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THE TECHNE

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

Vol. XX September-October, 1936 No. I

WHATEVER THE WORLD THINKS

"*Whatever the world thinks, he who hath not much meditated upon God, the human mind, and the summum bonum,* may possibly make a thriving earthworm, but will indubitiably make a sorry patriot and a sorry statesman."

Bishop Berkeley, Siris, 350

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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 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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WALT WHITMAN: A MODERN POET

By R. TYSON WYCKOFF
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No American poet before or contemporary with Whitman was able to express American life;[1] yet Whitman's life span, from 1819 to 1892, included the development in American literature of the great Romantic Movement, which gave Whitman suggestion for his own interpretation of poetry and which produced such poets as Emerson, Longfellow, and Whittier. Neither Emerson nor Longfellow was able to catch the spirit of that intangible dynamic energy "which reduced New England to merely a section of the nation and which extended the republic to the Pacific."[2] Nor could Whittier himself, homely poet as he was, escape from the bondage of European influence in the person of his Scotch Burns. Whitman's mind and heart, however, were as a photographic plate sensitized to receive the varied, multitudinous details that constituted life's picture in his day.

It is the task of a poet to re-create for us the world around us and to present it to us with an imaginative intensity and with the freshness of a new point of view. Intensity Whitman produced through his earnestness and penetrative mysticism; his originality arose from his use of Kaleidoscopic effects and more especially from his stress upon democracy and the common man. The varied and even conflicting aspects of his poetry are, nevertheless, so confusing that Henry S. Canby, in *The Saturday Review of Literature* for May 29, 1926, writes: "To be read and read sympathetically and intelligently, Walt requires both an introduction and an interpreter." It will be our purpose to give an introduction to some aspects of democracy in his poems and to provide an interpretation of Whitman's idea of democracy. No attempt will be made to treat the mechanics of his poetry, his use of nature, or his extension of democracy into mysticism. We shall try to understand Whitman's poetical conception of democracy and his enthusiastic belief in it as a potential force for saving the world.

Inasmuch as Whitman not only preaches democracy as an abstraction but shows its application to life, he embarks upon an uncharted course from which he very bravely refuses to withdraw. In the first part of his volume of poetry, *Leaves of Grass*, he sees himself and his book as

> . . . a lone bark cleaving the ether, purpos'd I know whither, yet ever full of faith,
> Consort to every ship that sails, sail you:

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[1]John Bailey. *Walt Whitman.* (1926. New York: The Macmillan Company.) p. 198.

[2]Stanley T. Williams. *American Literature.* (1933. Philadelphia: J. B. Lippincott Company.) pp. 111-112.

Speed on my book! spread your white sails my little bark athwart
the imperious waves,
Chant on, sail on, bear o'er the boundless blue from me to every sea,
This song for mariners and all their ships.[3]

Since the interests of his poetry and of democracy are so closely related to each other, they must share the same fate.

An early stage in democracy, as we consider Whitman's own belief and the course of his development, stresses a freedom of the individual and a consciousness of that freedom. Revolt and demand for freedom he sets forth in his statement of the themes of his poetry:

I announce natural persons to arise,
I announce justice triumphant,
I announce uncompromising liberty and equality,
I announce the justification of candor and the justification of pride.
I announce that the identity of these States is a single identity only,
I announce the Union more and more compact, indissoluble,
I announce splendors and majesties to make all the previous politics of the world insignificant,

. . . . . .

I announce the great individual, fluid as Nature, chaste, affectionate, compassionate, fully arm'd.[4]

His attidude of revolt exhibits itself in an impulsiveness when he insists:

Let me have my own way,
Let others promulge the laws, . . .

. . . . . .

I give nothing as duties,
What others give as duties I give as living impulses,
(Shall I give the heart's action as a duty?)[5]

Even harmless conventional usages annoy the poet, for he says:

I wear my hat as I please indoor or out.[6]

In a burst of bravado Whitman uses language that he evidently knows will offend the literary world:

I too am not a bit tamed, I too am untranslatable,
I sound my barbaric yawp over the roofs of the world.[7]

His thought as well as his language announces to the world that he will

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[3]Walt Whitman. "In Cabin'd Ships at Sea," from "Inscriptions." *Leaves of Grass.* Inclusive edition edited by Emory Holloway. (1929. New York: Doubleday, Doran and Company, Inc.) pp. 2-3.

[4]Whitman. "So Long," from "Songs of Parting." *op. cit.,* p. 417.

[5]Whitman. "Myself and Mine," from "Birds of Passage." *op. cit.,* pp. 201-2.

[6]Whitman. "Song of Myself." *op. cit.,* Sec. 20, p. 40.

[7]Whitman. *Ibid.* Sec. 52, p. 75.

