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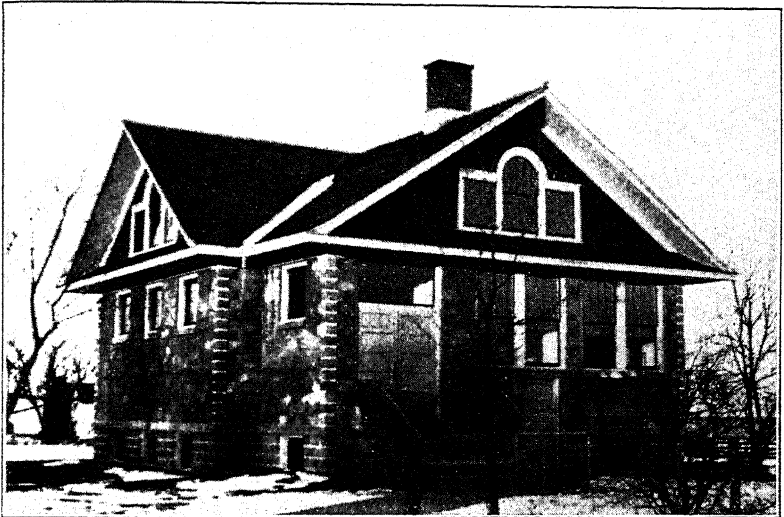
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THE TECHNE

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

RURAL LIFE NUMBER



A ONE-ROOM SCHOOL.

America's Greatest Institution.

20,000,000 Children Enrolled in our Public Schools.

**12,000,000—more than half—attend One- and Two-
teacher Schools.**

300,000 Rural School-teachers.

STATE MANUAL TRAINING NORMAL

PITTSBURG, KANSAS

THE TECHNE

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

VOL. 2

JULY, 1919.

No. 3

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STAFF.

PRES. W. A. BRANDENBURG, Editor in Chief.

EDITORIAL COMMITTEE.

LYLE BROWER. O'DELLA NATION. W. D. ARMENTROUT. EDGAR MENDENHALL.

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.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

The Farmer: The Cornerstone of Civilization.

"We cannot permanently shape our course right on any international issue unless we are sound on the domestic issues; and this farm movement is the fundamental social issue—the one issue which is even more basic than the relations of capitalist and workingman. The farm industry cannot stop; the world is never more than a year from starvation. This great war has immensely increased the cost of living without commensurately improving the condition of the men who produce the things on which we live. Even in this country the situation has become grave."

"Our object must be: (1) To make the tenant farmer a landowner; (2) to eliminate as far as possible the conditions which produce the shifting, seasonal, tramp type of labor, and to give the farm laborer a permanent status, a career as a farmer, for which his school education shall fit him, and which shall open in him the chance of in the end earning the ownership in fee of his own farm; (3) to secure coöperation among the small landowners, so that their energies shall produce the best possible results; (4) by progressive taxation, or in other fashion, to break up and prevent the formation of great landed estates, especially in so far as they consist of unused agricultural land; (5) to make capital available for the farmers, and thereby put them more on an equality with other men engaged in business; (6) to care for the woman on the farm as much as for the man, and to eliminate the conditions which now so often tend to make her life one of gray and sterile drudgery; (7) to do this primarily through the farmer himself, but also, when necessary, by the use of the entire collective power of the people of the country, for the welfare of the farmer is the concern of all of us."

"The Sandhill Farm Life School (North Carolina) is an agricultural school, started by the Board of Trade, under the state law. The principles of this school are: (1) That the children shall be trained primarily for life in the country, not by books simply, but by actually doing the various things at school that they will be called upon to do in later life. (2) That the school shall turn out good citizens, taught to coöperate and with a sense of obligation to their community and their nation."—*Theodore Roosevelt.*

A Creed.

To live content with small means.

To seek elegance rather than luxury, and refinement rather than fashion.

To be worthy, not respectable; wealthy, not rich.

To study hard, think quietly, talk gently, act frankly.

To listen to stars and birds, to babes and sages, with open heart.

To bear all cheerfully; do all bravely, await occasions, hurry never.

In a word, to let the spiritual, unbidden and unconsciously grow up through the common.

This is to be my symphony.—*William Ellery Channing.*

Fundamental Factors in Rural Progress.

