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THE TECHNE

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



PEACE.

LEST WE FORGET.

"When the tumult and the shouting dies—
When the Captains and the Kings depart
Still stands thine ancient sacrifice,
An humble and a contrite heart,
Lord God of Hosts, be with us yet,
Lest we forget—
Lest we forget."

STAND FAST.

Our boys have done their duty,
We must not fail them now;
Buy Saving Stamps;
Buy Thrift Stamps.
A Liberty Bond is the certificate of true American.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

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"He Hath Put Down the Mighty from Their Seats."

Think for a moment what German victory would have meant to us and to all the world."—*Dr. Manning, of Trinity Church.*

"We are not treating with an honorable though defeated foe. We are dealing with a criminal brought to book and as yet unrepentant. We are dealing with a nation that has shown itself morally defective. How to treat Germany is a problem of penology."—*Chaplain of Columbia College.*

"It is not enough that the German armies confess defeat.

"It is not enough that revolution takes command of the erstwhile German empire.

"It is only enough that the doctrine and theory of autocracy are disproved and put to shame.

"Autocracy, militarism, can only maintain themselves by professing infallibility. Autocracy cannot take counsel of democracy without dynamiting its own foundations. If it is not superior it is naught.

"There is his downfall, the downfall of the laboriously created machine that mechanized and brutalized Germany, heart and soul. He and his clique set at naught two thousand years of man's development. They defied the finer instincts of man, debauched the holy mission of education, worshiped at the temple of a crass materialism. For the Nazarene they substituted a tribal Gott.

"Betrayed by materialism, that against which they contended is hurled to the depths of contempt. It is just scorn that kills.

"Where to-day is the arch-apostle of materialism, militarism, he of the 'flaming sword,' senior partner of Me-und-Gott?

"Where are the clerics who swore that they alone knew the real God?

"Where are the diplomats who made faithlessness their creed and tore apart the 'scrap of paper'?

"Where are the thousand professors who professed that might was right?

"Where are the ten thousand servants who declared that their materialism brought them invincibility?

"Where are the hundred thousand officers of the kingly caste to whom the citizen was dirt, and who wrote their creed in flame and sword on Belgium?

"All things seemed in their hands. The world was drifting under their spell. Their espionage, their materialistic skill, their materialistic philosophy seemed to be overcoming the nations. Hardy in confidence, they struck, struck with the weight of forty years' preparedness.

"But not in Belgium, nor in France, nor in Servia, nor on the shamed seas could they defeat the Power that rose to meet them. Neither the stricken fields nor the reddened oceans gave back victory. Ever new forces rose to hurl them back and the solid line of the struggling democracies bent and swayed but would not break. Then came the turn, and four months were enough."—*Newark Evening News.*

ISAIAH XIV, 12-17.

12. How art thou fallen from heaven, O Lucifer, son of the morning! How art thou cut down to the ground, which didst weaken the nations!

13. For thou hast said in thine heart, I will ascend into heaven, I will exalt my throne above the stars of God: I will sit also upon the mount of the congregation, in the sides of the north:

14. I will ascend above the heights of the clouds; I will be like the Most High.

15. Yet thou shalt be brought down to hell, to the sides of the pit.

16. They that see thee shall narrowly look upon thee, and consider thee, saying, is this the man that made the earth tremble, that did shake kingdoms;

17. That made the world as a wilderness, and destroyed the cities thereof; that opened not the house of his prisoners?

"Thank God that America has played her part effectively and with honor. God keep us humble, as we should be in the presence of nations that have fought and endured and sacrificed as we have scarcely dreamed of doing. Let us be content with the honor of having given it in a good spirit. For the courage and steadfastness and gayety and cleanness of our men, for the unity of our national soul and effort, for the high ideals kept dominant in the nation's life, for the care given the men in service, and for the good repute won by them in foreign lands—for these and many other mercies we give thanks to God, praying that we may in our joy and satisfaction be wholly free from the peril and shame of self-satisfaction."—*Dr. William Pierson Merrill.*

EVACUATION DAY HERE AND THERE.

