

THE EDINBORO QUARTERLY



Vol. II. September, 1915 No. 4

The Edinboro Quarterly

THE EDINBORO QUARTERLY is issued in December, March, June and September by the Edinboro State Normal School. The March number constitutes the Alumni Register, the June number, the Catalog. The other two numbers are filled with announcements and general news matter.

"Entered as second-class matter, December 11, 1913, at the postoffice at Edinboro, Pennsylvania, under the act of August 24, 1912."

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LEILA M. COBB

Supervisor, Training Schools
North Carolina State Normal School; Teachers' College

FRANCES H. CLARK

Psychology and Principles of Education
B. S., Teachers' College

VERA SCHUELLER

German
Hoehere Maedchenschule, Pirna, Saxony

STUART D. GRAHAM

Physical Training and Athletics
Edinboro Normal School; Springfield Y. M. C. A. Training School;
Harvard Summer School

MABEL E. ENTERLINE

Critic Teacher, Model Rural School
Edinboro State Normal School; State College Summer School

BEATRICE K. SHERWOOD

Piano
Ohio Wesleyan Conservatory of Music

MRS. RHODA SMITH ROSSMORE

Matron and Nurse

LOUIS GVATSOVSKY

Violin



MISS VERA SCHUELLER

Miss Vera Schueller comes from the German Department of the Packer Collegiate Institute to take charge of the same department in the Edinboro State Normal School. Fraulein Schueller was born in Pirna, Saxony, and was educated in the Hoehere Maedchenschule of that town and in her father's school of languages.

The following extract is from a letter by Miss Eulalie Osgood Grover, author of the "Sunbonnet Babies:"

"I first knew Fraulein Schueller when she was fourteen years old, at which time I spent eight months in her parents' home studying the language and literature with her father. I have kept in touch with her during the intervening years, and it has been a great pleasure to watch her develop into the finely educated and cultured woman which she now is. Two years ago I was again in her home in Germany for a few weeks, and I was at that time assured of her quite unusual practical and inspirational qualities as a teacher.

Fraulein Schueller is, I believe, thoroughly competent to conduct the

work of the German Department in any of our best private schools or to fill the position of native instructor in a college. She has been a constant student all her life, and much of the time she has assisted her father in tutoring Americans who come to him for advanced work. For the past four years she has done advanced private tutoring in Helsingfors, Finland, largely with University men and women. In all of this work she has had the highest success.

"I felt sure that Fraulein Schueller would be a strong addition to any faculty, or a most valuable private tutor, if she cared to take such a position during the summer."

During the present summer, Fraulein Schueller has been instructing in German in the Summer School of Middlebury College, Middlebury, Vt.



FRANCIS L. LaBOUNTY

All friends and alumni of the Edinboro State Normal School will be glad to hear that Mr. Francis L. LaBounty is to come back to the school as head of the English Department.

Mr. LaBounty was graduated from Allegheny College in 1907. From 1907 to 1911, he taught English in

Alden Academy. In 1911, he became head of the English Department in the Edinboro State Normal School, resigning in June, 1914, to take up newspaper work.

Mr. LaBounty has contributed to various newspapers and magazines and to the Centennial History of Allegheny College. In 1913, he was elected an honorary member of Phi Beta Kappa of that institution in recognition of the scholarly merit of a paper read by him at the Founder's Day Celebration, entitled "Timothy Alden, A Study in Leadership."

MISS LEILA M. COBB

Miss Leila M. Cobb, who has been appointed Supervisor of the Training Schools for the year 1915-16, has had unusual experience and training for this work. She was educated in the Goldsboro, N. C., High School, in the State Normal School of North Carolina, and in Teachers' College of Columbia University.

After graduating from the Normal School, Miss Cobb spent eight years teaching and two years in country school supervision in the state of North Carolina. For the next three years she taught in the Normal Department of Winthrop College, Rock Hill, S. C. During the years 1913 to 1915, she was a student in Teachers' College, receiving a certificate in Elementary Supervision in June, 1915.

Miss Cobb has lectured and instructed in summer institutes in the state of North Carolina, has taught in the summer school in the University of North Carolina, and is now engaged in the Summer Normal School at Richmond, Va.