[8]Whitman. "Song of the Broad Axe." *op. cit.,* p. 162.

not be governed by what he pleases to call "feudal" manners and ideas. The rule of kings must finally be destroyed by

> . . . those who in any land have died for the good cause,
> The seed is spare, nevertheless the crop shall never run out,
> (Mind you O foreign kings, . . . the crop shall never run out.)[8]

Whitman gives to each individual the ringing challenge:

> Whoever you are! claim you own at any hazard![9]

The motto which he offers to the independent soul is "Resist much, obey little."[10] Each person, aware of his potentialities and exulting in them, must be self-reliant and independent.[11]

The key to the abstract conception of independence Whitman feels lies in the individual. It is with this idea in mind that the poet celebrates himself in his "Song of Myself" and in many of his other poems. He sounds his "clarion call to self-reliance and self-respect," in order that he may rouse from lethargy every torpid soul that is unattuned to self and liberty.[12] This autobiographic principle asserts that the self is all that one can know, and all that one should know. Since, according to Whitman, man and therefore the individual is intrinsically good, the expression of the self is trustworthy. The characteristics of the group are then reflected in the individual rather than in a distillation of various lives or in an attempted average of the group. It is what the individual in the group "possesses in common with all others that Whitman feels to be glorious and worthy of song, not that which differentiates him from others."[13]

Such interpretation of the function of the individual naturally causes Whitman to idolize a person who himself illustrates the highest ideals of the people. This paragon Whitman found in Lincoln, whom he regarded not merely as the leader but as the representative of democracy. When Lincoln's death took place, the general grief was so great that only a Whitman could express it poignantly. In "When Lilacs Last in the Dooryard Bloom'd," which is the best poem Whitman wrote about the death of Lincoln, the star represents the human or perishable part of Lincoln and the lilac symbolizes human love. The selections which follow portray the democratic bases of the poem that are rooted deep in the interests and daily life of the common man:

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[9]Whitman. "To You" from "Birds of Passage." *op. cit.*, p. 199.

[10]Whitman. "To the States," from "Inscriptions." *op. cit.*, p. 8.

[11]cf. in this regard Emerson's interpretation of the same idea in "The American Scholar," in "Self-Reliance." and in "The Poet."

[12]Edna Davis Romig. "The Paradox of Walt Whitman." *University of Colorado Studies.* (1926. Boulder, Colorado: The University of Colorado.) Vol. XV, No. 2.

[13]Edward Dowden. *Studies in Literature*, 1789-1877. (1909. London: Kegan Paul, Trench, Truebner and Company.) pp. 495-6.

1

When lilacs last in the dooryard bloom'd
And the great star early droop'd in the western sky in the night,
I mourn'd, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love.

5

Over the breast of the spring, the land, amid cities,
. . . . . .
Night and day journeys a coffin.

6

Coffin that passes through lanes and streets,
Through day and night with the great cloud darkening the land,
With the pomp of the inloop'd flags with the cities draped in black,
With the show of the States themselves as of crape-veil'd women standing,
With processions long and winding and the flambeaus of the night,
With the countless torches lit, with the silent sea of faces and unbared heads,
With the waiting depot, the arriving coffin, and the sombre faces,
With dirges through the night, with the thousand voices rising strong and solemn,
With all the mournful voices of the dirges pour'd around the coffin,
The dim-lit churches and the shuddering organs—where amid these you journey,
With the tolling tolling bells' perpetual clang,
Here, coffin that slowly passes,
I give you my sprig of lilac.

11

O what shall I hang on the chamber walls?
And what shall the pictures be that I hang on the walls,
To adorn the burial-house of him I love?
Pictures of growing spring and farms and homes,
With the Fourth-month eve at sundown, and the gray smoke lucid and bright,
With floods of the yellow gold of the gorgeous, indolent, sinking sun, burning, expanding the air,
With the fresh sweet herbage under foot, and the pale green leaves of the trees prolific,
In the distance the flowing glaze, the breast of the river, with a wind-dapple here and there,
With ranging hills on the banks, with many a line against the sky, and shadows,
And the city at hand with dwellings so dense, and stacks of chimneys,
And all the scenes of life and the workshops, and the workmen homeward returning.
Now while I sat in the day and look'd forth,
In the close of the day with its light and the fields of spring, and the farmers preparing their crops,
In the large unconscious scenery of my land with its lakes and forests,
In the heavenly aerial beauty, (after the perturb'd winds and the storms,)
Under the arching heavens of the afternoon swift passing, and the voices of children and women,
The many-moving sea-tides, and I saw the ships how they sail'd,

And the summer approaching with richness, and the fields all busy with labor,
And the infinite separate houses, how they all went on, each with its meals and minutia of daily usages,
And the streets how their throbbings throbb'd, and the cities pent—lo, then and there,
Falling upon them all and among them all, enveloping me with the rest,
Appear'd the cloud, appear'd the long black trail,
And I knew death, its thought, and the sacred knowledge of death.[14]

Whitman's background of poverty and struggle and his idealistic viewpoints upon democracy fitted him admirably to write this elegy upon the death of Lincoln—an elegy which is considered by many people to be the finest lyric in the English language. In this poem sublimity is attained through the evident depth and sincerity of the poet's grief, through the contrast suggested between matters of the common man's life and the solemnity of the occasion, and through the sacred import attached by the poet to these ordinary matters. Only in such way could Whitman have fittingly and truly represented Lincoln, whom we have come to regard not only as a simple, noble, unaffected man of the people but as the symbol of democracy. With sincere, unaffected pathos the poet says:

This dust was once the man,
Gentle, plain, just and resolute, under whose cautious hand,
Against the foulest crime in history known in any land or age,
Was saved the Union of these States.[15]

Whitman's approach to democracy through the individual is not only theoretical but practical and specific as shown in such Civil War poems as "Come Up From The Fields Father" and "Bivouac on a Mountain Side," and in the poems on Lincoln, "When Lilacs Last in the Dooryard Bloom'd," "O Captain! My Captain!" and "Hush'd Be the Camps To-day."

Although Whitman insists upon living his own life in his own way, he recognizes the rights of others and the value

Of Equality—as if it harm'd me, giving others the same chances and rights as myself—as if it were not dispensable to my own rights that others possess the same.[16]

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[14]Whitman. "When Lilacs Last in the Dooryard Bloom'd," from "Memories of President Lincoln." *op. cit.*, pp. 276-283.