Monday, November 25!

By that day—fourteen days after the armistice was signed—all German troops must be out of France and Belgium, according to the terms of the armistice.

On November 25, 1783, the British army sailed out of New York harbor after the Revolutionary War had been ended by the treaty of Paris.

The World War ended on the eleventh hour, of the eleventh day, of the eleventh month, 1918.

WHO WAS TO BLAME FOR THE WORLD WAR?

"Every one who thought only of himself and his rights; every one who provoked others by arrogant talk; every one who immediately flew into a passion when he felt his sacred honor injured in any way; every one who forgot that, in a quarrel, no one person alone is entirely right; every one who expressed or spread violent, coarse, incorrect ideas about another; every one who could not stand the success of another—all these unpeaceful people have worked to stir up general hostility in the world; they have summoned the evil powers from whose rage the world conflagration was kindled."—*F. W. Foerster.*

Outline of the Stages in the Child's Mental Development.

W. D. ARMENTROUT, A. M., Department of Education, State Normal School,
Pittsburg, Kan.

A.

Period of Infancy—birth to two years.

1. Mastery of fundamental muscular coördination.

(a) Visual exploration.

The eyes and head in turning toward sights and sounds.

(b) The body in sitting.

(c) The hands in grasping—manipulation.

(d) The legs in creeping, standing and walking.

(e) The vocal cords—vocalization.

All these acts are simple and reflex in character, accompanied by very little definite aim or purpose. These movements gradually take on complexity, coördination and definiteness.

2. Fundamental sense—perception processes.

(a) Interest in all sorts of intense sensations.

(1) Bright colors, loud sounds, tastes, smell, muscular sensations.

(2) Sensations through feeling objects with hands and lips.

(3) Pleasure in physical activity for its own sake.

(a) Doing something to cause something to happen.

(b) Pleasurable feeling of power in being a cause.

(b) All these sensations are the means the child uses in acquiring the meaning of familiar things in his environment.

(1) Gradual development of the ability to discriminate between sensations.

(2) Ability to combine various sensations into a whole.

3. The emotions.

(a) Fear.

(1) Two stages of fear.

(a) Fear independent of hurtful experiences.

(1) Loud sounds, strange objects, falling.

(b) Fear acquired through experience.

(2) Fear should develop into prudence and caution.

(b) Anger.

(1) Causes.

(a) Response to pain.

(b) Interference in any desired bodily movement.

(c) Jealousy.

(2) "An index of just and sensitive temperament."

(a) Anger should be redirected and modified rather than eliminated.

(c) Curiosity.

(1) Characteristics.

(a) Attention to new and novel objects.

(b) Attention to human behavior.

(c) Visual exploration.

(d) Manipulation.

(e) Value to understand.

- (2) Manifestations of curiosity.
 - (a) Prolonging a sensation.
 - (b) Reproducing a sensation.
 - (1) When a sound is made again.
 - (c) Acquiring additional sensations.
 - (1) When object seen is also felt.
 - (d) Discovering the relation of a sensation to others.
 - (1) Discovering that touching an object deadens the sound.
4. Development of speech.
 - (a) Instinctive stage.
 - (1) Vocalization—crying, babbling, cooing, yelling.
 - (a) Cry of anger.
 - (b) Cry of pain.
 - (c) Cry of fear.
 - (d) Cry of hunger.
 - (e) Cooings and babblings may express pleasure and satisfaction.
 - (b) Playful and imitative stage.
 - (1) Vocal organs are important playthings of the child.
 - (2) Babbling gives way to imitation of sounds heard.
 - (3) Tone and rythm are most impressive to the child.
 - (a) Necessary adjustments for imitation readily made.
 - (c) Word-learning and sentence-making stage.
 - (1) Pronunciation.
 - (2) Association of words and objects.
 - (3) Increase in mental grasp makes grouping words in sentences possible.
5. Social adjustments.
 - (a) The baby at this period is a complete individualist.
 - (1) His own desires and wishes the chief impulse in his actions.
 - (2) Gradually he is led to subject himself to the wishes of others.
 - (3) "A nautral and persistent beggar."
 - (a) Things should be done for a child only so long as he is unable to do them for himself.
 - (b) Play.
 - (1) Repetitions of sensations and movements again and again.
 - (2) Play is almost wholly physical.

