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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

Vol. XVII

May-June—1934

No. 5

THE PUBLIC ATTITUDE TOWARD EDUCATION IN RHODE ISLAND

"The public attitude generally is wholesome, and favorable to education. We have noted instances in town meetings in which the people have voted down proposals to reduce salaries or to reduce budgets. Our work with open town meetings has been more productive than our efforts with representative bodies. This we interpret as indicating a better appreciation by the people generally than by politicians. The latter have been responsive to the calls of "privilege" and to the propaganda of small-visioned business (?) men and economy leaguers."—Walter E. Ranger, Commissioner of Education.

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PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

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May-June—1934

No. 5

BOARD OF MANAGEMENT

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J. C. Straley

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 the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

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WHAT MANY ADMINISTRATORS KNOW AND DO NOT KNOW ABOUT FOREIGN LANGUAGE TEACHING*

SAMUEL JAMES PEASE

In 1916 appeared an epoch-making book, that of Franklin Bobbitt on the Curriculum. In this book Bobbitt laid the foundation for a closer analysis of curriculum problems; seeing excessive foreign language requirements in our high school and college curricula, he expressed an opinion on the relative lack of value of foreign language studies based on the situation as he found it, with its many weaknesses and almost incredible lack of vision in the teaching. Most unfortunately, Bobbitt's tentative opinion, which should have been stimulating and thought provoking, is still worshiped—ignorantly worshiped—by many administrators; and great universities, magnifying his influence, tend to make Bobbitt's conclusions a permanent matter of curriculum policy instead of studying the possibilities of improvement in foreign language teaching. Such improvement is still possible to an amazing degree, both as to choice of students and as to amount and type of work to be accomplished. Further, the chief elements of this possible improvement are already known, and most of them are already embodied in books; but unfortunately it is necessary to scan many books in a half dozen languages to find them all in practice.

Bobbitt's book should have been a warning to foreign language teachers, especially since it was followed in 1918 by the U. S. Department of Education bulletin on the Cardinal Principles of Secondary Education. Studies were made, notably the Classical Investigation and the Modern Foreign Language Study, with great resulting improvement; but these investigators, and more particularly the teachers, did not yet speak the language of the administrators. Many men, too, became administrators, because they could not speak the language of the teachers. The present situation may be summed up in a single sentence:

The position of foreign languages in the course of study of any high school or college is the direct result of the attitude of administrators.

The writer knows of two cities of approximately equal size in comparable territory, the one maintaining this year six foreign language teachers, the other one. The superintendent of one system, which has especially prosperous Latin, stated as the chief reason, "I believe in Latin." The fact that Dr. Engel's studies show that in Kansas, in spite

*Read before the Round Table for Ancient and Modern Languages at the Parsons meeting of the Kansas State Teachers Association, Nov. 4, 1933.

of necessary "economies," there are more foreign language students than in 1932-3, indicates no diminution in the friendliness of administrators. The opposing group, however, is still too large in the country as a whole, so that a summary of their knowledge and lack of knowledge may be of service. By administrators we shall understand professors of education, advisers, superintendents and principals. Of these very few are narrowly prejudiced; but we must pay better heed to the warning and richly justify our teaching.

These administrators know

1. That foreign language study is not worth while for the average person.

They do not know

That foreign languages are among the most worth while subjects for one third of all our high school pupils and two thirds of our college students, as has been shown repeatedly by tests, by later life experience and by the testimony of leaders in practically every profession. The one chief reason the reverse is true of average persons is the great difficulty they have in adequately learning foreign languages, a difficulty so great that a mediocre translation by some one else conveys the thought more accurately than they can hope to gain from intense study of the original. Some educators estimate 115 as the minimum I. Q. requisite for success in learning a foreign language. The writer's experience indicates approximately a requisite I.Q.—or at least the language portion of it— of 100 for girls and 105 for boys, because of the greater variability of boys' interests; but special interest and determination can lower this considerably, and good teaching still more. The writer's observation of more than 5000 students of five languages in high school and college indicates that ability to learn foreign language diminishes very rapidly as language intelligence diminishes. An empirical estimate indicates that the ability to learn a foreign language varies approximately according to the fourth power of the "language quotient (L.Q.)." Thus a pupil whose "L.Q." is 120 should have a learning ability about $2.07 (1.2)^4$ times as great as one with "L.Q." 100, and one whose "L.Q." is 90 approximately .66. In its turn "L.Q." is not a single unity, but differs with different languages and in the different elements of language learning. It differs with race, environment, individual disposition, interests. Other things being equal, a patient, persistent, methodical student has normally a greater aptitude for ancient languages, a quick, lively student for modern. Similar comparison may be made in countless other details.

Foreign languages are among our most complex subjects, and only a mind that can master the complexities, either through special talents or through strenuous effort, is greatly helped by such study. Foreign language efficiency requires the automatic mastery and perfect correlation of four materials— vocabulary, form, idiom, construction,— and seven skills— oral reading, silent reading, oral composition, writ-

ten composition, aural reception, mental reworking, exact rendition. This is of course too difficult for average students under ordinary school conditions. On the contrary, a master's student in a university was recently not allowed by the research committee to include "From what and where found?" questions in a first year Latin test, on the ground of complexity; whereas every foreign language student must be able to handle such questions automatically and instantly.

