

TRAIN OUR CHILDREN AS SENSIBLY AS WE DO OUR DOGS

An Hour a Day of Study Is Held to Be Enough by Dr. H. G. Kribs, Who Says That There Is a Similarity Between Training Lower Animals and Human Beings—Lessons Taught by Animal Training—Application of New Ideas in Portland Schools.



"WHEN we learn to train our children as sensibly as we do our dogs, we will quicken their attention for a brief period each day on the subject we would have them learn, and then allow them to give physical expression in some practical way."

The speaker was Dr. H. G. Kribs, who occupies the chair of comparative neurology and psychology at the University of Pennsylvania. His father, David Kribs, lives in Medford, where he visited, stopping in Portland for a day recently on his return East. He is a cousin of Fred A. Kribs, of Portland, and of Mrs. O. H. Plummer.

Dr. Kribs has made many remarkable biological discoveries, on the results of which he bases his educational theory. He is one of the four men in the world who have used the ultra-violet rays in photography. With their aid he took a picture of a single brain cell, magnified 16,000,000 diameters. The ultra-violet rays are only about half as intensive in their action as the X-rays, but their use in this achievement nearly cost Dr. Kribs his eyesight.

The new school of education, of which Dr. Kribs is the enthusiastic evangel, contemplates the shortening of the study period to perhaps an hour a day, and holds that knowledge is only properly impressed on the brain by some practical application of it at the time it is received.

"This employs both the head and hand, and with a short study period the interest is so accelerated that the heart is in the work as well," said Dr. Kribs.

"I was most delighted to learn," he continued, "that this idea is rapidly being applied to your school system in Portland. In a brief talk with Superintendent Alderman I found that it is principles which we have discovered into

deeply impressed with the absolute necessity of co-ordinating the ideal with the practical in the development of the child mind. It is a wholesome thing to see a most earnest effort being promoted to quicken the minds of students with books that can only give the "three R's," and then supplement the mental stimulus thus attained by a practical application of the hand and eye.

"In the past people have had the impression that the mind of man and the minds of animals were separated by a very wide gap, but we have learned that there is little if any difference in their method of functioning," said Dr. Kribs. "For instance, we know that animals' ability to adapt themselves to altered environments are strikingly similar to the processes undergone by human minds as they develop."

Dr. Kribs, however, hastened to explain that this does not mean that the ultimate crystallization of mind in man and animal are exactly alike.

"It does mean," he said, "that they do develop along the same lines, and this discovery has given us a tremendous impetus in our appreciation of what should be the correct training of human beings."

"In other words, we have learned from the animal kingdom how mind has arisen in nature, and also the principles under which mental development has progressed."

"Of course we cannot experiment with human beings as with animals," Dr. Kribs went on, "but our experiments with animals have taught us so much that already there is a world-wide interest toward putting the prin-

ciple so far as our own human mind is concerned."

The rise of the kindergarten movement is regarded by Dr. Kribs as perhaps an unconscious expression of the tendency to make education a thing not only of the head, but of the hand, the two employed in co-ordination.

"Instead of merely teaching the little tots their formal A-B-C's," he said, "we now know that the mind grows tenfold when its effort to learn is associated with some achievement of the hand."

According to Dr. Kribs, the human mind is so constructed that only a certain amount of mental concentration is possible for a given length of time, and then in order to give the mind its proper growth a change to some physical example—provided in the very environment of the study place if possible—is necessary.

"This we have learned most thoroughly in our study of animal life," said Dr. Kribs. "Among the mammals we have discovered that if the animal in consideration is given a rigid task for, say, two hours, the brain cells show a large loss of vital force and require considerable time for recuperation."

Dr. Kribs declares that the brain cells in the human mind—or in any mind, for that matter—are very little storage batteries, capable of delivering a certain amount of potential energy for a given time, after which they must have a period of rest and recuperation. Hence, the problem of modern education is to determine the proper amount of time that the brain-battery can deliver thought-current and cease the demand for power after that period has expired.

"Our modern school systems are now being rapidly readjusted in the light of these facts," said Dr. Kribs.