FRANCES H. CLARK

Miss Frances H. Clark, who will have charge of the new department of Theory of Education, is a native of Tennessee. She taught in the rural schools of that state from 1902 to 1906 and in the Isidore Newman Manual Training School from 1907 to 1914.

Miss Clark attended Teachers' Col-

lege during the regular sessions of 1906-7 and 1914-15 and the summer sessions of 1910-14, securing a certificate in supervision of elementary schools, a diploma in supervision of rural schools, and the degree B. S. in education.



MISS MABEL E. ENTERLINE

The appointment of Miss Mabel E. Enterline as Critic Teacher of the new Model Rural School assures the success of that departure.

Miss Enterline became interested in the country school problem during her senior year at Edinboro. Those who attended the 1914 Commencement will remember her excellent oration on "The Country School a Social Center," which was published in full in the October, 1914, Edinboro Quarterly.

Last year Miss Enterline taught a very successful country school in Mercer County, under the able supervision of County Superintendent H. E. McConnell. She is now at State College Summer School, taking courses in Rural School Methods.



STUART D. GRAHAM

It can almost be said that Stuart D. Graham was brought up in a gymnasium, his father having been instructor in gymnastics at the Unitarian College in Meadville for twenty years. During his course at the Edinboro State Normal School, Mr. Graham distinguished himself in all branches of athletics, football, basketball, tennis and indoor gymnastics.

After graduation from the Edinboro State Normal School, Mr. Graham entered the Y. M. C. A. Training School at Springfield, Mass. At

the end of one year in that school he received an appointment as athletic director of a branch Y. M. C. A. of Toronto, Canada.

Mr. Graham is spending the summer at the Harvard Summer School, making special preparation for his work next year.



MISS BEATRICE SHERWOOD

Miss Beatrice Sherwood, who will assist in the Department of Music, is a graduate of the Conservatory of Music of Ohio Wesleyan University. For the last two years she has taught piano and pipe organ in the Synodical College of Missouri.

1915-16 PROSPECTIVE

The Edinboro State Normal School will begin its fifty-fifth year on September seventh with unusually bright prospects.

Educationally, there will be several departures. In order to unify and strengthen the professional work of the school, the Board of Trustees

created the department of Theory of Education, and chose Miss Frances Clark of Teachers' College to fill the position. This will give the head of the Department of Education more time for the supervision of the practice work and will result in greater unity in the professional instruction.

Hereafter, all the strictly professional subjects will be taught by the Principal, Miss Cobb, Miss Clarke, and Mr. Siddell.

The Rural Model School, which is described below will be another step in the differentiation of the professional work of the school.

Much new equipment has been ordered and will be installed before September seventh. The Music Department will be equipped throughout with new Henry F. Miller pianos. Twelve new instruments, ten up-rights, one concert grand and one parlor grand, have been ordered and will be ready for use on opening day.

Much new physics and chemistry apparatus, new chemistry desks, and one hundred new tablet arm chairs for the remodeled class rooms in Normal Hall have been ordered.

The Board is planning to spend nearly \$20,000 in improvements, all of which they hope to have completed before cold weather.

The first floor of Normal Hall is being remodeled, partitions are being removed and windows added to in-

crease the light. These changes will give three more large, well lighted classrooms. The book room will be moved from the basement to the first floor and will be combined with the Registrar's office.

The first floor of Science Hall is being remodeled so as to make room for the new chemistry desks.

The walls of Reeder and Haven Halls are being repaired and redecorated and new furnishings installed.

Contract has been let for the construction of an addition to Haven Hall 125 x 65 feet. For the present, only the basement and first floor will be completed. The first story will contain a dining room to seat five hundred, kitchen, serving rooms, pantrys and servants' dining room. The basement will contain cold storage rooms and servants' quarters.

With the completion of this wing, there will pass another landmark among the school buildings. South Hall will be torn down and its site made ready for the new science building which it is hoped the next session of Legislature will make possible.

THE RURAL MODEL SCHOOL

The most definite educational trend among Normal Schools is toward greater differentiation. Superintendents and school authorities are no longer satisfied with teachers who have had a general professional training. They demand teachers trained especially for the kindergarten, primary grades, or the grammar grades. The demand for specially trained rural school teachers has just begun, but it is growing more insistent every year and soon will become imperative in many counties.