They know

2. That one year of a language is usually an insignificant smattering; that even two years' study does not guarantee that the knowledge and ability gained will not soon be lost.

They do not know

That languages are best taken in four year chunks; in particular, that values increase approximately according to the square of the length of time devoted to their study. Again, Professor Albert I. Roehm has shown in the *Modern Language Journal* for December, 1931, that by a reduction of less than 10% in the number of those allowed to take modern languages it is possible to give in two years of high school study a reading rate at least equal to half that of English; and that the skill thus gained may be retained permanently by two hours of reading a week. With considerable modification a similar accomplishment is possible in Latin and Greek. Again, even a single year of a language, if properly followed up by habitual reading, or in Latin even habitual attention to word and sentence analysis, can accomplish very satisfactory results.

They know

3. That the average elementary grammar is too technical or tries to cover too much ground; it is often formal and deady monotonous.

They do not know

That there are functional grammars—but they can't be used in Kansas; and many of the beginning books treat grammar from a much more informal and more stimulating point of view—but they also cannot be used in Kansas.

They know

4. That the vocabulary of beginning books is often petty or impractical.

They do not know

That it is possible with the new word and idiom lists in the different languages to acquire a much more useful and dignified vocabulary, and that every new beginning book is striving toward this end—but they can't be used in Kansas.

They know

5. That the average elementary reader is either too puerile or too

ted to formal grammar; in either case it is uninteresting.

They do not know

That there are beginning to appear readers on the adolescent or the adult level of interest combined with an elementary level of knowledge—but they can't be used in Kansas.

They know

6. That our courses are too slow; don't "get anywhere."

They do not know

That forward looking teachers have already developed lists of minimum essentials, which are constantly being improved; that new readers are specializing on psychological appeal; that new practice books make scientific use of known psychological data for the acquisition of a fundamental vocabulary, combined with correct but unemphasized, hence almost unconscious grammar; that some modern method teachers can give the majority of their pupils in modern languages a reading rate of eight pages an hour at the end of two weeks in college. Vocabulary should be emphasized the most; in modern languages the correlation between it and reading is about .90; in the ancient, a little less.

They know

7. That foreign language teaching at all stages, especially Latin, but sometimes modern, is often monotonous and tedious. Even direct method classes under an outstanding teacher sometimes leave half the students without any active participation in the class exercise.

They do not know

That the live teacher of foreign languages, as in the case of geography or reading, watches the pupils' reaction constantly and has enlivening devices ready—even for Caesar and elementary grammar. With the Classical Journal and classical service bureaus on the one hand, and the Modern Language Journal, Hispania, and the modern language service bureaus on the other, there is no excuse for sloth.

They know

8. That foreign language teachers, especially Latin, often rely on the very "ponies" they violently and vainly try to keep out of pupils' hands.

They do not know

That such "horses" can be rendered innocuous by a greater use of the foreign language in the classroom (witness Dunham's Uniform Questions in Latin). That "trots" can often be of definite use in helping the pupil—or teacher—decide which is the happiest word, and in giving a general understanding. But every good teacher must make his own rendering, and there are few who cannot improve on even the best "prop" in some way or other.

They know

9. That our modern language students, even advanced— sometimes professors— are frequently stumped when unexpectedly asked a question in the foreign language. The story goes that a world's fair was being held in a great city where a new university had just been opened, and that only the Greek professor was able to converse with the distinguished foreign guests. That isn't true now.

They do not know

That European students acquire the ability to respond as a result of from five to eight years of study by the conversational method, which they can make permanent very easily by an occasional two weeks' vacation in the native habitat of the language. That the blame for the American situation must be divided between: a) our one and two year courses, and those not always in succession; b) our aiming chiefly at silent reading ability; c) our lack of opportunity for practice in hearing; d) our often provincial attitude toward everything not American. All these interfere with the foreign attitude and atmosphere necessary for sympathetic understanding. President F. D. Roosevelt talked with Premier Briand face to face in French, to the advantage of both nations.

They know

10. That try-out courses of 9 or 12 weeks work successfully only in modern languages and only under an enthusiastic specialist in the language who has been especially trained in junior high school teaching; that in Latin they rarely fail to discourage pupils. That combined courses in Latin-English are sometimes successful, but that modern language combinations seldom are; that also general language courses and unmotivated derivative study are rarely successful.

They do not know

That in general the only valuable try-out course is a purely conversational course in a modern language taken anywhere from pre-school age up to the last year of junior high school. This is frankly a smattering, with no emphasis on grammar; but is extremely useful as giving language consciousness, regardless of the amount of knowledge acquired. Cicero studied Greek at three; a former German teacher is teaching her children conversational German; the writer remembers the thrill of a little French taken at the age of nine from an aunt just over from Paris. Just try it on a group of a dozen or so children some summer and watch them blossom out.

They know

11. That foreign languages, especially modern, are frequently taught as "frills"—or perhaps as individual accomplishments to "show off,"—as is frequently the case with music, dancing, expression.