[15]Whitman. "This Dust Was Once A Man," from "Memories of President Lincoln." *op. cit.*, p. 285.

[16]Whitman. "Thought," from "By the Roadside."*op. cit.*, p.235. Usually Whitman does not attach this meaning to equality. In his rather frequent use of the word he ordinarily means fraternity or companionship. cf. Whitman. *op. cit.*, ubique and Bailey. *op cit.*, p. 68.

He says that he does not take advantage of others for

> I will accept nothing which all cannot have their counterpart of on the same terms.[17]

He thinks of himself as being

> Walt Whitman, a kosmos, of Manhattan the son,
> . . . . . .
> No sentimentalist, no stander above men and women or part from them,
> No more modest than immodest.[18]

Frequently Whitman reverts to the expression "En-Masse," by which he means humanity represented by the ordinary man:

> And mine the word of the modern, the word En-Masse.[19]

The individual and equality have such strong hold upon the poet's imagination that he states them as general themes for his poetry:

> **One's-self I sing, a simple separate person,**
> Yet utter the word Democratic, the word En-masse.[20]

Even in the choice of title for his book of poems, "Leaves of Grass," Whitman dignifies the commonplace and, especially by symbolism, the common man.

That conflicting interests of the individual and of the group are a stumbling block to the advance of democracy Whiman is well aware, but he believes that disagreement may be adjusted by the regard of comrades for each other.[21] A proper functioning of American democracy will arise when people from different sections of the country understand and appreciate each other. In such event

> They shall yet make Columbia victorious.
> . . . . . .
> One from Massachusetts shall be a Missourian's comrade,
> From Maine and from hot Carolina, and another an Oregonese shall be friends triune.
> . . . . . .
> These shall tie you and band you stronger than hoops of iron.[22]

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[17]Whitman. "Song of Myself," *op. cit.*, Sec. 24, p. 44.

[18]Whitman. *Ibid.*, Sec. 24. pp. 43-44.

[19]Whitman. *Ibid.*, Sec. 23, p. 43.

[20]Whitman. "One's-self I Sing," from "Inscriptions." *op. cit.*, p. 1.

[21]cf. Whitman. "For You O Democracy" and "These I Singing in Spring," from "Calamus." *op. cit.* pp.98-100.

[22]Whitman. "Over the Carnage Rose Prophetic A Voice," from "Drum-Taps." *op. cit.*, pp. 266--267.

The people of all parts of the country therefore must unite to advance the cause of democracy.

An American democracy composed of egoistic individuals who generate enthusiasm and altruism becomes most worthy of the poet's rhapsodies. Apostrophizing "These States," the United States, Whitman says:

> Thou Mother with thy equal brood,
> Thou varied chain of different states, yet one identity only,
> A special song before I go I'd sing o'er all the rest,
> For thee, the future.[23]

Before the Civil War,

> Long, too long America,
> Traveling roads all even and peaceful you learn'd from joys and prosperity only,
> But now, ah now, to learn from crises of anguish,
> advancing, grappling with direct fate and recoiling not![24]

Since the war is now a past occurrence,

> Turn O Libertad, for the war is over,
> From it and all henceforth expanding, doubting no more, resolute, sweeping the world,
> Turn from lands retrospective recording proofs of the past,
> From the singers that sing the trailing glories of the past,
> From the chants of the feudal world, the triumphs of kings, slavery, caste,
> Turn to the world, the triumphs reserv'd and to come—give up that backward world,
> Leave to the singers of hitherto, give them the trailing past,
> . . . . . .
> Then turn, and be not alarm'd O Libertad—turn your undying face,
> To where the future, greater than all the past,
> Is swiftly, surely preparing for you.[25]

The operation of the Monroe Doctrine shall protect American democracy from dangers abroad:

> World take good notice, silver stars fading,
> Milky hue ript, weft of white detaching,
> Coals thirty-eight, baleful and burning,
> Scarlet significant, hands off warning,
> Now and henceforth flaunt from these shores.[26]

The poet's hopes for the success of democracy cause him to see

> . . . from deeps more unfathomable, something more deadly and savage,
> Manhattan rising, advancing with menacing front—Cincinnati, Chicago, unchain'd;

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[23]Whitman. "Thou Mother With Thy Equal Brood." *op. cit.*, Sec. 1. p. 379.
[24]Whitman. "Long, Too Long America," from "Drum-Taps." *op. cit.*, p. 263.
[25]Whitman. "Turn O Libertad," from "Drum-Taps." *op. cit.*, pp. 274-275.
[26]Whitman. "World Take Good Notice," from "Drum-Taps." *op cit.*, p. 270.

What was that swell I saw on the ocean? behold what comes here,
How it climbs with daring feet and hands—how it dashes!
How the true thunder bellows after the lighting—how bright the flashes of lightning!
How Democracy with desperate vengeful port strides on, shown through the dark by those flashes of lighting!
Thunder on! stride on, Democracy! strike with vengeful stroke!

. . . . . .