The Edinboro State Normal School was one of the first in Pennsylvania to recognize the demand for trained rural school teachers; in fact, Edinboro has done much to foster this demand.

Heretofore we have been greatly handicapped in our rural school work by the lack of a rural model school to supplement and strengthen the theoretical work given in the classes in Rural Methods, Rural Sociology, etc. To remove this handicap, the Board of Trustees has provided a Rural Model School for the year 1915-16. Such schools have been in operation in the west for several years. Two plans have been adopted there. Either the Normal School has built a model rural school on its own campus and transported the children to the school, or else the Normal School has made a contract with adjoining districts by which the normal students in the rural school group were allowed to practice and

observe in these schools, under competent supervision. The latter plan has been adopted at Edinboro.

The Trustees of the Normal School have entered into contract with the Trustees of Venango township, Crawford county, by which the Torry school in that township will be used

as a model rural school. Miss Mabel Enterline has been employed as critic teacher, and seniors in the rural school group will be sent to the district in groups of two or three, each group to remain in the district a week at a time to practice and observe in an actual country school under rural conditions.

THE MUSIC DEPARTMENT, 1915-16

The Music Department of the Edinboro State Normal offers two-year courses in piano, voice, violin, theory of music, and public school music. Three teachers, Miss Olivia Thomas, director, who teaches piano, voice, theory, pipe organ and public school music, an assistant teacher and an instructor in violin constitute the teaching force of the department. Music Hall has been newly painted and has undergone extensive repairs during the summer and the studios and practice rooms have been equipped throughout with new pianos. The assembly room, the meeting place of classes, orchestra and choral society, and Normal Hall have new Grand pianos.

The orchestra, which plays for chapel each morning and for all school affairs, is composed of students and meets once each week under the direction of the head of the department.

The Choral Society, whose members are students and towns people, is an active organization of about fifty members. This society practices once each week and gives cantatas, concerts, etc., and furnishes music for all public services held in Normal Hall. Gaul's Cantata, "Ruth," was given by the society last spring and proceeds given to the charity fund of the town.

Three persons graduated in June in public school music, two in piano and one in voice.

THE COUNTRY GIRL'S VISION

Edna Hazen, '15

Just as naturally as birds build their nests do girls want to be home-keepers, and though many customs have changed through the slow process of evolution, yet we find this instinct more deeply rooted in the hearts of our girls than ever. To be an efficient home-keeper in every sense of the word is what the American girl should attain.

It is woman's sphere to make life livable anywhere. To her is given the sense of the graceful and gra-

acious, the touch that molds the common-place into the exquisite. It is her highest faculty and her mission and yet everywhere about us we see girls failing to accomplish this very purpose. Where do people get that desirable quality, which we call refinement? Surely it is only through the influence of the home and companions. Whatever the effect of this influence upon our lives may be, the prime source of it, the home, should be pure and sweet.

Though the country home should be the ideal place for developing in our girls this inborn instinct of home-keeping, it seemingly has not fulfilled this ideal. Let us think what the conditions of the average country girl are. The farmer has long been progressive and has tried to teach his boys how to raise more corn per acre and better stock, but he has not thought about helping his daughter to make a better home. And because he has not thought of that he is unable to keep his boy in the country, for the boy is leaving the country more because of the lack of an attractive home than of anything else. The farmer has long since invested in as expensive and up-to-date farm machinery as he can get for himself, yet, rarely do we find a kitchen with modern conveniences to the same degree. Slowly, wearily, time-killingly, health-killingly mothers and daughters are making drudgery of their work, which keeps them going round and round in the same spot instead of going forward. It is because of this, that mother and daughter rarely find the time or need for home-keeping magazines. Each knows very little of the world outside her immediate community. The girl longs for a good time, but where will she go for it. The country church offers very little in the way of an attractive recreation, and there is almost no other resort but the dance, and the influence of the country dance, as we usually know it, is questionable.

Thus only as a natural result of such an environment, the girl develops from girlhood to womanhood, living as it were, from day to day with no ambition, merely expecting that she will, some day, be married, and have a home of her own. We often find her married in her teens, settled down to a life of almost constant drudgery, void of those many things which make life so attractive, and help one over the hard places. Her home is surrounded by nature's beauties, and yet the little spot of

ground around her house is often the barest and dreariest place one can imagine. She has found nothing to inspire her, and because of this she follows along in the same way, never changing her life for something better.