They do not know

That foreign languages—all of them—should be so taught as to give

not only individual accomplishment, but to give control of fundamental processes, such as do reading, arithmetic, drawing, health-study, manual operations. In the case of foreign languages such fundamental processes are a heightened general language consciousness, a keener observation of word-forms and word-relationships, a closer tie between word, idea, and active thought. In other words, these processes are fundamental for all who are engaged in any mental process involving the exact use of language.

They know

12. That frequently classes in successive years of foreign language instruction keep getting smaller, even down to the vanishing point. Greek has thus almost entirely gone in spite of its supreme value as a language foundation; the upper classes in Latin and modern languages are in many schools falling away with the stress of economic pressure.

They do not know

That as foreign languages are gateway subjects to all accurate verbal thought—what we might call core-subjects, determinants—and further that they are cumulative—that they must roll on like a snowball and cannot be taken up and laid down without material loss of impetus, as can non-habit-forming subjects,—they should receive special favors on both curriculum program and hour schedule. Further, if pupils are well selected to begin with, they will want to go on, if the teacher's task is well performed. Says George E. Carrothers in the *School Review* for March 1933 (41.3, p. 181, "High Schools of Michigan in the Depression"): "The superior pupil is suffering most from overcrowding and reduction of courses offered."

They know

13. That foreign language teachers quarrel violently with each other as to which is the most important language, which language should be studied first, and in which grade the pupil should begin his first language.

They do not know

That except in large high schools, in general the best results are gained by giving two years of Latin first, if possible following the conversational modern language course, and then, if no more is feasible, two of that modern language which best suits the needs of the pupils of the community. Dr. Roehm suggests an interesting plan, that of rotating the language from cycle to cycle, so that every community will have some masters of German, some of Spanish, some of French. How do this without constantly changing teachers? Frankly, I do not know, and I am sure Dr. Roehm does not. But such a high school major course as is here suggested, with a four year sequence, can be done very effectively in a four-year high school of about 150 pupils, if administrators are sympathetic. In smaller high schools, unless alternation is possible, only one language should usually be attempted, and

this single choice will depend on the local situation, perhaps even the accident of a capable teacher.

They know

14. That foreign language teachers are often individualistic or clanish, so that they are unwilling or even unable to make contributions to the general good of school or community outside of their own field.

It's a fact. But the foreign language teacher's greatest contribution to the pupil's progress should be the result of the fact that foreign language cuts across all department lines and touches on all interests of life. How can the foreign language teacher wield the influence she should if she has no point of contact with students or community? Get a hobby—useful to the other fellow—and ride it hard.

They know

15. That foreign languages are social subjects, but that they are rarely used as primary tools by most pupils; hence, they are often not classed as "practical."

They do not know

That all social studies are so interrelated that they form a single unit, the largest unit in human understanding. But for purposes of analysis we may divide them into

Social information: historic events, biography, vocabulary, accident.

Social science: history, economics, sociology, politics, finance, psychology; the various language sciences, such as orthography, orthoepy, grammar, rhetoric, semantics, philology, logic; and many others.

Social theory: philosophy, economics, sociology, politics, finance, ethics, religion.

Social art: music, speech expression, all fine arts, versification, literature, radio, the stage.

Social practice: Conversation, debate, oratory, literature, religion, law.

Any consideration of the proper position of foreign languages in the curriculum must heed the fact that they belong in all five fields. Thus foreign languages in the United States have their chief, though secondary function, as social sciences rather than as social arts; indeed, rather as general social sciences than as mere language sciences. They vivify and deepen the impressions of history, ethics, sociology, economics, government, physical sciences, yes, other subjects of whatever nature. An enemy of foreign language study some years ago said in conversation, "They merely give flavor." Yet in all probability the same man pays twice the necessary price for his coffee in order to get flavor. Further, the foreign languages tend to weave into a whole the frequently

narrowly analytical and too limited view of the individual subject, by their interrelating of subjects apparently remote from each other.

In conclusion:

To use the nomenclature of the Department of Education bulletin, the chief purpose of foreign language study is a mastery of fundamentals essential for the leading and most educable minority of our students; essentials which are impossible of attainment for the majority of people. Foreign languages have the same justification as school subjects as economics, government, sociology, philosophy; but they cannot be so readily acquired by observation and reading. They have the same justification as language and literature in the vernacular; but they add the flavor of other times and places. They are a gateway to the real understanding of all speech arts and sciences, by affording opportunity for comparing the means and methods of different languages—"language consciousness," as given for the chief ultimate objective in the Chicago Junior High School Latin syllabus for 1930. They are a gateway to a more real understanding of human attitudes by the introduction of the same problems in a simpler way than we meet them today. They are a barrier to the false claims of superiority, whether modern, or local, or national, or racial. But to realize these possibilities the teacher's work must be so firmly builded that all must perforce admit that the structure we rear is nobly erect and supremely sturdy.

ASSEMBLY AT COLLEGE HIGH SCHOOL — KANSAS STATE TEACHERS COLLEGE, PITTSBURG, KANSAS

By W. E. MATTER

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Secondary Education

The high-school assembly is looked upon to-day as one of the most effective and important activities conducted by our schools. It affords opportunity to develop leadership, initiative, confidence, and poise as well as a pleasing stage presence in a large number of students. Social attitudes, courtesy and co-operation may be capitalized and developed through the assembly hour to the degree of insuring a much higher educational tone to the entire school. It is through the school assembly that parents and other patrons come to know and appreciate more fully what the school is doing.