B.

Early Childhood— 2 ± 1 to 8 ± 1 years.

1. Further development of fundamental muscular coördination.
 - (a) Child perfects himself in reaching, grasping, walking, running and control of vocal organs.
 - (b) Fair control of finer muscular activity.
 - (1) Use of pen, pencil, brush and scissors.
 - (2) Relation of eye perceptions to hand movements not yet perfected.
 - (c) Very little interest in the perfection of skill and technique.

2. Rapid development of imagination.

- (a) Change from the sensory level to the ideational stage.
 - (1) The child takes the same pleasure in forming mental images that he did in getting sensations in the earlier stage.
 - (2) Desire for stories that exercise the imagination.
 - (a) Fairy stories, animal stories, myths and folk lore.
- (b) Imitation is changed from sensory to dramatic form.
 - (1) Dramatic imitation.
 - (a) The child transforms objects and persons, including himself, into whatever his fancy dictates or his dramatic play demands.
 - (2) Much time spent in this free imaginary world.
 - (3) Creation of imaginary companions.
- (c) Percepts and images often confused.
 - (1) The image and the reality not clearly separated.
 - (2) Memories of the past and actual facts are often confused.

3. Increase in mental control.

- (a) Wider association of objects with their use.
- (b) Mental control replaces physical control.
 - (1) The child now directs his activities by means of images and ideas.
- (c) The thinking of this period is not reflective.
 - (1) Very little careful examination, discrimination, evolution and logical judgments.
 - (2) Imagination crowds out logical arrangement of facts.
 - (3) Lack of judgment due to limited experience.
- (d) More interest in objects than ideas.
- (e) Attention fluctuates.
 - (1) Concentration for only short periods.
- (f) Reasoning.
 - (1) All the elements involved in reasoning are present the first three or four years.
 - (2) The changes in reasoning which occur throughout the life of the child are due to an increase in number, definiteness and manner of use of ideas.
 - (3) Causes for poor reasoning of this period.
 - (a) Lack of necessary data and experience.
 - (b) Liability to leave out essential facts.
 - (c) Lack of purpose or necessary motive.
 - (d) Past experiences unorganized and limited.
 - (4) As regards the mechanics of reasoning, children differ from adults only as adults differ among themselves.

4. Emotional development.

- (a) Feelings express themselves in action without constraint.
 - (1) Spontaneity, freedom, impulsiveness.
- (b) Feelings fluctuate rapidly.
 - (1) Emotions are unstable and easily turned from one to another.

(c) The child is highly suggestible at this period.

(1) Sensitive to expression of approval and disapproval of other persons.

(2) Ideas and attitudes adopted uncritically.

(3) Moods are likewise easily communicated.

(a) Calmness, joyousness, confidence, politeness, hate, fear, dejection.

(d) Prominent emotions of this period.

(1) Sympathy develops with the growth of the imagination.

(2) In jealousy one sets his own interests over and against the interests of another.

(3) Anger is closely related to jealousy and rivalry.

5. Social development.

(a) A period of docility.

(1) Child is anxious to learn the various social arts in the home and school.

(2) Fundamental things in manners, morals and speech are learned.

(3) The child realizes his dependency and lack of knowledge and is eager to learn.

(4) Desire for approval of parents and teachers strong at this period.

(b) Play of early childhood.

(1) Activities become more complex.

(a) Movements are intensified by use of apparatus.

(1) Swings, giant strides, etc.

(2) Play with objects develops into a simple kind of construction.

(3) Dramatic play.

(a) Strong appeal to rhythm, imitation, curiosity and imagination.

(4) Difference in play of boys and girls.

(a) Convention and custom cause these differences.

(5) Play is social but not coöperative.

(a) Drop the handkerchief, hide-and-go-seek, pussy wants a corner, playing store, keeping house.