I waited the bursting forth of the pent fire—on the water and air I waited long;
But now I no longer wait, I am fully satisfied, I am glutted,
I have witness'd the true lightning, I have witness'd my cities electric,
I have lived to behold man bursting forth and warlike America rise.[27]

Mindful of distress in other countries of the world, Whitman asks,

Have the elder races halted?
Do they droop and end their lesson, wearied, over there beyond the seas?
We take up the task eternal, and the burden and the lesson,
Pioneers! O Pioneers![28]

The United States in this crisis must assist other peoples and must unfurl her banners of democracy:

Thick-sprinkled bunting! flag of stars!
Long yet your road, fateful flag—long yet your road, and lined with bloody death,
For the prize I see at issue at last is the world,
All its ships and shores I see interwoven with your threads greedy banner;
Dream'd again the flags of kings, highest borne, to flaunt unrival'd?
O hasten flag of man--O with sure and steady step, passing highest flags of kings,
Walk supreme of the heavens mighty symbol—run up above them all![29]

Democracy now expanding to embrace the entire world,

The main shapes arise!
Shapes of Democracy total, result of centuries,
Shapes ever projecting other shapes,
Shapes of turbulent manly cities,
Shapes of the home-givers of the whole earth,
Shapes bracing the earth and braced with the whole earth.[30]

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[27]Whitman. "Rise O Days From Your Fathomless Deeps," from "Drum-Taps." *op. cit.*, Sec. 2-3, pp. 247-248.

[28]Whitman. "Pioneers! O Pioneers!" from "Birds of Passage." *op. cit.*, p. 194.

[29]Whitman. "Thick-sprinkled Bunting," from "From Noon to Starry Night." *op. cit.*, p. 402.

[30]Whitman. "Song of the Broad-Axe." *op. cit.*, p. 165.

Under the guidance of American democracy, may not the world realize a millenium that will far surpass the expectations of Utopian dreamers?

> What whispers are these O lands, running ahead of you, passing under the seas?
> Are all nations communing? Is there going to be but one heart to the globe?[31]

In such way Whitman believes American democracy may replace the "feudal" civilization of Europe and of the world with American ideals of comradeship and personality.

Whitman refused to conform to conventional ideas as to what should be the content of poetry. Forcing literature into a new channel of thought and into a new application of emotion, he made it express the life of modern America. An unusual subject matter, the common man, and a new point of view, the idea of functional democracy and equality, were Whitman's contribution to American poetry. Poetry through him acquired a fresh orientation which derived its vitality from basic human impulses and aspirations. The common man's achievement of freedom and personality, the dependence of democracy upon the individual ordinary man, and the realization of a national and of a world democracy were themes that Whitman developed with great genius and in a unique style such that no one has since his time been able successfully to imitate him.

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[31]Whitman. "Years of the Modern," from "Songs of Parting." *op. cit.*, p. 406.

TEACHING AS GUIDES OF SOCIAL TRENDS

By Edna Wetherell

I believe the teacher's job in the school today is to create an intelligent and righteous public opinion.

In order to do this teachers must act as guides of social trends. Teachers, as such guides, fall naturally into two groups—those who guide students under their instruction and those who direct adult thought along proper channels through their social and business activities.

First of all, teachers, in order to qualify as guides, must make a study of social conditions and the need for changes. Then if we can clarify our thinking and apply knowledge of past and present history we should be prepared to meet the challenge of the times with unconquerable spirit and inquiring minds.

Let us review some of the conditions that have caused the need for change. It has been generally assumed that the founders of the Republic devised instrumentalities through which the most profound changes in social structure and class relations can be effected by peaceful means. From the very beginning this was the hope of the common people and the fear of the aristocracy. The hope of the one group and the fear of the other were well expressed by Daniel Webster in his address to the Constitutional Convention. "Universal sufferage should not exist in a community where there was great inquality of property. The holders of estates would oblige in such case either in some way to restrain the right of suffrage or else such right would ere long divide the property."

This faith is based upon the assumption that the channels of information will be open and that facts relevant to the masses will flow pure and uncorrupted through those channels too often controlled by Capitalistic institutions. If democracy is really to institutionalize revolution, the channels of information must be opened and purified.

We cannot hope to stand idly by and see people suffer and starve in a land of plenty. Yet if democracy fails to solve the problems of unemployment, poverty, and distress, it cannot survive.

Too long have educators said that the purpose of education was preparation for citizenship and then failed to recognize that the meaning of citizenship changes as community, state and national needs change. The school through its own program must meet the current community problems.

The problem of an adequate health program, which includes correcting physical defects and providing proper clothing and food, has been greatly intensified by our changed social status. This is only one of the many community problems that teachers must help solve. It is

an opportunity to influence or guide proper thinking in both students and adults.

Dr. Beard says, "It is our duty to give to pupils a picture of contemporary society and its trends as realistic and accurate as knowledge can make it." Boys and girls must be taught to contribute to society.

We should discuss controversial topics in the schoolroom but keep them as free of bias and dogmatism as possible. Education should make us social so that we need not feel unfriendly toward those who disagree with our opinions. Many teachers create the wrong attitude by seeming unfriendly towards opinions different from their own.

Abuses cannot be corrected by merely negative means; they can be eliminated only by substitution of just and humane conditions.

Sympathetic discussions may do a great deal toward redirecting the student's reading and thinking.

In the teaching of social studies, the teacher has ample opportunity to create in the pupils an attitude of tolerance and understanding. We can readily link persons of world accomplishments with the history or geography of the countries studied. We should develop an appreciation of the character, attainments, and traditions of other people. It is our privilege to teach the fundamental interests of society, always seeking to advance the security and the quality of living of all people.

We must spread the knowledge of appreciation of cultural bonds among all nations. This can be done by choosing activities of a driving emotional nature. Children can be aroused by acting in plays, planning programs for special holidays, and by seeing and hearing other people perform. Here again the teacher must be the guide in selecting materials and in making the contributions of other countries and other races apparent.