Articulation of the work of the various departments of the school is here carried on before the student body in an interesting and helpful manner. High standards of art appreciation may be reached when dramatization is given depicting the contrast between good art and poor art in the home or community. While in music the assembly period makes use of the musical talent of few talented students, a greater service is rendered to the entire student body by participation in group singing which leads to a better music appreciation. The general idea of integration of the work between departments is greatly enhanced through culminating programs as a specific unit of work is terminating.

Of course, the assembling together in a body promotes the practice in good citizenship of each pupil. World-mindedness and a sympathetic understanding of other nations is possible of growth by bringing available special guests from other nations or by inviting other persons who have traveled in foreign countries to speak before the assembly. Usually each year one or more of the personages may be found in our communities. College High School is fortunate in having access to assembly programs each year in which several noted people, e.g., the Governor of the state, statesmen, special lecturers, and others of special talents participate. These programs contributed to a more extended understanding of our social heritage on the part of the students than could be presented by the separate classroom teachers.

Each year a number of special days or events occur such as Frances Willard, Armistice, Columbus, Educational Week, et. al., around which may be built very valuable programs. Often times special

talent may be utilized to build a program centered about these days creating a wholesome influence upon the entire school.

Concentrating programs around special days and seasonal occasions permit a great amount of departmental representation to appear on the stage at various intervals. However, the programs must provide for a well balanced educational experience in the broadest sense, representing as nearly as practical all of the various activities of the school. Hence, gradually the entire school becomes involved to the extent that a high level of activity is reached. It is thus that the assembly activity passes from the Principal to the students where it rightfully belongs.

A religious tempo may be carried out in each assembly program or special devotional chapel may be held. Probably the former plan will be found better for the majority of our schools. This point can be determined by the particular school under consideration.

A well-planned series of programs, at least one semester ahead, and the entire year in advance is better, built around the special days of the year and any special event or activities of school work will do much towards developing a progressive and interested school spirit. Participation in the right kind of well-planned programs lends itself to the development of a fine democratic training for one's community life. The matter of school attendance and discipline will be lifted to a plane of small consequences as the assembly programs become interesting and educational to the majority of the group. Where proper programs have been developed students desire to attend assembly and but few are willing to be scheduled elsewhere at the assembly time.

To plan assembly programs it would seem necessary to have a committee composed of faculty members and student representatives. Should there be a Student Council it could be used to great advantage in the matter. The faculty sponsor should be responsible to have worked out the details for each program after it has once been decided upon by the program committee. The assembly programs should be timed and carried out on schedule without fail. All programs given should be filed accessible to the committee on assemblies or teachers responsible for future programs. This committee should discuss and carefully evaluate each program given and capitalize on the strong points and eliminate the weak spots that might occur in the succeeding programs. This would more nearly assure a unified idea of being developed. The entire program must be approved by the principal before the time when it is to be carried into effect.

The plans and purposes of the high-school assembly discussed in this article are practical for College High training school. The theories are sound for high schools in general. Varying degrees of adaptation

and modification of the plans submitted would make possible a workable skeleton for the high schools close on either side of the median school.

In general the programs might be grouped into five broad headings: 1. dramatics, 2. outstanding speakers, 3. pep programs, 4. musical entertainments, and 5. special days. At all times, however, adaptation should be made for the integration of as many of these topics in each program as possible.

The following outline of programs have been picked at random from those that we have found practical here in the past.

Geography Class

The following program was carried out by each member of a Geography class participating according to his special talent.

Assignments were made for reading vocal and instrumental solos. In this instance the violin, piano, and accordian were used. The program opened with devotional exercises conducted by a high school student who read from the New Testament an account of the journey from Jerusalem to Jericho which is located along the valley of the Jordan River.

The songs and poems selected were (1) about famous rivers: "The Blue Danube," the "Volga Boat Song," "Ole Man Ribber," "Where Potomac Stream is Flowing," "Swanee River," and others; (2) well-known state songs. The program ended with the Kansas state song: "It's a Grand Old State We Live In."

Members of the class prepared simple sketch maps on a large scale of the rivers in the foreign countries which were alluded to in the program. A sketch map showing a cross-section of the Jordan Valley illustrated in a striking way the topography of the Holy Land and served to illustrate the Bible reading.

On a blackboard wall map of the U. S. A. the states referred to were brightly colored and the rivers indicated in a graphic manner. Before each number there was a brief announcement calling attention to the map and giving some interesting facts about the river or state referred to.

This program could have been varied further by poems which characterize great cities of the world. Many short poems of this type appear in current periodicals. Carl Sandburg's characterization of Chicago is an outstanding example. Reading of poems and announcements provides an opportunity for students who have not had a musical training to participate in the program.

The students enjoyed the time spent in preparing for and presenting

this program. Much of the material was already familiar to them and yet it was presented from a new angle.