(6) Games of this period require very few rules.

(a) Lack of voluntary effort forbids complex games involving rules.

C.

Later Childhood— 8 ± 1 to 12 ± 1 years.

1. Development of finer muscular controls.

(a) A high degree of muscular skill is possible.

(1) Boys become expert in running, wrestling, swimming, skating, etc.

(2) Increased hand control of tools and materials of construction.

2. Characteristics of imagination.

- (a) Imagination becomes less fanciful and spontaneous.
 - (1) Control of the imagination makes possible the distinction between the imaginary and the real.
 - (2) Images can now be held long enough to be examined and judged as to their proper relationship with other images and ideas.
 - (a) Action can now be planned in advance.
 - (b) A decrease in the vividness of images.
 - (1) The child begins to note class rather than individual characteristics of objects.
 - (2) An increase in the variety of images.
 - (a) When the many varieties have been met with, mental images are a less satisfactory means of thinking of each class of objects.
 - (c) Imagination no longer an end in itself.
 - (1) Development of the symbolic function of the image.
 - (d) Expansion of constructive imagination.
 - (1) Larger acquisition of mental images.
 - (2) Control of images—sustained attention.
 - (3) Increased power of mental grasp.
 - (4) More frequent use of the abstract, verbal images.

3. Increase in mental control.

- (a) Rapid expansion of thinking.
 - (1) A realization of cause and effect.
 - (2) Control of actions by means of ideas.
 - (3) Analysis and demonstration of differences and likenesses.
 - (4) Development of a social and speculative interest in groups of persons and classes of objects and events.
- (b) Development of reasoning.
 - (1) Enlargement and refinement of experience.
 - (2) Knowledge of essential details.
 - (3) Systematic methods of forming and testing conclusions.
- (c) The three stages in the development of reasoning.
 - (1) Sensory and practical—infancy.
 - (2) Imaginative and individual—early childhood.
 - (3) Abstract, analytic and general—later childhood and adolescence.
- (a) Crystallization of experience into judgments.

4. Important emotions of this period.

- (a) Sympathy, affection, joy, grief, jealousy, rivalry, fear, anger.
- (b) Development in the control of their expression.
 - (1) Reflection and the control of ideas makes this possible.
 - (2) Attitudes likewise are becoming more permanent.
 - (3) Anger should develop into indignation.
 - (4) Jealousy should develop into emulation.

5. The social nature.

- (a) The period of individual independence.
 - (1) No great desire to conform to customs and usages of society.
 - (2) Carelessness in personal appearance.
 - (3) Little feeling of responsibility.
 - (4) Selfish attitude.
- (b) The beginning of the gang spirit.
 - (1) A dominant factor in broadening the social nature.
 - (a) Voluntary loyalty.
 - (b) Social coöperation.
 - (2) Careful guidance needed to prevent snobbishness outside the gang.
- (c) The play of later childhood.
 - (1) A change from make-belief to matter-of-fact attitude.
 - (2) Individual competition prominent.
 - (a) Competition between pairs.
 - (b) The need at this time for a proper redirection of the instinct of rivalry.
 - (1) Opportune time to develop self-rivalry.
 - (3) Intellectual activity now a distinct element in the pleasure of play.
 - (a) Interest in testing one's mental powers.
 - (1) Guessing games, puzzles, riddles, etc.
 - (4) Differentiation of the play of boys and girls.
 - (a) Sometimes shyness in each other's presence.
 - (b) Sometimes repugnance to the companionship of the opposite sex.

D.

Period of Adolescence—a period of readjustments. 12 ± 1 to 18 ± 1 years.

