes called polyphonic prose.

Master's verse form in "Spoon River" appears to be regulated as much by desire for it to be symmetrical on the page as for it to fit his thought. He uses at times elsewhere a cadenced prose. John Gould Fletcher has, despite his obscurity in much of his work, done some most charming things in free verse, such as "Rain in the Desert" and "Down the Mississippi." Ezra Pound uses free verse most pleasingly in his poems, "From the Chinese of Li Po," and in shorter pieces such as "The Study in Aesthetics" and "N. Y.", where he directly suggests Whitman.

Although Lindsay has not made use of a new form, he has at least put an old form to a new use. His most famous poems, "General Booth" and "The Congo," clothe in the garb of the ode or chant subject matter that was never so clothed before and that was at the same time genuine poetry.

All progress means a great quantity of experimentation. The standard anthologies give the reader many of the fragments and chips that the carvers in stone and wood have necessarily strewn about their workshops as they tried to give body to the ideal in their mind. Some of these failures are amusing absurdities. Some exhibit that amazing defect of certain of the greatest artists, their inability to know when they were producing the real thing and when they were not. Some of them are sheer puzzles and riddles; they make the reader believe that the writer must have thought of him as a mind-reader. They give details of the picture or story without deigning to express the central idea, the heart of the situation, and leave the reader groping. Even Amy Lowell does this, and Ezra Pound is an adept at it. In their eagerness for the freest self-expression, in their determination to say anything they please to say in any way they please to say it, the more radical forget that poetry has, ever since poetry began, been associated with the art of music. Instead of dancing, they frequently walk on tall stilts.

But, despite all the errors, all the failures, the work of the group of poets here discussed, together with that of numerous lesser singers who believe as they do, has made, it seems, for a most marked advance in the art of poetry, especially if one stops to consider that most of the advance has been achieved in less than a quarter of a century. Their work has extended the range of poetry in every direction,—in subject matter, in language, and in form. They have built the bridges to a new Land of Poetry. And they have not interfered in the least with the work of their brothers, much of it excellent, who have preferred to till the old fields.

SELECTING A TEACHER: A SURVEY

Made by the Committee on Recommendations of the Kansas State Teachers College Relative to Qualifications, Recommendations, and Employment of Teachers

Questionnaire Sent Out

This is the form of questionnaire which was used:

Please weigh the following items on the basis of 100:

1. CHARACTER .....
2. PERSONALITY (Personal attractiveness, neatness of dress, voice, etc.) .....
3. TRAINING (Knowledge of subject matter, college grades, certificate, etc.) .....
4. EXPERIENCE .....

Total 100

Underscore type of application preferred—(Typewritten) (Longhand).

Do you demand personal interview with candidate?

Does your board reimburse candidate for expense of personal application in case of failure to employ?

Do you require extra-curricula activities of your teachers?

Remarks:

Tabulated Results

The following tabulated results are based on replies from 531 superintendents:

Character	36.07
Personality	24.75
Training	26.22
Experience	12.96
Total	100

Type of application preferred: Typewritten, 159; longhand, 283; no preference, 84; no answer, 5.

Do you demand personal interview with candidate?—Yes, 312; prefer, 148; no, 51; no answer, 20.

Does your board reimburse candidate for expense of personal application in case of failure to employ?—No,388; yes,55; may, 32; one-half, 33; no answer, 23.

Do you require extra-curricula activities of your teachers?—Yes, 491; No, 18; may, 3; prefer, 4; no answer, 15.

REMARKS

Superintendent commented very freely on the matter of teacher employment, and the committee selected the following statements as being informational and interesting.

"Training is largely determined by the college from which one graduates, and school men as a whole are recognizing this fact."

"I regard character much as a horse judge regards unsoundness. Blindness or a bone spavin disqualifies a horse in any show."

"The teacher's professional spirit and professional training are very often a deciding factor, as teachers with good academic training are not difficult to find."

"I think the type of teacher hardest to handle are those who are not 'country-broke.' That is they do not know what it is to live in small communities and work with country and small town people."

"We want teachers who have taken part in extra-curricula activities while they were in school. We feel this gives them a much broader experience and makes them better teachers. The recommendations we get seem to be based entirely on scholastic standing."

"I prefer teachers with 'horse sense' to those with degrees and lacking it."

"The employing of teachers is a task of major importance and I think that it is well that a study is being made along this line. Too many times superintendents and school boards employ teachers for political reasons rather than because of sheer merit of the applicant. We all should get away from this practice. Too many of us, however, are afraid of our jobs."