But all country girls are not willing to settle down in this ambitionless and hum-drum way. There are some who have visions and because they have visions they reach out to grasp better things, and the nature of their visions determines the heights to which they will attain. For instance, there is one type of country girl whom we all know, and whom we often must pity, because her life is so many times a tragedy. The discontent among the farm wives and daughters is brought to bear directly upon her life. She is discontented, not so much, because she must work, but discontented because, after all her hard work, her life is not satisfying. She is alive and ambitious, but her vision is wholly material. There are two things which she wants, and which she thinks the city will offer her. They are money and, more alluring still, an attractive marriage. So, in her effort to broaden her life, she pushes out from the country road to what is often a more narrow city street. She is eager and hopeful, but we know how many, many times she is disappointed. We find her sometimes with little more wage per week after several years' service in the city than when she started. Perhaps she is married, living in a rented home with little more of this world's goods than the household furnishings and the constant worry that the husband will be thrown out of work. She has fulfilled her vision, yet in a larger sense she has failed—but the fault lay in her vision.

But there is another country girl, who like her more unfortunate sister, has been yearning and longing for something to make her own life more satisfying. The vision which has come to her is not merely the satisfying of her own material wants, but

the enrichment of her whole life. She sees the utter desolateness with which those about her go from one day's work to another, thinking of it only as dreary, monotonous drudgery. She realizes that the bareness and sordidness which fill their lives should not be there, but instead an eager and enthusiastic interest in their work and the things about them. She realizes that if the housekeeping were run on a thinking and intelligent basis and not on a mere matter of physical endurance, that the home would become attractive and inspiring, and with the home changed, the attitude of those in it would be altogether different. The wife would have time to be a companion to her husband and a true mother and comrade to her children. And because she sees how directly the influence of the community is brought to bear upon the home and children she reaches out to help this too. She knows there is too little of real pleasure and thinking of the better things in life, and so she gradually works to make the lives of those people about more enjoyable and more worthwhile to themselves. She sees before her what will be at times a very difficult and discouraging life, but oh—how very satisfying!

Country girls, whoever you are, wherever you are, and amid whatever

surroundings, should there ever come to you the faintest glimmer of such a vision, will you not nourish and care for it, so that it may grow and become the beacon-light to your lives? You have the chance to put into your hearts and souls and characters, all the things that are most worth while, if you can only comprehend that God created the country with the greatest advantages in the whole world for you. We carry our own happiness and our satisfaction to a great extent in our own hearts, and if your eyes are wide open, you may find right at your doors what you might search in vain for, elsewhere. It rests entirely with you what you are going to get out of your country life. It is you that count for—

Some ships sail east, and some sail
west,
By the self-same winds that blow:
'Tis the set of the sails, and not the
gales
That determines which way they go.

Like the winds of the East are the
forces of fate,
As we travel along through life;
'Tis the set of the soul that deter-
mines the goal,
And not the calm or strife.

SHOULD THE COURSE OF STUDY FOR RURAL SCHOOLS BE FUNDAMENTALLY CHANGED?

Rural School Conference, February, 1915

By Helen W. Zons

The course of study for the modern rural school must be broader and more practical than that of the old type of school. Rural schools formerly met the requirements socially and intellectually. In those days there was no need for Manual Training, Domestic Science, etc., because such training was received in the

home. Almost everything, from clothing to furniture and farm machinery was the product of their own hands. In modern times, however, this home-manufacture has passed away and in its place we have the factory and the workshop. Life has become more complex, and children must be trained to meet the new re-

quirements. They must learn to work with the hand as well as the brain. The old course of study is no longer adequate. It must be changed to meet the new demands.

The aim in reorganizing the course of study in rural schools, is to select a point of common interest and to use this as a foundation, on which to build a mastery of the fundamentals of knowledge, and then to add certain things which have heretofore been lacking. This will lead to a more complete learning of the elementary branches, and create a desire for more extended and helpful education than the children are now receiving.