A teacher, in order to arouse and hold the interest of the school and community, must have training in social sciences, have an intelligent comprehension of international problems, a love of humanity, and vision regarding the future. The future of civilization depends upon our ability to develop sensible national and international attitudes.

In helping children get the right national attitude we need to make certain that they know accurately the meaning of the words in the pledge to the flag, the preamble to the constitution, and catch the spirit in which they were written. Too often quoting is a mere munbling of words.

Right national and international attitudes can be encouraged through a proper study of the development of our language, literature, and almost all subjects if the teacher is alert enough to see the opportunity.

Current events is a worthwhile place to study current problems. One might develop such problems as "Does was (mass murder)

determine who is right when a dispute arises between nations?" or "Is any man or group of men entitled to accumulate fortunes at the expense of the lives of others?"

In teaching citizenship the teacher has in the past placed too much emphasis upon abstract general ideas. They have assumed that intelligence is guaranteed by mastering tool subjects or by uncritical absorption of others people's ideas. We should carefully analyze and evaluate the opinions and ideas of others.

The teacher has many opportunities to create right attitudes and exert his influence in the social life of the community. Through Parent-Teachers' Associations and community clubs it is possible to lead discussion and thought in current problems.

Our own attitudes in the childrens' and adults' in the children health welfare is quickly reflected.

In church work there is great possibility of directing the social thought.

In our daily lives and our visiting through the community we should be consciously trying to help our fellowman be tolerant, open minded, thoughtful, and willing to try new ideas that would seem to benefit the masses of common people.

We must help people see that as our country changes, new problems arise and we must interpret our Constitution according to our present needs. There is no need for revolution as war here nor anywhere in the world but simply a united, understanding, peaceful cooperation for a change of social conditions.

It is shameful that teachers have taken such little interest in their profession that they have failed to unite for their own good. Why can't teachers do something besides work out a code of ethics to pin on the wall and be forgotten?

Teachers must get a stronger organization, demand their proper recognition, require better qualifications and better pay so that they may be ready to act as the guide of public opinion as they should.

In conclusion, I would say that it is the teachers' privilege and obligation to prepare for leadership and then assume that leadership remembering always to keep an open, alert mind, knowing that there is no final answer to be found for our problems but rather a continuous effort to solve them for the betterment of mankind.

THE TEACHER WHO INFLUENCED ME MOST

In order to bring out more clearly the qualities of teachers that seem most potent in shaping the lives and attitudes of children, a college class in education was asked to hand in to the instructor a description

of "The Teacher Who Influenced Me Most." The Techne Staff is printing the comments of these students as they were handed in in the thought that they may be helpful to many teachers with or without experience. ——Edgar Mendenhall.

In my memory stands out one teacher I had in school days, Miss Lucretia Mills of Eureka, Kansas. She came to our school, out there in the country some distance from town. We had never had an experienced teacher before. All the others had been merely eighth grade graduates and were very young. Miss Mills was young, both in years and in manner, well-equipped especially well trained for that time— 1907. —J. A.

At recess and noon periods the teacher would play with us the games we liked and wanted to show us new games. By going to this teacher I learned cooperation with my fellow students in playing the games and also fellowship toward them and high morals of play and every day life. —E. D. T.

I remember very distinctly he was a very large man and was always smiling. I was not afraid of him although I believe he was the strictest teacher I ever had. He had a way about him of making me want to do the things he wanted me to do. He was never too busy to talk to me about anything that I was interested in, and we always had a standing invitation to stay after school or at recess if he could be of any help to us in any way. It seems to me now that he was the best ball player I ever saw, and if any arguments came up it seemed as though he could settle them satisfactorily for everybody concerned. I never saw him angry and can't imagine how he would look when angry. It was a crime and a disgrace to come to class without a lesson, not in his eyes but in the eyes of the rest of the boys. I don't believe I ever liked to go to school any better or got any more out of my work than I did the year I went to school to him. — A. F. B.

His name was Jones. There are thousands of Jones' but of them all none was quite like Janson Jones. I think perhaps his outstanding characteristic was patience. In the most trying circumstances he was always kind and considerate. What little sarcasm he used did not cut. He had the ability to make the student solve his own problems but was not niggardly about explaining, helping, encouraging. He was sympathetic and kind. Although he was slow, he was reliable and sure, and his conclusions were pretty generally accurate. His strong point was High School Mathematics. He was not much good as a manual teacher but there was one thing in his favor, he was scrupulously neat and methodical, and demanded that all work be neatly arranged between classes and all shavings and sawdust swept up clean at the end of the period. His was a desirable character and I am sure I am better for having had contact with him. —H. L.

He was a young farmer boy; only in his early twenties. He was the first of his family to gain a high school education and to do so he had ridden a big raw-boned mule to the nearest high-school, seven miles away. He had a quiet but determined nature and a personality that won him lasting friendshisp. Of his teaching methods I do not remember. Doubtless they were poor for he had had little professional training. But I do remember the spirit of comradeship and cooperation that existed between him and his pupils. His discipline was faultless yet he was always gentle, patient but firm. He succeeded in establishing himself upon the basis of a big brother largely because of his constant sympathy and his close play-ground and out-of-school contacts with his pupils and community.—C. C. I.

The teacher who influenced me most was Miss Dora Cotley. She knew her subject matter thoroughly and could present it in an interesting intelligent manner. She seemed to me to be able to look you through and see whether you understood the work or not. Her explanations were remarkably clear and clean cut. She was well balanced and broad minded. She seemed to radiate health and happiness. She was well and appropriately dressed for every occasion. I was proud of her. It seemed to me she could look at me in a manner that was calculated to bring out the best there was in me. She was fair and just. She not only influenced me while she was connected with the school but she has influenced me to a great extent since. I have never forgotten the lesson in fair mindedness that she taught me. She has been an inspiration to me all through my life. —Mrs. L. W. H.