"A good recommendation from a former superintendent takes precedent. Not much weight given to a recommendation from a board member, since the board may be divided in its opinions of teachers. Length of service in one place sounds good, but needs investigation."

"There has been a tendency on the part of some of the young graduates going out to teach, to think that teaching is only a game, similar to politics, and real service has been sacrificed in the effort to play the game."

"Personally, I do not see how one could weight the above items. It would be about the same as weighing water, food, and air as requirements for sustaining life. We absolutely require all of the first named three, and if any one is lacking, we will not consider the candidate."

"Too frequently teachers fail to realize they are an 'influence' in the community."

"I know a good teacher the minute I meet him. I am careful in my selections to get all of the credentials in mind before the interview. The colleges make it easy in the selection of teachers by furnishing recommendations from faculty members who have observed the candidate in action."

"Good horse sense is the element lacking with most teachers we receive."

"My experience with the average teachers college graduate is that they come to us without the slightest idea of classroom discipline; without an idea of orderly, business-like classroom procedure; and with no very conscientious purpose of accomplishing the educational aims of the curriculum. They come from loosely conducted college classes and carry on our high school classes in the same manner. They apparently strive for the popularity of the pupils rather than for their respect. They are bringing to the colleges the spirit of just getting by."

"We have many college graduates who are not teachers and no amount of experience would make more of a counterfeit of them."

"I find that thorough academic training is indeed needed by most teachers. We have hobbied method to death. Boys and girls are beginning to feel that the teacher should ask the questions and give the answers, but give them high grades. Thorough academic training and high classroom standards is the remedy."

"We feel that boards of education are at a loss to know just what the item, training, should count. Certainly the number of college hours is at present meaningless.

"Why did you omit 'common sense'? The greatest weakness I find is the lack of ability to know when to talk and when to keep the tongue still. Too much talk at the boarding house causes a teacher to lose her influence and ability to control."

"I have always gotten best results from teachers who have made medium grades in college, who took a serious attitude toward their work in teaching and who did their best to follow instructions. The public seems to want this same type of teacher."

"One can't build character if he hasn't any himself; and one can't teach teamwork if he won't pull with the team of which he is a part."

"I think the crying need of education today from the one-room schools to the universities is for men and women with sterling character. Not the flabby, weak, nor the preaching type, but rather the virile active type that young people see and exemplify in their lives and actions. If the character is there, personality will take care of itself."

"I should choose a teacher with a record of average college grades, who had been active in many school activities, rather than a member of Phi Beta Kappa with no experience in extra-curricular activities."

"I think I express the opinions of most superintendents when I say that fully 50 percent of the recommendations are useless and not to be considered. Too many people can always write a recommendation that would find a place for a prospect, but if put to the test of employing the prospect themselves, their recommendation would not hold good. Recommendations by college instructors in about 50 percent of the cases are useless, and mean little."

"The teachers colleges are graduating some people who are not at all competent. That is not general, but there are enough of them to make it difficult for competent teachers to get positions in the smaller towns."

"Have had more teachers fail on account of social indiscretions than for any other reason."

"I believe that it is impossible to separate personality and character, since one is based so thoroughly on the other. It would seem that a better system for a survey would have been to enumerate the definite points which employers search for in hiring teachers. Common sense is one of my chief requisites."

"In my mind, college grades are a farce."

"We have been fooled by stock recommendations put out by certain colleges. We want men and women, not prodigies."

"Under personality we would include the vividness and forcefulness which create interest, respect, and loyalty involuntarily and without appreciable effort."

"Teachers who feel responsible to their people outside of the classroom are entirely too few in number. A good Christian teacher who takes an active part in some community church is worth 33 1-3 per cent more than another her equal in all other respects."

"I consider that the lack of good discipline causes the greater number of failures of teachers."

"I am not able to rate a teacher on the basis of character, personality, training, and experience on the basis of 100 per cent. It may be that I am not able to interpret just your idea, but it seems to me that character itself cannot be represented with less than a 100 per cent. Personality is something which can be developed, and an individual can be accepted with less than what they will be able to develop, likewise with training and experience."

"Character, 10 per cent; personality, 25 per cent; training, 35 per cent; experience, 30 per cent. Perhaps you wonder that I put so low a value on character. I would put it first if one could find out the character of an applicant. It cannot be done. Character, not mere goodness nor piety, includes loyalty (professional), fairness, promptness, application, not being contentious, careful of little as well as big duties, careful of appearance, proper amount of dignity, not a gossip, tactful, etc. One cannot find out these points from testimonials. I put little value on testimonials. A preacher's is worth the least, as I have discovered. Personality is loudest on first meeting a person."