The fundamental basis of interest is easily found in the lives of rural school pupils for they all come from homes founded on the same type of occupation—agriculture. They are interested in the same industrial problems. For this reason, Nature Study should be made the basis around which the other subjects are to be grouped. Manual Training of the type most related to the needs of the farm, and Home Economics suited to the condition of the farm home, should also receive their share of attention. This does not mean that the branches now taught are to be omitted and neglected; they are only to be set in their proper relation to the interest and experience of the pupil. Reorganization, not annihilation is the aim.

The old curriculum has been modeled after that of the city, and does not meet the needs of the country child. In fact, it has been educating the child away from the country. It has laid too much emphasis on the

technical and theoretical side rather than the practical.

The new curriculum, on the other hand, connects the school with the home activities, by starting at the most practical and natural starting point—nature study. Thus the child learns to appreciate the country, with its beauty, to live a more hygienic life and to be a more successful farmer. And these, we all realize, are vital points.

Nature study forms a natural basis for all other branches that deal with our physical environment, such as Geography, Physiology, Agriculture, Manual Training, Farm Mechanics, etc. Reading, Writing and Arithmetic will not be neglected but will be taught even more efficiently than ever before. We all know that there is much room for improvement in these subjects, in the average country school. Music and Art should also constitute a part of the rural school program. The country child has as much right to enjoy good music and good pictures as the city child, and since he has not the opportunities that the city child has, there is all the more reason why they should be brought into his home. The Rural Schools must meet the requirements socially, if children are to be kept in the country.

One of the greatest questions we have to consider in America today is that of the high price of food. This vital question will not be solved until people stop leaving the country for the city, and until agriculture is carried on in a more scientific way. I believe that these conditions can be brought about only by the reorganization of the course of study in Rural Schools.

REVELATIONS AND POSSIBILITIES OF THE COUNTRY CHURCH

Ethel Bentley, '15

Almost two thousand years ago a child was born among the hills of far Judea. Fostered with loving care, and guided by wise hands the Child grew into manhood beautiful and strong, and "He went about his Father's business." He gathered about him a group of simple country folk, and lo! the first church had its beginning. Close to the very heart of nature from which it drew its very life and strength and peace; living under the stimulus of the divine command, this simple country church has developed even to the present day, until the numbers of its members have increased from the few scores of fishermen and farmers at Galilee to its hundreds of thousands. One day this Man taught his people a Prayer. It was this: "Thy Kingdom Come." For a long time men did not understand what that could mean; they struggled in their ignorance to bring that Kingdom to earth; they did not realize that this earth must be brought nearer the Kingdom and not that the Kingdom should descend to earth. And now at last, men have come to know that they must seek salvation through this world—not be dodging around it. And it is to the country church that a divinely mute appeal is even now being made—to help mankind; to lift up to a new richness of life and a broader conception of an existence truly worth while.

The opportunity of the country church is almost boundless. It is in the heart of the world's greatest industry. The farmer indeed stands between the world and starvation. The prosperity of the nation and of the world depends on the prosperity of the farmer. A great tide is sweeping over our country bearing upon its crest the good news that country life has not yet had its day. And it is through the country church as a cen-

ter that all this life and activity and progress must be vitalized and spiritualized. A great and glorious opportunity is hers if she will but reach out and grasp it and lay hold of it as something very precious. There is no good reason why the country church should stand alone as such. It should, and can be made a social, as well as a religious center for the whole community. It must not merely save souls, but it must save and conserve and develop for this present life the bodily, moral, and the intellectual powers.

Kenyon L. Butterfield of the Commission on Country Life says: "Agricultural prosperity is not to be the final result of rural improvement. The rural problem is the preservation upon our American farms of a fine, strong, intelligent, resourceful, honest class of people." Spirituality is absolutely essential to this realization, but spirituality must not be mis-used. It is the country church itself that has laid the foundation for its own death during the decades when it tried to teach the people not to be well and wise and prosperous and happy and good, but merely to be religious. Surely it is not a paradox to say that a religion of "Thou shalt not's" produces at the outset a class of people whose goodness consists of not doing things—the exact opposite of the American ideal of today, which finds its real salvation in doing things and in rendering service to others.

Therefore, we find that the task of the country church is well nigh stupendous. It must achieve results which will find expression in human character and in social environment. It must be an inspirational force to the home. It must instill in the hearts of the young people a love for farming and for country life; it must

glorify toil and idealize it; but above all else it must inspire the country with a spirit of belief in itself.