"We now know for a certainty that a child can exhibit with profit a finer mental reaction after 15 or 20 minutes of effort than before was assumed could be exhibited after hours of study. We have learned that the education of the child, just as with the training of animals, can only be accomplished where the interest is quickened and the whole mind attends."

"We must find how to keep up this quickened attention to the best advantage for the child," he continued. "Heretofore this has been done only incidentally, as illustrated by the examples of William R. Harper and the son of Professor Boris Sidis, of Harvard."

Dr. Kribs has a son, 2½ years old, with whom he has been making experiments similar to those which were made with the Harper and Sidis children. With careful training of only 20 to 30 minutes a day, the training partaking of the nature of play rather than of work, Dr. Kribs' baby has rapidly learned the alphabet, can count with accuracy to 50, and readily recognizes the printed names of all the domestic animals and fowl.

"Our theory in his development," said Dr. Kribs, "has been to help him put his mind thoroughly upon the subject in hand for a brief period each day, and then later to help him find expression for the ideas he has gained in some physical achievement."

"This method was anticipated in the kindergarten movement," said Dr. Kribs, "and it seems most wise that the same application should be made

to primary schools, grade schools, high schools and colleges."

At the University of Pennsylvania, in the course of comparative anatomy in which Dr. Kribs has been an instructor for some years, there used to be a work-period of six hours a day. This period has now been cut in half, and Dr. Kribs is so certain that the results have been beneficial to the students that he proposes to cut it in two again, which would give only an hour and a half of mental effort a day, or one-fourth of what under the former system was considered necessary.

"Since we have cut the work-period in half," said Dr. Kribs, "the grading of the students has increased 25 per cent, and the amount of work accomplished, not for the time consumed, but for the day, has increased over 40 per cent."

"This brief illustration shows conclusively that our old ideas of education were most erroneous. What the child needs most is an earnest application for a brief time, and then some occupation that will shift the mind from the ideal to the concrete. By thus applying both sides of our mental make-ups a well-rounded, well-balanced life must result."

According to Dr. Kribs, Germany has gone far in advance of the United States in the training of her young. The principles of education that are just beginning to be applied in the United States—and it is proposed to give the "half-day" schools a trial in Portland, by the way—are so well worked out in all their pedagogical importance in Germany that the aver-

age German child, when he graduates from the gymnasium of the high school, is better equipped for the struggle of life than most of our college graduates.

"Perhaps it is because the Germans love their animals more," said Dr. Kribs, "but whatever the reason, it behooves us to take a few lessons in educational methods from our trans-Atlantic friends."

"The deplorable fact of the matter is," he said, "that in times past we have tried to grind knowledge into the brains of our children, instead of applying the common-sense principles that surround us in all nature."

"These principles show us unequivocally that mental or nervous concentration endures only for a brief period of time, but that during that brief period more can be absorbed by the growing mind than by hours of haphazard effort where the wits go wool-gathering."

"The great lesson of the new method of education is that the things we really learn are only those that we learn when our minds attend."

"If the mind of the child cannot concentrate on any given subject for more than an hour or two a day, why should we torture the child with hours of restlessness and inaptitude?"

"By giving both mental and physical faculties an opportunity to develop simultaneously, the mind and body will grow together in harmony."

"This means, of course," said Dr. Kribs, smiling, "that ultimately there will be no such thing as a 'high-brow' or 'low-brow'."

"But this means," he added earnestly, "a complete inversion of our whole modern school system that we have built up with such infinite pains and of which we are so proud. But it must come, and it will come, as soon as we appreciate fully the needs of the child."

"Twenty minutes of attention is worth more than a whole day's mere sitting in the classroom."

"The idea of interweaving the mental and the physical in a child's education is new to nearly all of us, and we are somewhat at a loss to know just how it may best be done."

"There is a general opinion, however, among our most advanced educators that the grouping of our children and youths in little social centers, where the thrust of their instruction is diverted toward mild athletic exercise, the building of little flower-beds and the development of little gardens is the thing. Seeing things grow under the perfect control of your own activities with agents to buy them at almost any price, which, after all, is the true aim of education."

"The sum of all our educational effort lies right here: To teach our boys and girls to think the thoughts of the great minds that have gone before, but more than all, to teach them how nature will respond to the energies set forth by the little, receptive minds which, in turn, we are trying to help grow, like the tender young plant, to maturity and perfection."