Amistice Day

Music	Orchestra
Devotionals, Psalm 46:	
Music (patriotic).....	Boys' Glee Club
"Fifteen Years Ago".....	Legion Member
Music	Glee Club
"In Flander's Fields".....	Student
"America's Answer".....	Student
Music, "Star-Spangled Banner".....	Audience

Hallowe'en Program

"Falling Leaf Moon," legend of October, a play.....	
.....	Eighth Grade
Witches Dance.....	High-School Girls
Reading	Student
Hallowe'en Games.....	Seventh Grade
A Ghost Taps.....	High-School Girl
Reading, "Orphant Annie".....	Student
Black Cat Dance.....	Seventh Grade
Hallowe'en Clowns on Parade, a drill.....	High-School Girls

Thanksgiving Program

Song: "The Old Oaken Bucket".....	School
Devotionals	Student
Song: "America, the Beautiful".....	School
The Dress of the Pilgrims.....	Student
The House of the Pilgrims.....	Student
Piano Solo	Student
The Diet of the Pilgrims.....	Student
Play: "Old and New Girls".....	
.....	Eight Grade Home Economics Class
Violin Solo	Student
Reading	Student

Indian Pow Pow

Greeting	Student
Pawnee Indians.....	Student
Legend of Waconda Springs.....	Student
Swing on the Cliff, a dramatization.....	Students
Original Legend	Student
Explanation of Sign Language	Student
Dramatization in Sign Language	Students
Story in Picture Writing	Student
Mr. Frog and Mr. Rabbit, a dramatization	Students
Song	Student

Sign Language	Student
Farewell	Student

Civics Program

Music	Orchestra
Devotionals	School
Music	School
Protection	
Of Home (Property)	Student
Of Life (Safety First)	Student
Of Investments (Blue Sky?)	Student
Of You	Chief of Police
Music	Orchestra

Indian Music Program

Music	Orchestra
Devotionals, Psalm 150	
Story of Indians	Student
“Navajo Indian Song,” piano solo	Student
“By Waters of Minnetonka”	Girls’ Glee Club
Indian Music	Student
“Medicine Song,” piano solo	Student
“From the Land of the Sky Blue Waters”	Glee Club

Television Christmas Program

Setting—Living Room	Time—Christmas Eve
Mother	Student
Father	Student
Announcer	Student
Christmas Carol	Boys and Girls Glee Clubs
Play—“The Beau of Bath”	Students
Christmas Carol	Boys and Girls Glee Clubs
Play—“Tom’s Plan”	Students

Mothers Day Program

Devotions	Student
Proclamation of Mother’s Day	Student
History of Mother’s Day	Student
Vocal Solos	Student
Original Poem	Student
Poems by Edgar A. Guest	Student
“Boy Bandits,” an operetta	Boys Glee Club

Indians of the Southwest

Song	School
Scripture, Proverbs 15, 1-9,	Student
Song	School
Preparing Geometry Lesson, a playlet	Students
Talk—“The American Indian”	
.....	Ex-teacher in Government Indian School.

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QUALIFICATIONS OF COMMERCIAL TEACHERS IN THE SECONDARY SCHOOLS OF KANSAS

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It is hoped that a careful study of the data set forth in these few pages may give valuable information relative to the educational qualifications of those teaching commercial subjects in the secondary schools of Kansas.

Information was received from four sources:

- a. From the Commercial Teachers themselves.
- b. From principals.
- c. From other teachers in the system.
- d. From friends of teachers of commercial subjects.

TABLE XIV

Professional Courses Taken by Teachers of Commercial Subjects

Subject	f	Max.	Min.	Av. Hrs.
General Psychology	207	12	3	5.5
Educational Psychology	173	9	2	3
Practice Teaching	171	20	2	6.5
School Administration	153	35	2	3
History of Education, U. S.	96	5	1	3
Educational Sociology	95	6	2	3
Secondary Education	93	6	2	3
Educational Measurements	87	10	2	3
Commercial methods	79	16	1	3
Introduction to Education	73	6	2	3
Introduction to Psychology	71	4	2	3
Child Psychology	65	8	2	2.5
School Supervision	52	15	2	3.5
Modern Education	47	8	2	3
H. S. Curriculum	46	12	2	3
Mental Tests and Measurements	41	10	2	3
Objective Tests	41	3	1	2
Adolescent Psychology	31	4	2	3
Philosophy of Education	31	5	1	3
Social Psychology	29	3	2	3
Social Principles of Education	29	3	2	2
Vocational Psychology	23	4	2	3
Observation and Participation	19	3	2	3
H. S. Instruction	14	5	2	3
Psychology of H. S. Subjects	12	5	2	3
Jr. H. S. Instruction	8	3	3	3
Problems in Education	7	3	2	3
Methods of Teaching Math.	5	5	2	3
Rural School Management	5	3	3	3
Theory of Teaching	5	4	2	4

History of Methods	4	3	2	3
Penmanship Methods	4	5	2	3
Rural Education	4	3	2	3

TABLE XV

Commerical Subjects Taken by Teachers of Commerce in the
Secondary Schools of Kansas