But that the country church as well as any other church will meet difficulties and hardships we all know. Every community should keep open one church and only one. Too many churches are not founded right. A strife arises and now two churches stand where one and only one is needed. In a country town which I know not far away, there are three churches only a few yards distant from each other. In one, services have not been held for many years, and the other two are struggling along for mere existence. Cooperation, not creed is the secret of church union in country as in city. The only sound basis for a vital church today is the spontaneous religious emotion of a happy and prosperous people.

Another difficulty is the unattractiveness of the church itself. The farmer spends a great deal of time and money in modernizing and beautifying his home, but still the country church stands there year in and year out, weather beaten and unpainted, and if the windows are unbroken and the roof sheds rain, the farmer stands back and views it complacently. Then, too, the church must strive not to be too narrow. The "boss" system rules in many rural districts to the detriment of community life. Two or three families are often as real tyrants as an eighteenth century duke. Many a country church has had this discouraging feature to cope with, and many a congregation has given up the struggle for democracy and equality in despair.

The greatest mistake, however, is made in separating religion from life. The little white church on the hill is the place where an intelligent and industrious class of people meet to worship; to greet each other in happy fellowship, and to hear plain practical sermons that will teach them to live in the best and happiest way. The church must be made a necessary part of their lives. It must lead

in community activities and must share in a great campaign for rural progress. It is high time that due consideration was given to all our legitimate interests as a part of our religion. Indeed, there is no good reason why the young people could not meet together at a rural church, and on the same evening have an oyster supper and a prayer meeting—and in such a way that each would be vitalized by the other. The church must remember that the body, mind, and spirit are to be cared for and developed. The church plant must be enlarged and made attractive and useful. In some places classes have been established in agriculture for the boys, and in domestic science for the girls. Everywhere these have met with great success. Surely a new era is dawning in which country people are recognizing the fact that if they would keep their boys and girls on the farm they must educate them for the farm. It is too big a life to enter into without careful preparation. The country has too many problems for the uneducated man. The young people must be surrounded with a stimulating atmosphere, harmonious and cultural, that will teach them to love the country and to believe in it. The church and its two great allies, the home and the school must co-operate in this work. If each of these is made attractive and inspiring, the country boy and girl problem will be solved.

Probably the greatest factor in the rural church problem is that too many country ministers are not well prepared for their work. The country minister must be a power in the community. He should know the up-to-date methods in agriculture and all phases of farm life. He should receive special training for a rural pastorate, for his duties there vary from that of janitor to high financier. He must be public spirited, and public spirit is only another name for service—his great ideal. A large part of the life of the Christ was filled with social service which was loving and

kind and beautiful, and the country minister divinely called to a great work must need also spend a great deal of his time in this splendid work. To men of vision, who love the open country with its pulsating life and beauty; who love old Mother Nature and the soil with its marvelous possibilities, the country parish is sending a mighty challenge, and to him who accepts this challenge earnestly, prayerfully and hopefully, the reward will indeed be great. And O! let us believe in the gospel of labor for there is work to be done, wherever we are in city or country, good and glorious work, all of it, and our part is to do it gloriously and well, for:

In some great day
The country church
Will find its voice
And it will say:

"I stand in the fields
Where the wide earth yields
Her bounties of fruit and of grain:
Where the furrows turn

Till the plow shares burn
And they come round and round
again;
Where the workers pray
With their tools all day
In sunshine and shadow and rain."

"And I bid them tell
Of the crops they sell
And speak of the work they have
done;
I speed every man
In his hope and plan
And follow his day with sun;
And grasses and trees,
The birds and the bees,
I know I feel everyone."

"And out of it all
As the seasons fall
I build my great temple alway;
I point to the skies,
But my foot stone lies
In the common-place work of the
way;
For I preach the worth
Of the native earth
To love and to work is to pray."

THE MINIMUM PROFESSIONAL REQUIREMENT OF THE RURAL TEACHER

Rural School Conference, February, 1915

Mabel Shattuck

There is no other one factor that contributes as largely to the success or failure of the school as the teacher. The people of the district may be interested in improving the school; the directors may be liberal and progressive; but, if the teacher is a failure, the school will be a failure. This is especially true of the rural school. In the city schools, the principal and supervisors oversee the work, to some extent; but the country teacher is her own supervisor and principal.