1. Physical readjustments.

- (a) Rapid growth demands muscular and functional readjustments.
- (b) A demand for a new type of coördination of motion and sensory processes.
 - (1) New adjustments necessary before skill can be attained.
 - (a) Awkwardness, self-consciousness, etc.
 - (2) A high degree of physical control and muscular dexterity is possible with proper development training.
- (c) Dominating influence of the sexual feelings.
 - (1) Unexpended sexual energy should be properly utilized in the physical, emotional and intellectual life of the child.
 - (2) Extreme sensitiveness and high suggestibility.
- (d) The senses undergo certain changes.
 - (1) Increased sensitiveness to heat and cold.
 - (2) Appetite becomes irregular.
 - (3) Strong craving for color stimuli.
 - (4) Changes in the auditory sense.
 - (5) Increased interest in perfumes, soaps, etc.

2. Mental readjustments.

- (a) Increase in general mental vigor.
 - (1) A new type of reflectiveness.
 - (a) Independent judgment.
 - (b) Self-reliance.
 - (2) Action is now guided by ideas and becomes more definite and purposeful.
 - (3) Much impulsiveness, however, in thinking and judging.
 - (a) Conflict between the old habits, feelings and interests of childhood and the new adolescence.
 - (4) Enrichment of experience.
 - (a) A new desire for a larger understanding.
 - (b) New activities, needs and interests.
 - (c) Responsiveness to new ideas and ideals.
- (b) An increase in reasoning.
 - (1) (a) Interest in cause and effect.
 - (b) Interest in solving problems.
 - (2) New habits of analyzing, associating, generalizing and classifying ideas.
 - (a) Increase in abstract thinking.
 - (1) Increased use of critical judgment.
 - (2) Increased power of sustained attention.

3. Emotional readjustments.

- (a) Unstable emotional condition.
 - (1) Alternation of happiness and melancholy.
 - (2) Satisfaction and remorse.
 - (3) Selfishness and generosity.
- (b) Unwholesome attitude of introspection.
 - (1) The cause of most of the "storm and stress."
 - (2) Need for intelligent guidance.
- (c) Adolescent love.
 - (1) A number of distinct stages.
 - (a) At one stage there is a marked tendency to fall in love with older persons.
 - (b) A "showing off" stage of boys before girls and girls before boys.
 - (c) "Puppy love" or "calf love" stage.
 - (d) At a later stage there is a disposition on the part of the sexes to draw apart for a time.
- (d) Sexual impulses.
 - (1) A powerful inner life tendency.
 - (2) Necessitates providing proper associations with the sex impulse.
 - (a) Should be made the basis for all manly and womanly virtues, tenderness, devotion and courage.

4. Social readjustments.

- (a) Sympathy.
 - (1) A disposition to enter appreciatively into the misfortunes of others.

- (b) Desire for approval.
 - (1) First of the gang.
 - (2) An increase in size of the group which finally develops into adult society.
 - (c) Altruism.
 - (1) A desire to perform positive service.
 - (2) A sense of social responsibility.
 - (3) Strong disposition toward coöperation.
 - (d) Gregariousness.
 - (1) High school secret societies.
 - (a) Advantages.
 - (1) Satisfies the desire for social organization.
 - (b) Disadvantages.
 - (1) Undemocratic.
 - (2) Snobbishness cultivated.
 - (3) Prevents proper supervision.
 - (2) Other group activities, clubs, cliques, classes, etc.
 - (e) Characteristics of the play of adolescence.
 - (1) Group competition intense.
 - (2) Loyalty to groups.
 - (3) Subordination to leader and group.
 - (4) Games involve somewhat complex rules.
 - (5) Intellectual competition.
 - (a) Debates, declamations, essays, etc.
5. Religious and moral aspects.
- (a) The time for conversions.
 - (1) A desire to become unselfish.
 - (2) Conversion provides an opportunity for these desires.
 - (3) The emotional intensity of this period makes a fertile field for conversions.
 - (b) Responsiveness to ideals.
 - (1) Hero worship.
 - (2) Idealism.
 - (3) Broad human interests.

The following books were freely consulted in preparing this outline:

Freeman: "How Children Learn."

Hall: "Adolescence."

Kirkpatrick: "Fundamentals of Child Study."

Miller: "Education for the Needs of Life."

Thorndike: "Notes on Child Study."

Tracy: "Psychology of Childhood."