Subjects	f	Max.	Min.	Av. hrs.
Commercial Law	149	12	2	5.2
Accounting	120	22	3	8.3
Economics	120	18	2	6.
Typewriting	110	12	2	4.
Shorthand	92	13	2	6.5
Commercial Geography	79	8	2	3.5
Secretarial Training	75	6	3	3.5
Business Correspondence	70	6	2	2.7
Office Practice	56	4	1	2.6
Penmanship	55	6	1	4.5
Applied Problems	52	6	2	3.
Money and Banking	50	7	2	3.
Salesmanship	50	5	2	3.5
Letters	46	6	1	4.
Business Administration	45	7	2	3.
Market Management	44	7	2	3.
Business Finance	44	7	2	3.
Business Organization and Management	37	14	12	3.
Theory of Investment	21	4	2	3.
Financial History	13	6	2	3.
Business Advertising	11	4	2	3.
Labor Problems	8	3	2	2.8

In this table we find commercial law heading the list with a frequency of 149 and labor problems at the other extreme with a frequency of 8. By the titles of the courses recorded in Table XV, one is convinced that the commercial curriculum is rich in content. All the subjects lend themselves directly and effectively to business activities. The better the commercial teacher is prepared in these subjects, the better qualified is he to teach business subjects.

1. There were, included in this study, 11 first-class cities, 76 second-class cities; and 300 third-class cities.
2. There was a 100%-response from the 11 first-class cities; a 98%-response from the 76 second-class cities; and a 75%-response from the 300 third-class cities—an average of 84%.
3. Number of teachers responding—394. Of this group:
 - a. There were 35 teaching under a special certificate.
 - b. There were 24 teaching under a master's degree.
 - c. There were 359 teaching under a baccalaureate degree.
 - d. None were teaching under a doctor's degree.
4. Number to whom questionnaires were sent—470.

5. Of those holding special certificates 25 reported that they would attend college during the summer session, 1932 and 10 of the number would receive a bachelor's degree.
6. Of those with a bachelor's degree 80 had done graduate work ranging from 3 to 26 hours with an average of 10 hours plus.
7. A considerable number had taken special training in such institutions as Bowling Green Business University at Bowling Green, Kentucky, and Gregg's School of Business at Chicago, in addition to their baccalaureate and master's degrees. These schools make a specialty of training commercial teachers.
9. There were 251 commercial majors and 30 minors, 148 with majors in the other fields, and 113 with less than a minor in commerce.
10.
 - a. 86 of the group had taught from 1 to 35 years in the grades, while the average tenure was $4\frac{1}{2}$ years
 - b. 394 had taught from 1 to 36 years in high school, with an average of 5 years.
 - c. 20 had taught in college from 1 to 9 years with an average of $2\frac{1}{2}$ years.
11. 298 had business experience in one or the other of the following fields:
 1. Bookkeeping 1—5 years—101.
 2. Stenography 1—3 years—111.
 3. Salesmanship 1—2 years—86.

Conclusions

1. There were eleven counties chiefly in the north-west part of the state from which no report was received, but in this section where reports were received the rule was one teacher, with none reporting more than two strictly commercial teachers. Obviously failure to get reports from these counties would have no appreciable effect on the final results.
2. Those who reported the maximum years as commercial teachers, as a rule, had a minimum of high school credit in commerce while those with a minimum of teaching service had a maximum credit in commerce of the high school level. This situation leads the writer to conclude that there is a trend toward lengthening the time devoted to commercial preparation and a consequent enrichment of the commercial curricula.
3. A decided majority of the teachers is shown to have attended colleges in Kansas as is shown in Table VII.
4. To thoroughly appreciate the present status of commercial edu-

cation we need only to turn back in the school catalogs, say a score of years, and note the commercial subjects listed in thee required group then turn to the 1932-33 catalogs and note the subjects in the required group. A study of the curricula shows a definite and forward movement in broadening and extending the requirements for teaching in the commercial field.

5. The number of individuals working toward graduate degrees in the commercial field indicates a forward progressive attitude on the part of those preparing themselves for teaching commercial subjects.
6. In view of the information set forth in the data as analyzed in the interpretative tables, the writer concludes that the teacher of commercial subjects in the secondary schools of Kansas is well equipped for his task.
If the men and women who compose the rest of the teaching staffs in the secondary schools of Kansas are equally well equipped the pupils of these institutions are in the hands of capable instructors.

Recommendations

1. The writer can not emphasize too strongly the urgent need for administrators and schoolboards to discontinue the practice of assigning subjects to teachers to complete their teaching schedule rather than selecting teachers who are prepared to teach the subjects allotted to them.
2. Administrators should study carefully the scope of usefulness to which the school and all its activities may be directed in the community and then build the curricula accordingly. This course may be followed without clashing with accrediting agencies.
3. Teachers in the field of commerce should be bigger than their chosen field. As advice and guidance is offered to students their welfare should be placed above departmental bigotry if the teacher would prove himself worthy of his position.
4. The writer urges that teachers in the field of commerce give the best that is in them to the cause of commercial education in better adapting it to the needs of society.
5. The writer would strongly recommend business experience before taking up the teaching of commercial subjects, if possible. It most certainly broadens the perspective of the teacher.
6. Teachers should encourage worthy research work by giving all the reasonable information they possess when they have the opportunity.