Since so much depends upon the rural teacher, it is very necessary that she be well prepared for the position

which she is to fill. First of all, she must have an adequate scholastic training, equal at least, to a good high school education; but beyond this, she should be professionally trained to teach. It was formerly thought that scholastic training was all that was necessary to become a successful teacher; but time and experience have proven this to be a mistake. The great specialists are often the poorest teachers. They are masters of their subjects, but they do not know how to present these subjects to students. The teacher must not only be perfectly familiar

with the subject, herself, but she must know how to present this subject in such a way that the pupils will be able to grasp it.

We say that some people are "born" teachers; but this only means that they are quick to grasp the fundamental principles underlying instruction, and are skillful in putting these into practice. Even the born teacher needs to be trained in the principles underlying her art.

The fate of the new branches now being introduced into the rural school depends in a large degree upon the skill and effectiveness with which they are taught. If agriculture, domestic science, and manual training are presented in an impractical

way, both the pupils and their parents will be likely to see little value in the study of these subjects. While, if they are taught in such a way that the children can apply them in their everyday lives, these subjects will find an important place in the rural school curriculum.

In order to receive this training, so necessary to successful work, the teacher must take some course especially designed for this purpose. In connection with some high schools, there are teachers' training classes that are efficient to a certain degree; but, in the majority of cases, a normal school education should be the minimum professional requirement of the rural teacher.

"THE IDEAL IN EDUCATION"

John Harbaugh, '15

When you have looked for the last time into the truthful eyes of the children, as the relation of teacher and pupils is about to be severed, and they stand before you on the threshold of manhood, and move slowly onward to fill their places in this world of activity, think of what you have produced and see if you can say, "It is well, I am content." What will the harvest be? How have you trained these lives? Society asks of you a perfect man. What have you given her? These questions invariably arise and they must be answered. You cannot evade them, teachers, ministers, parents, and, whether you will or not, your answer will go on record.

How will the men and women you have trained, your educational goods, so to speak, be rated in the markets of success? Will superior mental products crowd them to the bottom or will they be leaders among men? When Christ gathered the children around Him and said, "Suffer the little ones to come unto me," well

might He have said, "These are My loved ones, take them, teach them, train them for life, and, when you have done, send them again to Me." But would they have returned to Christ filled with the joy of right living, strong in the service of right, products worthy of the Master, or would they have returned mere creatures of habit, with no designation as to what that habit is?

With questions of this nature ringing in our ears do we not naturally pause to see what our schools are producing? What are the fruits of our toil? Let us look about us. At once we observe the man in the street, the beggar, the man who toils that he may have bread to keep away hunger. That is, we see the creature of habit, the human machine. He goes because he was set going without knowing why. He labors because he is hungry or because he was so commanded. Go down into the mine and see another class from whose life sunshine itself is withheld. Go into the shop and see the man

standing over the machine of which he seems to be the counterpart, toiling for the miserable pittance by which his life is sustained. But someone will ask, do they not live an honest, industrious life? Invariably yes, but so does the ox that is harnessed to the plow, or the dog that does his master's bidding. Human machines, creatures of circumstance.

But if these constituted all the visible waste products of our educational system, the cry of uneducated lives for redress would be lowered from a shriek to a wail. If I were to tell of the thousands of thieves, drunkards, and murderers found in society today, and ask the cause you will say at once, "improper training." But let me tell you, parents, ministers of the church, teachers of the school, when you see a young man hurried toward the electric chair with the hand of the law upon his shoulder, you may truthfully say, "There goes a product of my toil, for the moulding of this life I drew my wage. This I handed to society when she asked a man. He asked of me educational bread and I gave him a stone."

We perceive another type of man in society. The partially educated man, the man of intermittent aspirations. He is like a traveler journeying at midnight in a thunderstorm when his only light is an occasional flash of lightning revealing the path here and a chasm there, but once the lightning has passed, a greater darkness prevails. So to this man comes luminous hours, rebuking the common life and as Hillis says, "Then does his soul revolt from any evil thought and thing and long for all that is God-like in character, for honor and purity, for valor and courage, for fidelity to the finer convictions deep hidden in the soul's secret recesses. What heroes are there—in the vision of the hour! With what fortitude do these soldiers bear up under blows—when the battle is still in the future! But once the conflict comes their courage flees." As the frost upon the

window pane shows trees, houses, thrones, cities, castles, which quickly fade away, so before the mind the imagination hangs pictures of the glory and grandeur of the higher life, but one breath of temptation proves their evanescence.