"Never in history have educated, cultured men and women been so needed as they will be in the next few years to carry on the work of reconstruction and peace."—*President Wilson.*

Technix.

PASSING IT ON.

The College President:

Such rawness in a student is a shame.
But lack of preparation is to blame.

The High School Principal:

Good heavens, what crudity! The boy's a fool.
The fault, of course, is with the grammar school.

The Grammar Principal:

Oh, that from such a dunce I might be spared!
They send them up to me so unprepared.

The Primary Principal:

Poor kindergarten blockhead! And they call
That preparation! Worse than none at all.

The Kindergarten Teacher:

Never such lack of training did I see.
What sort of person *can* the mother be!

The Mother:

You stupid child! But then, you're not to blame.
Your father's family are all the same.

—From Chicago Tribune.

To-morrow is Coming Soon.

To-morrow may not appear to some people as worth considering, but there is a to-morrow coming just the same. The poorhouse and like institutions are full of people of to-morrow.

Every person that accomplishes things must take some forward step. We either advance or go backward. We cannot stand still.

"Popularity based on wealth vanishes with that wealth.

"As a man thinketh, so is he.

"A kindly face begets confidence.

"Truth, to be recognized, must be viewed at a proper perspective."

The schoolroom is a big mirror. If you frown, it frowns back at you, then you frown still more. If you smile, the very sunbeams are reflected.—E.

Suggestions for Something to Do.

"Handicraft is the watchword for December. Do not spend time in regretting lack of equipment for such work; select things to be made, and go ahead with the planning and drawing, full of enthusiasm for a beautiful result, and your pupils will follow you—yea, run ahead of you. Scissors, knives, saws, or whatever is necessary, will appear, and the things will be made. At least that has always been my experience with the boys and girls. As I see in memory the splendid children with whom I have worked—children of the wealthy and of the poor, children in the city slums and in the little red schoolhouse at the crossroads—and over all, what they have done for me; and then in imagination see the schools of just such children everywhere who will be doing things for Christmas this year, I feel like paraphrasing some of the lines in Whittier's 'Autumn Festival,' in praise of the boys and girls in our schools:

"O seekers after something new,
 So full of hope, whate'er be sent,
 Your confidence o'erruns our dues;
 Your fervor shames our discontent.
 We doubt our eyes, but you work on;
 We murmur, but the papers fill;
 We watch for shadows but your sun
 Of gladness shines before us still."

"An enthusiastic school will do anything, find anything the teacher wants. Ask for an elephant, and they will bring you a toy elephant better than a real one. Ask for a star, and they will find a piece for you, and tell you where it fell all blazing from the sky."—*By Henry Turner Bailey, of the School Arts Magazine.*

Don't you *wish* you could do something? Don't you feel as though you *could* do something? Aren't you going to do something? But what to do? Materials? Tools? Just get busy.

Cut a strip of paper one inch wide and nine inches long, more or less, leaving the strip full width for about two inches from one end. Taper it carefully on both sides to a blunt or sharp point at the other end.

Get a back cover from any magazine with a bright-colored advertisement, and from it, by tracing or placing, cut a number of strips like the pattern. Take a heavy hat pin or knitting needle and roll the strips, beginning at the wide end. Finish by pasting the narrow end down to the roll. Each strip will form a "bead" about one inch long and one-fourth inch in diameter. The play of colors of the "ad" caused by the tapering strip will give a very pleasing effect. Make as many beads as you wish, enough to string a long chain. A coat of shellac will give a durable finish.

Now that the ice is broken or the door of the treasure house is opened, many suggestions will come; but always choose things that the children can do easily and well.

Draw with a compass, a circle $4\frac{1}{4}$ inches in diameter at the center of a half sheet of drawing paper (6 in. by 9 in.). With a ruler, measure points $2\frac{1}{2}$ inches apart about the circumference. There will be five points

at equal distances apart. Join alternate points by straight lines and form a five-point star. Lay this pattern on a number of half sheets of drawing paper, and with a hat pin punch holes through the pile of papers at each of the five points. Give a pierced sheet to each child and let them use it to mark other patterns. They can cut out stars, color stars, decorate stars, and mount stars.