For me, picking out the teacher that influenced me most is very difficult. My grade school work was practically all in a rural school and during this time I can recall three men teachers that I have held as my ideals at some time during my life. These young men resembled considerable in their character and conduct, all being strong promoters of athletics and took a great interest in our individual problems. They were kind and of the type that demanded discipline and respect. And although they have inflicted punishment upon me for wrong doing, it was usually in a way that I saw the wrong and interfered in no way with my holding them as ideal specimens of humanity.

My fifth and sixth grade teacher influenced me most, because she seemed to have a more thorough understanding of children. She was always willing to help and never became tired of explaining difficult questions when a child failed to understand them. She did not have rigid rules of discipline in her school room, but instead there was a homelike atmosphere there. In the lessons she did not teach the text alone, but brought in outside material. She was cheerful, kind, sympathetic, had agreeable manners and a genuine interest in the welfare contacts with his pupils and community.—C.C.I.

I shall give only a few of the outstanding characteristics. He was kind and sympathetic, and a master at all times of his subject. He not only knew his subject but was able to put it over. To do this he had to be and was a leader, always on the playground with us children. He very seldom ever sat down in his chair. However, he at all opportune times, came and sat down in our seats with us to help. He always had a smile, was of mature age. Naturally his good opinion was what appealed to me and led me on.—J. P.

When I was a girl about seven years old, I was a very timid child; I did not mix well with other children and consequently they did not mix with me. I shall always remember my first days in school. I sat all alone in the school-room or stood outside apart from the other children, thinking that I must not enter the games uninvited. I remember, very well, the teacher taking me by the hand and leading me into the games and of her choice of me every time it was her turn to play. That was only the beginning of the help I received from that teacher during that district school term. But the outstanding help she gave that I shall never forget was her kindness to a little timid child that did not know how to play.—H. E. S.

It is difficult for me to select any one teacher as the one who influenced me more than any other. I do not know that there are three or four that stand out in my mind and in each case they are the individuals who were kind and sympathetic, never quick tempered or "hard boiled." They are the persons whose good opinion I most wanted and still desire for that matter. I feel sure they knew their work thoroughly, none of them very young teachers and I believed they were sincerely interested in all of us children.—E. E. W.

The teacher who influenced me most was the teacher I had when I was in the third grade. She had a very sweet disposition and was very kind. Every morning she would have a cheery "Good-Morning" and a smile for us, no matter how she felt. She helped us with our work and worked along with us. She would play with us at noon and at recess and join in the fun as if she were our age. She always had perfect order in the school room and if any one did something she didn't like she would never give them a rude bawling out but would talk very kindly to them. I think everyone that has gone to her have held her as their best teacher and have loved her. —I. H.

The teacher who had the greatest influence taught me when I attended the country school. I was, I suppose, in about the fifth or sixth grade. This teacher was old and experienced, having taught for many years in a country school. She was always kind and patient having a good moral influence over the pupils often appearing on the play-

ground and taking a part in the games. As the schoolhouse was situated close to the roads and near a large spring she would have us all take our lunches and go on a picnic occasionally to the Spring. On these trips she would tell us about the different plants and birds that we saw. We were having a course in Nature Study but we did not know it. She gave to me a desire to read in as she brought to school some "Greek and Roman Mythologies". These were the first books of that kind that I had ever seen. I read them through from eover to cover. At that time there were no High Schools in our neighborhood. I thought that if I could pass the County Examination I would be educated as there was only one man that I knew besides the village doctor who had gone farther. She constantly talked of how poorly prepared one was who had gone only through the grades and of going to High School and then College. I have often wondered if I did not first receive the desire for a higher education in that country school close to the Big Spring. —S.

The teacher that influenced me most was the one that taught me in high school during my last year. I was enrolled in Normal Training work and she taught me seven of the subjects. I can't explain in definite terms what she really did mean to me. She created in us pupils a great responsibility above all other things. We were to be the coming teachers and she related and gave us the responsibility of decorating the room, keeping all waste paper picked up and other frivilous things. She was very kind, in fact, a mother to us all. She was never cross. If there was any disturbance she didn't draw attention by scolding or throwing a book, she only stopped the recitation and smiled on the wee one. She influenced me to the extent that I would like to be like her and have the patience to endure a school teacher's trouble as she does. —M. M.

THE VALUES AND DEFECTS OF TRADITIONAL EXAMINATION

By Flora E. Holroyd

I. Definition—

The term "traditional examination" will be taken to refer to the written essay or discussion type examination, which came into the American school practice after the middle of the nineteenth century. We shall examine its merits and defects.

II. Merits—

1. The written essay type examination is perhaps the only valid test of ability in written composition. Other types of tests reveal technical information but artistry of effort in expression of thought seems to be measured best by the essay examination.

2. The essay type test is easy to construct and to administer. The time consumed in making questions is very short as compared to the making of a comprehensive objective test. The questions must need be few in number (usually 10) and can be written on the blackboard thus saving both labor and materials as compared with forms requiring mimeographs.

3. The essay type test has distinctive values for advanced students in that it reveals reasoning procedures, originality and initiative; it tests ability to organize; offers opportunity to exercise discrimination and judgement; and allows for interpretation of thought.