In this group of individuals, motivated by intermittent ideals, we observe the contestant who never quite wins, the judge who never fully decides, the teacher who is not quite sure of his work, or the artist whose paint is never quite right—creatures of mediocrity.

Teachers, are we going to be content with producing such men? Or are we going to renew faith with our ideals and lift them above the social horizon and produce for the world the educated, pulsating, soul-architects, who travel forward, not any whither but towards a definite port, who steer not by clouds, but by fixed stars? Men, high in manhood, who have for their ideal life's great Exemplar?

With the idea of transmitting to society such a man we naturally look for the place to begin his education. The training begins with the grandfather or even his father. The child must be well-born. He must spring from sound, sane stock, then the problem of his development is decidedly lessened. Eugenics must play their unquestionable part in developing this individual. Wendell Phillips, when asked how he acquired his skill in oratory, said, "By getting a hundred nights of delivery back of me." So the best development begins not with the child, but with the grandparents. "Let him who would be great, select the right parents," says President Dwight.

Now consider the parents' responsibility, the child's training before he enters school. This is the perilous moment. It has been said that futurity is vulnerable only at the point named childhood. The parent must deny himself some of his ease, intellectual advantages, and perhaps some of his cultural pursuits, make a con-

stant companion of his child, harvest for the child all the wisdom of his own long years of experience, teach him self-control, and finally reflect his own nature in the child. Children are wax to receive and steel to hold the parents' teachings. Every man thinks of his parents with tenderness and devotion if he has been trained by them as he should. 'Tis this training that carries him through the period of doubt when in later years he begins the study of science and is wont to grow skeptical.

Now the child is given into the teacher's charge, a bubbling lad of six. Here is the teacher's problem, how to cultivate his life. He must remember to begin with nature. Drummond says: "Nature is the scaffolding by which we climb from the known to the unknown, from the material to the mental, and from the mental to the spiritual." With nature he must work and to her he must ever go for guidance. With the simple law of the natural world in his grasp, the humblest teacher, so far as he uses it, is on an equality with the most famous.

I scarcely need mention that the teacher must be guided by the law of continuity, that he must never forget that mind is a force, not a receptacle for a text or proscribed rules and daily routine. Viewing the mind as a passive recipient rather than a force is one of the most, if not the most, baneful weaknesses of present and past teaching. He must accept with a glad heart the truth that mind naturally enjoys growing right, and, having put his mind and heart into the faith, look not backward. His concern is with real vital things, with the spirit, not the bones of a dead past. He must remember to educate the entire man, for individualism in

education, though fundamental as a motive, is inadequate and disappointing as an ideal. He must develop a man beyond the training required for any industrial occupation.

And thus the teacher pushes forward in his work, never weary, never faltering, ever upholding his ideal, laboring to fill the demand of society, aiming to develop the man Whittier depicted when he said: "Our yeoman should be equal to his home, set in the fair, green valleys, purple walled. A man to match his mountains, not to creep dwarfed and abased below them." Thus he produces a well poised, refined, cultivated human being, one that can cope with any phase of life. He must not endeavor to reach his ideal too quickly, but remember that the one perfect product of this type was thirty years in preparation. Thus he strives for his ideal, "Slow as the oaks grow, lifting manhood up through broader culture, finer manners, love and reverence, to the level of the hills."

As the young artist who had attached himself to the master-painter and had struggled through many years toward the same goal, seated before the canvas one day felt the spirit of the master glow within him, seized the brush and began to paint. But ere he had his vision on the canvas his ideal had eluded him. He sank down in discouragement and fell asleep, and as he slept the master entered, saw the canvas and, with one deft stroke, added all that was needed to complete the ideal. So with our struggle for the ideal in education; with the spirit of the Master glowing within us, let us go to work with the zeal of the artist and, if we do not quite attain the ideal, surely after we have lain down to rest the Master's touch will bring perfection.