EDGAR MENDENHALL, Ph. B., Rural Education, S. M. T. N.

I.—The School. II.—The Church. III.—The Home. IV.—You.

I.—THE SCHOOL.

PRESENT DEFECTS.

1. Young, inexperienced, poorly trained teachers, with little or no supervision, short tenure, small salaries, interested in city life rather than in rural life, frequently hurrying away from the community at the week end.
2. Lack of desirable places for teachers to board and room; fequently poor board, no comfortable room to themselves, no inside toilets or bath.
3. Unattractive, unsanitary, uncomfortable school buildings; poor architecture, no vines, trees or shrubbery; poorly lighted and ventilated; outside toilets; poor system of heating; janitor work frequently done by the teacher; only one room for pupils to work; no basement.
4. Too many school officials local-minded, tight-fisted, fearful of spending the people's money for the school.
5. Not enough money available to equip and run the school in an up-to-date manner as in cities.

REMEDY.

1. Primarily, the country unit—"the educational kingdom of heaven," as someone has so well said—with five or seven school trustees for the entire county, elected by the people, with power to levy the same tax over the whole county, and to choose a county superintendent from anywhere in the United States upon a professional and not a political basis, as cities now choose their superintendents; the teachers to be chosen upon recommendation of the county superintendent as teachers of the best school cities are now chosen.
2. Consolidation when possible.
3. Rural-minded teachers, trained for service in rural communities; teachers living in the community and holding their job for a number of years; paid well enough so they can live in reasonable comfort and not be attracted to the cities.
4. A modern school plant, comfortable, attractive, capable of being made a social center for young people and old. The country child should have as good a school building as the city child. Unless there is a center for recreation in the country the young of the country will be lured to the city.

II.—THE CHURCH.

PRESENT DEFECTS.

1. Too many churches for the number of people in the community.
2. Ministers who do not live in the community; city-minded rather than rural-minded; preaching sermons of the traditional type—ministers untrained for rural service and unable to identify themselves in a practical way in rural uplift.

3. Inadequate church plant; built for old folks rather than for young; no place for community library; no place provided for recreation or legitimate play.

REMEDY.

1. Church consolidation, or at least church coöperation.
2. Ministers trained for rural service, in full sympathy with rural life, living in the community and actively identifying themselves with community interests.
3. A church plant having so far as possible all the features of the modern Y. M. C. A. building—gymnasium, swimming pool, etc.—ample athletic field.

III.—THE HOME.

DEFECTS.

1. Few modern conveniences, such as running water in the house, bath room, inside toilets, electric lights, modern methods of heating.
2. Dreary isolation because of bad roads; lack of telephones; few good books, high-grade newspapers and magazines.
3. Too little coöperation in the establishment of community laundries and creameries to lighten the work of the farm woman.
4. Little effort to make the farmhouse attractive inside and out by following simple principles of home decoration, architecture and landscape gardening.

REMEDY.

1. Leading rural people to realize that many modern home conveniences are within their reach.
2. Better roads by active coöperation of the state and federal government with the farming interests. Establishment of rural libraries at the school or church, making it a branch of the city or state library.
3. Organization of farmers into granges or similar coöperative associations.
4. Training of country girls at school in the elements of home decoration and country boys in the principles of architecture and landscape gardening; extension lectures; lantern slides.

IV.—YOU.

PRESENT DEFECTS.

1. Ennui, lassitude, lack of interest in this fundamental problem that should concern every red-blooded American.
2. Lack of knowledge relative to the problems of rural life.
3. Self-interest because changes needful for rural betterment hits your pocket book.
4. Fear—fear of taking a stand for better things because you feel that the way of the reformer is hard.

REMEDY.

1. Reread thoughtfully this number of the TECHNE, and read books, magazines and newspapers bearing on rural life.
2. Realize that the country is a unit and no part of it can be backward without holding back the whole.

3. Feel that the approval of one's conscience in any forward movement is the highest possible approval.

4. Do something—put into action good resolutions. Let them not be a matter of mere feeling. Remember that with good intentions Satan's abode has been proverbially paved. Be a rural-life booster.