III. Defects—

1. The lack of reliability of scores is a major defect. Two causes contribute to this, viz., (a) the lack of objectivity and (b) the tendency for irrelevant factors to influence marking.

(A) The lack of objectivity is the fore-most fault of the essay examination. Many studies have been made that bear this out. Starch and Elliott are widely quoted for a study that included papers in high school English, plane geometry, and history. Only experienced teachers in the specific subject matter fields graded the papers, but the range in the spread of score points was from 25 to 64 with from 70 to 142 teachers grading.

(B) Such irrelevant factors as English construction, spelling, penmanship, neatness arrangement of form, sympathy for the hard working but slow student, general improvement, and many personal attributes seriously affect the reliability of scores.

2. The restricted range of material that can be tested on the limited sampling of the essay test also makes for serious defects.

3. The usefulness of the test is seriously restricted. It offers almost no opportunity for diagnosis and as a medium for review it encourages

cramming. After it is scored (because it is usually rated on a fixed percentage basis) there is little basis for comparison between students or between classes.

4. Other defects that may be mentioned are: it encourages bluffing, it consumes an over-share of both students and instructor's time, and there is no known formula for correction for guessing as in most of the newer test forms.

IV. Conclusion:

1. The traditional "essay type written examination has serious faults which educational practice does not know how to correct.

2. It has merits of sufficient value to warrant its retention in our teaching practice.

3. It seems a reasonable view to suggest that (a). The technique of the essay type examination should be improved according to our best knowledge and used where it is a valid test, viz., in composition exercises and for tests of reasoning, judgment, organization and appreciation in the case of advanced students. (b). The essay test should be used in conjunction with other types of tests that permit a more extensive sampling and allow for a greater objectivity of scoring and a comparison of standards.

About the Campus

Students at Kansas State Teachers Colelge of Pittsburg heard both Will G. West, Republican candidate for governor, and Walter A. Huxman, the Democratic candidate, in assembly speeches the week of October 26. Both the chief political parties have been represented on the campus this fall by student organizations.

A distinct shortage of candidates for teachings positions in music, commerce, industrial education, physical education, and home economics developed at the College before the end of the summer. This has also been a good season for all other departments in the placing of their graduates.

Five appointments to the faculty were announced by President W. A. Brandenburg in September. They were as follows: Mrs. Miinerva Wootton, Salt Lake City, assistant professor of physical education; Emile Michaux, Chanute, band leader and instructor in brass and woodwinds; Miss Minnie Conley, Long Island, Kan., and Mrs. Purva Hughes, Pittsburg, supervising teachers in the training school; Parley Dennis, Oneida, assistant in biology.

Three resignations were also announced, those of Mrs. Ruth Wilson Skelton, assistant professor of physical education; Miss Avis Grawe, assistant professor of elementary education; and Harold Mould, band leader.

Dr. R. T. Wyckoff of the English department is a regular contributor to Books Abroad, a magazine chiefly made up of reviews of new books published in foreign countries.

The K.S.T.C. cafeteria has a staff of 25, of whom 5 are women working full time and the other 20 are students.

A polorized solar eye-piece has been added to the equipment of the telescope on top of Russ Hall so that sun spots may be observed.

"For us the Spanish revolution has written two great lessons," declared Dr. Ernest Mahan, professor of history, in a lecture at the College this fall. "First, it has shown that in order that our stable democratic form of government may survive, we must maintain our great middle class of conservative thinkers, our home owners, and small business men. We can not be safely governed by people who have nothing to lose in revolution or by the moneyed interests which seek special privileges."

All student music organizations have large memberships this fall and are planning an extensive concert season. The organizations include the festival orchestra and fetsival choras, both directed by

Walter McCray; the College band, directed by Emile Michaux; the men's choral club, directed by Claude Newcomb; and the Polymnia Club (women), directed by Miss Gabriella Campbell.

The Arden play for the fall semester was "Children of the Moon", by Martin Flavin. It was presented in the College auditorium November 19 under the direction of Miss Eula Oleta Jack. The student cast had eight members.

Reunion diners of K.S.T.C. alumni and former students were held at seven of the sectional meetings of the Kansas State Teachers' Association November 6. These were followed on Saturday by the big homecoming dinner at the college.

The eighth annual tri-state Play Day for high school girls was held at the College October 3 with an attendance of 260 girls representing 17 schools. The College's department of physical education for women was in charge.

The August term , which drew an enrollment of 269 this year, was the last of these short terms to be conducted, President W. A. Brandenburg announced. The August session has always been conducted without expense to the state, all costs being defrayed from tuition charges. Established in 1921, the August term used to serve some 700 students who were eager to complete requirements for their credentials. Need for a session in August has now disappeared.

A psychological clinic service for schools and individuals in this section has been announced by Dr. C. B. Pyle, head of the department of psychology and philosophy. Though work of this sort has been done by request for some time, an intensified program is being mapped out, Dr. Pyle said.

Handel's "The Messiah" will not be performed as the closing concert of the Spring Festival next April, Walter McCray, director of music, has announced. In its place Haydn's oratorio "Creation" will probably be given two or three performances in neighboring cities by the chorus and orchestra.

Richard Halliburton, famous author and traveler, lectured at the College the night of November 12.

The installation of traffic lights on Broadway at the two street intersections next to the campus has reduced accident dangers in the college neighborhood.

A College radio program is broadcast each Wednesday night at 7:30 o'clock from KGGF, Coffeyville. Music is provided by the Department of Music with both students and instructors participating, while the speakers are faculty members discussing some topic of current interest.

Charles H. Morgan is in charge of the football team this fall during the leave of Coach Edward "Blue" Howell for graduate study.