7. The writer would suggest that courses dealing with commercial subjects should be given more prominence in the high school curricula of our teacher-training institutions. They need also to be made more adaptable to actual teaching situations.
8. It seems pertinent to suggest that many commercial students enter teacher-training institutions each semester who have little or no inclination to teach, but these same individuals continue in college for three or four years and then are certificated by the proper officials to teach commerce in the secondary schools of the state. Hence, they drift into the teaching profession through sympathetic friends, relatives or otherwise. Would it not be a much better policy, after these students have been given ample opportunity as practice teachers to demonstrate their ability to teach and fail to give satisfaction, to grant them degrees but refuse to certificate them to teach? The writer feels sure that such procedure would improve the teaching personnel in our secondary schools in Kansas
9. In no trade or profession does an individual reach a point where he is barred to progress nor is he immune from regression. It is, therefore, urged that those who contemplate teaching in the field of commerce keep informed by attendance at reputable institutions and by reading current literature in their special field.
10. When the teacher has his official insignia attached to his name, he is ready to begin a career, but he is not established. It is then time for him to begin packing his kit with a teacher's tools.
11. Let every young man and every young woman who enters the teaching profession cherish with profound admiration the things that have been done, but let their chief concern be to teach for the present so that the heritage of the future generation may be of even a higher type than the heritage of the present generation.

A UNIT TEST IN CIVICS—GRADE VIII

LUCILLE KNOX, Student, K. S. T. C.

To be filled in by the student:

Name

Date

School

Teacher

General Directions: This test consists of five parts. Read carefully the directions for each part. Read each item in the test thoughtfully. When you have completed one page, turn to the next. Do not ask any questions.

Note: This slip is for your test results. The test papers will not be returned for you to keep. Write your name and the date below.

Name

Date

Civics Test

Score, Part I

Score, Part II

Score, Part III

Score, Part IV

Score, Part V

Total Score

Number taking test

Class average

Standard deviation

Your rank in class

Your Quintile Grade

Eighth Grade Civics Test

Unit: Local, state, and national governments.

Directions: Some of the following statements are true and some are false. If in your opinion the statement is true, place a plus sign (+) before it; if false, place a zero sign (0) before it. The score will be the right answers minus the wrong answers.

.....1. Law is necessary.

.....2. The U. S. census is taken every five years.

.....3. A county is a sub-division of a state.

.....4. The stripes in our flag represent the original colonies.

-
-5. The Constitution has been amended.
 -6. A bill may become a law without the president's signature.
 -7. An honest jury is easily influenced.
 -8. We need fearful and dishonest judges.
 -9. The accused must plead "Guilty" in court.
 -10. Adulterated foods are labeled as such.
 -11. The Speaker receives the same salary as the vice-president.
 -12. A state is unlimited by the U. S. Constitution.
 -13. The governor is elected by the voters of the state.
 -14. The state has authority over education within its boundaries.
 -15. The legislature is made up of three houses.
 -16. The president is requested to follow his Cabinet's suggestions.
 -17. Referendum is a kind of direct legislation.
 -18. The King of England has more power than the president of the U. S.
 -19. Members of the U. S. Supreme Court are chosen every four years.
 -20. A naturalized citizen may be elected president of the U. S.
 -21. Revenue bills originate in the Senate.
 -22. The New England states have township government today.
 -23. The governor has power to call special sessions of the legislature.
 -24. The plaintiff is the person who brings suit.
 -25. A bill is a proposed measure.
 -26. The Articles of Confederation proved adequate.
 -27. The enforcement of national laws rests with the courts.
 -28. Two presidents of the U. S. tried for a third term.
 -29. The U. S. Supreme Court decides controversies between states.
 -30. A person accused of crime may be tried secretly.
 -31. Frances Perkins is the first woman to head a Cabinet Department.
 -32. The plaintiff in a criminal case may appeal to a higher court.
 -33. The national government has power over immigration.
 -34. The state employs the plaintiff's lawyer.
 -35. The lowest federal courts are district courts.
 -36. A city is granted a charter.
 -37. The president was inaugurated March 1, 1933.
 -38. Jurors give unpaid service.
 -39. The decision of the U. S. Supreme Court is final.
 -40. Kansas was once a territory.

-41. As the population increases, the total number of members in Congress increases.
-42. There is a federal court at Fort Scott, Kansas.
-43. A crime is an offense against the state.
-44. The president's salary is moderate compared with European rulers'.
-45. The heads of the president's Cabinet are elected by the people.
-46. A prisoner sits while hearing his sentence.
-47. The governor may approve or veto bills.
-48. A complaint is filed for a law case.
-49. Unwritten material is better proof than written material.
-50. A statutory law has passed both houses of the legislature.
-51. The U. S. Supreme Court meets at Washington, D. C.
-52. A lawyer may cross-examine a witness.
-53. A unanimous verdict is required in criminal cases.
-54. A legislative bill is read three times.
-55. Kansas has two U. S. Senators.
-56. The president makes the rules for the legislature.
-57. The Speaker is the presiding officer of the House.
-58. Kansas levies income taxes.
-59. The state has authority over marriage.
-60. The senate is considered a dignified body.
-61. Patents are granted by the state government.
-62. The jury comprises **thirteen people in a criminal case.**
-63. Civil Service examinations test an applicant's fitness.
-64. The sheriff passes judgment on points of law in court.
-65. A trial may be demanded in a civil case.
-66. Divorce laws are uniform in the states.
-67. The Kansas penitentiary is at Lansing.
-68. The president has the power to impeach representatives.
-69. Lobbyists are unselfish.
-70. The vice-president presides over the Senate.
-71. There are six series of federal courts.
-72. Violation of the pure-food laws is tried in a state court.
-73. The president may "pocket veto" a bill.
-74. A representative is given unlimited time for debate.
-75. The senate may modify a bill passed by the House.
-76. The law regards a person innocent until he is proved guilty.
-77. A good citizen serves willingly on the jury.
-78. The speaker of the House of Representatives usually belongs to

the political party in power.