"Just a word with references to extra-curricular activities. It seems so many teachers have been unable to coach plays. take charge of programs, prepare for social gatherings, and sponsor such organizations as Hi-Y or Girl Reserves. This is especially true of the men. As such perhaps realize, in most high schools all activities except athletics must be sponsored by teachers employed to teach regular subjects. My experience has been that while many women are able to do such work, very few men are prepared for it. We must have some men who can coach plays, prepare for entertainments, etc."

"I rarely ever worry about the teacher who possesses clean character, positive personality, and proper training."

"Auy teacher who thinks her school work ends with the classroom instruction is a failure to begin with."

"In employing teachers references from those who can speak with definiteness in regard to qualifications are required and consulted."

"We have a few teachers who only look for 4 o'clock and pay lay. This kind of teachers we avoid."

"We want teachers who are themselves students. Too many high school teachers depend on their degrees and the number of college hours they have, and do not study now and make careful preparation for daily work. We want teachers here who regard their tasks seriously. Too many quit the pursuit of knowledge when they graduate. Dynamic education is what we want. We want someone who wants to live with us. The suitcase teacher who leaves for the bigger town on Friday night is not needed."

"Character is the big isse, and there is any question about it the canidate is rejected, regardless of all other qualifications."

"Since it is one of our aims to make teaching a real profession, I think that we should try to determine theoir professional attitude before hiring them."

"In my estimation, there are some very poor teachers attempting to hold down good places, and they get these places because superintendents and boards of education are not careful enough in their inquiry into character, type of college, etc."

"Many young teachers do not know the full meaning and value of loyalty."

"The greatest weakness of our teaching force is lack of knowledge of subject matter and general ignorance of public and world affairs. This is especially true of teachers of social subjects."

"A teacher that cannot do anything but teach the second or third grade, or some subject in high school, is not worth must to a community."

"Our modern educational institutions are making it hard for a superintendent to hire teachers. A man or woman of questionable moral standards should under no circumstances be placed on the available list. Flappers, cake eaters, etc., should never be permitted to go before students.

"Cannot be done. A teacher must have character, personality, and training. Strength in one cannot make up for deficiencies in the other."

"I have found that people with a attractive personality and a fair knowledge of the subject matter generally make good."

"Give me an individual with character and training and a good personality, and I am afraid of the sucess the person will make in teaching."

"No 'To whom it may concern' recommendations considered. General statements of no value in a recommendations."

"Longhand application sometimes gives definite information as to certain characteristics of the writer, but type forms are more quickly analyzed, and this is an important item when many applications are received."

"For smaller schools, teachers must have a broader more general training, so as to be able to adapt themselves to the needs of the school and community where they serve. Hence, high specializaztion of any sort is not a desireable feature as a rule."

"The general public still thinks the teacher has the only easy job in the neighborhood and is well paid for it."

"Co-operation is another big thing in rating a teacher."

"I would suggest that the schools make more of an effort to tell ur more of the scholastic standing and the specific training of the individual. We are getting some people who were great leaders in college extra-curricular life who are not very strong in classroom."

"I find the spirit of co-operation and the willingness to act on the suggestions of the board and superintendent is the factor in keeping harmony between teachers. It makes for a better recommendation for the teacher from the superintendent to any future employer."

"The teacher who fails to co-operate in the school system where he or she is placed is destructive."

"In a small school we are forced to sacrifice quality until we can get the system where taxpayers will stand for higher taxes for support of better conditions."

"To an extent, I believe that teachers as well as poets are born, not made."

"Eight years' experience as high school principal has taught me that we may have a Phi Beta Kappa teacher, with an M. A. degree, a fine personality, wonderful character and a great deal of experience, who can teach bolshevism, cause dissatisfaction among teachers, etc., to such a degree that her usefulness is almost entirely destroyed."

"I realize that it is difficult for a teachers college to ascertain the above characteristics in any teacher. In my opinion, that is one reason why college professors' recommendations are given very slight consideration in the employment of teachers. Often I have received numerous splendid recommendations for an applicant, only to have a superintendent tell me, over the telephone, that I didn't want the teacher, and I immediately knew the reason why. It is something which is very subtle and is very seldom mentioned on paper concerning a teacher, and if your school can do anything, as a school, to awaken in your teachers, professional ethics which will carry through their entire work and life, it seems to me that you will be doing as great a work as teaching them the details of classroom instruction. I assume that this report is confidential."