A freshman lecture for college girls once a week, given by a faculty member, replaces one of the three weekly periods of physical education formerly required of those girls.

A vocational class in acetylene and arc welding has held its regular five-nights-a-week sessions at the College for nearly three years without interruption for holidays or other occasions. The demand for the class is so heavy that each man attends class only one night a week and enrolls for three 10-week terms in order to complete the course.

Three members of the faculty traveled abroad last summer. Dr. G. W. Weede, director of physical education, accompanied by his wife, was in Europe attending the Olympic Games. Miss Irma Gene Nevins, also of the physical education department, traveled in Europe, and Miss Louise Gibson of the home economics department made a trip to China, Japan, and the Philippines.

More than 300 aspirants turned out for one of the weekly social dancing classes under the direction of Miss Irma Gene Nevins of the Physical Education department. The purpose of the course is to teach the form, style, and rhythm of correct dancing. The class, held once a week, is open only to students who do not know how to dance and concentrates on the fundamentals. Fancy steps are taboo.

Walter McCray, director of music, conducted a concert by a massed band of high school musicians at the Fort Scott section of the State Teachers' convention November 6. The big band was made up of the high school bands of Pittsburg, Chanute, Iola, Baxter Springs, Yates Center, Pleasanton, Parker, Girard, Nevada, Mo., Kansas City, Kan., and Fort Scott.

Twenty-five high Schools in Kansas, Missouri, and Oklahoma will be represented in an invitation debate tournament to be held here November 21. Debating this year's high school question, the teams will get training for their own league programs. Judges will be members of the faculty and of the College debate squad.

Miss Wanda Storey of Pittsburg was crowned queen of the "K" Club masquerade dance last month. Prizes for the best costumes went to Miss Genevieve Duran of Joplin and Sid Friend of Genesco.

School executives of southeastern Kansas met at the College September 19 to initiate among teachers of their communities a systematic study of the public school curriculum. Speakers were State Superintendent W. T. Markham, Miss Dale Zeller, state curriculum director, and Prof. Ernest Anderson. Superintendent M. M. Rose of Pittsburg heads the executive committee for the southeast corner of the state.

The college Girls' hockey team, under the direction of Miss Hazel Cave, participated in the Hockey Sports Day at Wichita university early in October and also attended the state convention of the Women's Athletic Association.

Earl Gibson's brilliant 40-yard run on a tackle cut-back gave the Pittsburg Teachers a 7-0 victory over the Wichita university gridsters in a Central Conference upset here Nov. 7. The homecoming game kept the Gorillas in close competition with Fort Hays for conference honors. When this was written, the Gorillas had yet to face the Fort Hays Tigers in a game that would probably determine the championship of the Central conference. The team had previously defeated Southwestern College after getting off to a bad start early in the season in its non-conference games.

RADIO PROGRAMS

By Kansas State Teachers College, Pittsburg, Kansas

Over KGGF, Coffeyville

(First Semester)

Oct. 7: Dr. G. W. Weede, "The modern Olympic Games;" Sarah Allai, pianist, Pittsburg; Wanda Sedoris, soprano, Pittsburg.

Oct. 14: Dr. J. Ralph Wells, "Health Education"; Lois Hunt, pianist, Baxter Springs; Carl Rodick, tenor, Kansas City.

Oct. 21: Dr. Mellicent McNeil,"John Masefield: Poet Laureate of England"; Mary Adele Gore, pianist, Pittsburg; Lena Pender, contralto, Pittsburg.

Oct. 28: Prof. R. W. Hart, "Recent Trends in College Education": Gladys Rodick, contralto, Kansas City; Eugenia Johnson, cello, Mound City.

Nov. 4: Claude Newcomb, tenor and assistant professor of voice. Lois Hunt, accompanist.

Nov. 11: Dr. Ernest Mahan, "Eighteen Years After the Armistice"; Wilma Samp, pianist, McCune.

Nov. 18: Polymnia Club and soloists, Miss Gabriella Campbell, directing.

Nov. 25: Prof. Josephine A. Marshall, "Beauty Is in the Eye of the Beholder"; Betty Dorsey, pianist, Pittsburg; Helen Marchbanks, soprano, Pittsburg.

Dec. 2: Dean George D. Small, "Social Forces Affecting the Lives of Modern Day Young People"; Opal Clark, soprano, Parsons; Elsie Clark, pianist, Pittsburg.

Dec. 9: Miss Jennie Walker, "Worthwhile Living"; Margaret Guffey, soprano, Pittsburg; Eugenia Johnson, pianist, Mound City.

Dec. 16: Dr. C. B. Pyle, "Applied Psychology"; Cecilia Theis, soprano, Pittsburg; Margaret Theis, violin, Cherokee.

Dec. 23: Dean G. W. Trout, "The Relation of Christianity to Modern World Problems"; Vincent Dussair, baritone, Caney.

Dec. 30: Dean Hattie Moore Mitchell, "How Old Art Thou?"; Melba Baxter, accordion, Pittsburg.

Jan. 6: Prof. Claude Leist, "The Animal's Place in the Human World"; Irene Overley, soprano, McCune; Mary F. Lawrence, piano, Joplin.

Jan. 13: Prof. William M. Matthews, "Adult Education"; Anthony Simoncic, tenor, Girard; Sarah Allai, pianist, Pittsburg.

Jan. 20: Dr. W. T. Bawden will direct a symposium on "A Plan for Organizing Industrial Arts in the High School."

Don't forget the hour: Wednesday at 7:30 P. M.