.....79. Texas has the largest electoral vote.

.....80. The early American states agreed on their boundary lines.

Directions: Write in the blank space before each question the word or number which answers the question correctly. The score will be the number of correct answers.

- 1. Who is the President of the United States?
- 2. Who is Chief Justice of the U. S. Supreme Court?
- 3. How old must the president be before he may be elected
- 4. Who is our county health officer?
- 5. Who is vice-president of the United States?
- 6. What plan of city governmnt have we?
- 7. In what year will the next presidential election be?
- 8. Who is a living ex-president of the U. S. ?
- 9. Who is the governor of Kansas?
-10. Who is the sheriff of our county?
-11. For how many years does a U. S. Senator serve?
-12. How many members are there in Congress?
-13. Who is the superintendent of our city schools?
-14. Who is judge of the juvenile court of this county?
-15. Who is the mayor of our city?

Score..... (No. Right)

Directions: Below are some unfinished statements. Choose from the suggested answers the one which you think is the best. Place its number in the space preceding the statement to which it belongs. The score will be the number right.

- 1. The President of the U. S. serves(1) two, (2) four, (3) five, (4) six, (5) seven years.
- 2. Law made by the legislature is called (1) common, (2) fundamental, (3) international, (4) constitutional, (5) statute.
- 3. The presiding officer of the court is the (1) lawyer, (2) clerk, (3) judge, (4) sheriff, (5) juror.
- 4. A convict is pardoned by the (1) warden, (2) governor, (3) attorney-general, (4) judge, (5) sheriff.
- 5. Our governor's home-town is (1) Neodesha, (2) Coffeyville, (3) Chanute, (4) Independence, (5) Cherryvale.
- 6. Local governments secure their powers from the (1) state, (2) county, (3) district, (4) township, (5) city.

- 7. The U. S. Constitution was written in (1) 1776, (2) 1779, (3) 1781, (4) 1787, (5) 1789.
- 8. A district school is controlled by the (1) commissioners, (2) mayor, (3) schoolboard, (4) principal, (5) teacher.
- 9. The Great Magna Charta was adopted in (1) England, (2) France, (3) Spain, (4) Germany, (5) Italy.
-10. Harry H. Woodring, a "Little Cabinet" member, received his position by (1) election, (2) appointment, (3) promotion, (4) succession, (5) Civil Service.

Directions: Certain words have been omitted in the following sentences. Write in the numbered space in the margin the best word that will make the statement complete. The score will be the total number of correct words supplied.

- 1..... The (1).....issues a proclamation declaring a territory a state.
- 2..... The law-making body is called the (2)....., the
- 3..... judiciary consist of the (3)....., the law-enforcing
- 4..... head of the state is the (4).....
- 5..... The first (5).....amendments of the U. S. Constitution
- 6..... are called the Bill of (6).....
- 7..... In 1789 (7).....became president of the U. S.
- 8..... The (8).....is the smaller of the two houses of Congress.
- 9..... On January 29, 1861, (9).....was admitted as a state in the Union.
- 10..... The U. S. Senators from Kansas are (10)..... from
- 11..... Wichita and (11).....from Topeka.
- 12..... There are (12).....judges on the Supreme Court bench.
- 13..... The South had (13).....form of local government, due
- 14..... to large (14).....
- 15..... The U. S. Representative from our district is (15).....from Coffeyville.

Directions: Indicate to which item in Column I each item in Column II belongs, by placing the preceding the items in Column II in

front of the proper items in Column I. The score will be the number right.

Column I	Column II
..... veto	1. imitation
..... supreme	2. decision
..... counterfeit	3. change
..... unanimous	4. freed
..... amend	5. voting
..... suffrage	6. refuse
..... filibuster	7. remove
..... acquitted	8. execute
..... impeach	9. delay
..... verdict	10. accused
	11. all
	12. highest

Directions: Indicate to which item in Column I each item in Column II belongs, by placing the numbers preceding the items in Column II in front of the proper items in Column I. The score will be the number right.

Column I	Column II
..... Dep't of war	1. military affairs
..... Dep't of Labor	2. manufacturing
..... Dep't of State	3. public lands
..... Dep't of Justice	4. the marines
..... Dep't of Treasury	5. foreign affairs
..... Dep't of Commerce	6. working conditions
..... Dep't of Agriculture	7. money affairs
..... P. O. Dep't	8. the express
..... Dep't of Interior	9. farming investigations
..... Dep't of Navy	10. legal matters
	11. steamboats
	12. postal service
	13. juvenile cases
	Score..... <i>no. right</i>