An attempt will be made to have Dr. Kribs come to Portland next January for a series of lectures on "The New Education."

PROF. H. G. KRIBS

FOX FARMING A NEW ROAD TO WEALTH

Get A Pair To Breed From and Their Progeny Yield A Good Living



The Silver Fox is The Shyest of Animals



Cutting Away The Fatty Tissue From The Under Side of The Skins



An Arctic Fox

Silver Foxes of Home, Prince Edward Island

BY RENE BACHE.

ROYALTY has hit upon a brand new fad. Only a few weeks ago, at Potsdam, the Princess Victoria Louise, eldest daughter of the German Emperor, attracted surprised attention as she was driven through the streets in her automobile. Her whole body seemed literally to shimmer as with a golden light.

"What is that our princess wears this day?" asked one citizen of another. "It is some kind of Celestial fabric, surely," was the reply.

Yet the notion was a mistake. At all events, what the Princess Victoria Louise had on was not a fabric at all, in the ordinary sense of the word. It was a coat of silver fox fur "lipped" with gold; and she carried a muff to match.

This is a new and quite remarkable invention, one should explain—gold being applied by an electrolytic process to the tips of the long black hairs of the fur. Thus is produced the peculiar "shimmering" effect described. It is a curious fact that so far as known, silver fox is the only kind of

fur which can be treated in this way successfully. The hairs of no other fur will hold the gold. Hence it appears that this particular and latest touch in costume is obtainable only by very wealthy women—silver fox being by far the most costly of all furs.

As a matter of fact, however, the available supply of this kind of fur is almost entirely monopolized by royalty. Ermine is out of fashion nowadays with kings and queens, save as a trimming for robes of state. Perhaps this is because it has been imitated so extensively by the skillful manipulation of ordinary pussy-cat. A first-class skin of a silver fox, on the other hand, is worth \$2000 today, and to counterfeit it is impossible.

The Government Bureau of Animal Industry reckons that at least \$250,000 is paid annually in this country for furs of all kinds. But it is very difficult to obtain silver fox fur at any price. Not long ago one skin of great beauty was sold in London, at auction, for \$2825. No such price has ever been paid for the pelt of any other kind of animal.

And yet the American multi-million-

aire is always ready to bid against royalty for anything. Whence it comes about that a few of our richest women are able to boast the possession of silver fox furs. At the last horse show in New York was seen one set of black fox, consisting of only three skins, which is known to have cost \$16,000. Another lady, on the same occasion, wore a coat of Siberian marten (com-

monly known as Russian sable) which cost \$23,000. But the marten is a much smaller animal, and the number of pelts that went to make up the garment was considerably greater.

One naturally asks, from what source is the rare and precious silver fox fur obtained? The answer is that the bulk of the small market supply comes from

Prince Edward Island, off the Canadian coast. That is the only place in the world where silver foxes are reared under conditions of partial domestication—the business being so profitable that up to now its very existence has been kept carefully secret by the few persons engaged in it.

If the pelts are costly, the living animals are much more so, being useful

for breeding purposes. Silver fox pups born in 1912 have a value of \$3000 to \$4000 apiece; but to get one at even that price would be extremely difficult. To kill one for its fur would be like wringing the neck of the goose that laid the golden eggs—save only where there are superfluous males which furnish the furs that are sent to market.

These skins, so few and so costly, are shipped to London, where they are disposed of at the great auctions of

furs—that city being, as everyone knows, the fur market of the world. Thence they find their way almost inevitably into the hands of the royal families, which have standing orders with agents to buy them at almost any price whenever they are offered. The Empress of Russia has a magnificent set of silver fox furs, which is rivaled perhaps only by another set in the possession of the morganatic wife of the heir to the Austrian throne, Prince Franz Ferdinand.

A mother fox is able to bear young ordinarily for nine years, and, averaging four pups to the litter, may reasonably be expected in her lifetime to rear at least 30 offspring. This allows for some loss by death from accident or from disease. Reckoning the skins as worth from \$1500 to \$2000 apiece, it is easy to see that a pair of the animals might be expected under favorable circumstances to yield an annual income of something like \$5000.

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