Cut strips six inches long and one-half inch wide. Paste the ends of one strip together, forming a ring. Paste another ring, first passing the strip through the first ring; repeat, making a chain. Making the links of alternating colors will add to the spirit of the occasion.—L. B.

True Education.

Education is not learning; it is the exercise and development of the powers of the mind. There are two great methods by which this end may be accomplished; it may be done in the halls of learning or in the conflicts of life.—*Princeton Review*.

How We Can Help.

Children in the Elementary Schools Can Assist in Clothing Conservation.

[Prepared by S. DEBORAH HAINES for the Bureau of Education.]

SAVE THE WASTE.

1. You can save buttons, needles, pins, snaps, hooks, and eyes. Had you thought how much a button is worth if buttons cost 15 cents per dozen? Have a box for buttons you find. Fasten snaps, hooks and eyes to a card. Put pins and needles in a cushion.

2. You can save cotton by making wash cloths, cleaning cloths, and dusters from soft, worn-out cotton garments instead of buying new material for these uses. Cotton is scarce and much needed for war necessities.

3. You can save for the salvage department of Red Cross all small scraps and worn-out garments of cotton, linen, and wool. Cotton rags are made into paper. Old linen is used in layettes for refugees. Wool can be remanufactured into cloth. It is very necessary that you increase the supply of wool by saving every scrap of wool cloth and yarn.

4. You can save burlap (tow or gunny) sacks, collect and mend them. They are often destroyed by carelessness. How much is a sack worth in your locality?

“These are the kids that raised the food that fed the man that carried the gun that shot the Hun that tried to run back to Berlin.”—*Motto of the Pierce County, Washington, Boys' and Girls' Club Members.*

Normal Has Extension Class in France Now.

Prof. William Edgar Ringle, of the department of biology of the Normal, who is on a year's leave of absence and went to France late last summer to do Y. M. C. A. work, is in charge of the overseas class of the Kansas school. He has reported the enrollment to the institution and asked that the names of the students be placed on the honorary extension class roll.

Professor Ringle is agricultural secretary of the educational work among the American troops in France. He went to France expecting to go to the front-line trenches and minister to the boys. But before he got started to the front he was drafted for educational work and given the job he now holds, one of the biggest in that line of endeavor.

"I am now located temporarily at the largest American camp in France, about 100 miles from Paris," Professor Ringle wrote on September 27. "We have about 100,000 soldiers stationed here at present. I began my work of organization Monday of this week by giving a general agricultural lecture at one of the huts in the camp. The large hall was packed to standing capacity, and I had the jolliest time, with the very best of attention and enthusiasm, for an hour's lecture. At the close of the lecture I outlined the plan of courses in agriculture and at once met with a most hearty response.

"I then began taking an enrollment for the class, and have at this time fifty-one men signed up for a complete course. Then the question of a faculty to teach the course stared me in the face. I placed a notice up calling for agricultural college graduates from among the enlisted men. To my surprise, I have a faculty composed of a graduate of Iowa State Agricultural College, who will have charge of the classes, assisted by a graduate of the Davey School of Tree Surgery; an expert fruit grower, who is a graduate of the University of Idaho; a graduate from the University of Missouri, and another from the University of Wisconsin.

"We started the work Monday night on dairy and stock raising. We will have a dairy and a beef type of cow on the ground and have a lecture with the animals before us. We have also arranged for having different types of horses on the ground when we are giving lectures on horses.

"As soon as I have this class going well I will go to another camp and give a lecture and start another class going on the same plan. I shall keep this up until I have men by the thousand enrolled in agricultural classes. It is a great work, and while it is a big job, I am thoroughly enjoying it. I have the finest opportunity in the world to work out my own plans and push the work to the utmost.

"While I am stationed at this division I have my headquarters with those of the divisional staff officers. I will be motored out to the different camps for my lectures and for the supervision of the different classes. There are twenty-eight huts in this camp. The tentacles of S. M. T. N. have reached into France and it is becoming widely known."