“New occasions teach new duties;
 Time makes ancient good uncouth;
 They must upward still, and onward,
 Who would keep abreast of Truth;
 Lo, before us gleam her camp-fires!
 We ourselves must Pilgrims be;
 Launch our Mayflower, and steer boldly
 Through the desperate winter sea,
 Nor attempt the Future's portal
 With the Past's blood-rusted key.”

The Seeing Eyes.

The works of God are fair for naught
 Unless our eyes in seeing
 See hidden in the *thing* the thought
 Which animates its being.

The shadow, pictured in the lake
 By every tree that trembles,
 Is cast for more than just the sake
 Of that which it resembles.

The stars are lighted in the sky
 Not merely for their shining;
 But like the light of loving eyes,
 Have meanings worth divining.

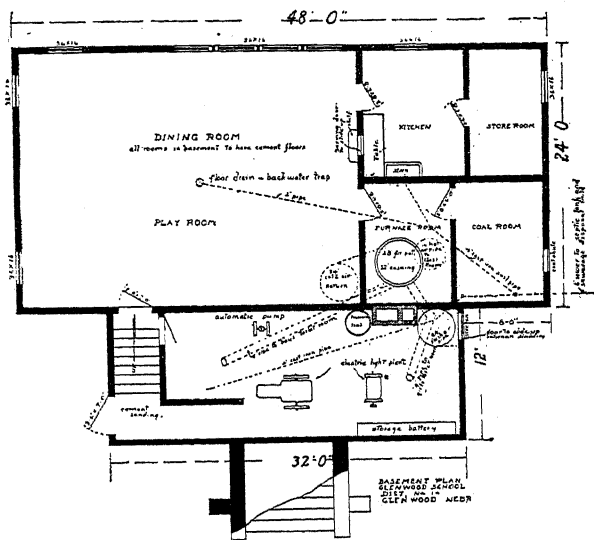
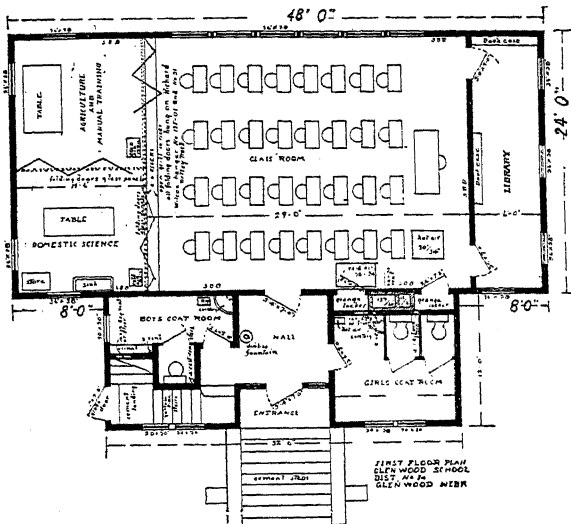
The clouds around the mountain peak,
 The rivers in their winding,
 Have secrets which to all who seek
 Are precious in the finding.

Whoever at the coarsest sound
 Still listens for the finest,
 Shall hear the noisy world go round,
 To music the divinest.

Whoever yearns to see aright
 Because his heart is tender,
 Shall catch a glimpse of heavenly light
 In every earthly splendor.

So since the universe began,
 And till it shall be ended,
 The soul of nature, soul of man,
 And soul of God are blended.

—Selected.



GLENWOOD COMMUNITY HOUSE.

One-teacher rural school and community house, designed by L. B. Sipple, Department of Rural Education, Kearney, Neb.

Men Influential in Improving Agriculture.

GEORGE WASHINGTON.

The greatest man in American life looked upon farming as the greatest of all occupations. The following extracts from his letters show it:

"I think that the life of a husbandman of all others is the most delectable. It is honorable, it is amusing, and with judicious management it is profitable. To see plants rise from earth, and flourish by supreme skill and bounty of the laborer, fills a contemplative mind with ideas which are more easy to be conceived than expressed."

"The more I am acquainted with agricultural affairs the better I am pleased with them, insomuch that I can nowhere find so great satisfaction as in these innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful to the undebauched mind is the task of making the improvements on the earth than all the vainglory that can be acquired from ravaging it by the most uninterrupted career of conquest."

"I know of no pursuit in which more real and important service can be rendered to any country than by improving its agriculture, its breed of useful animals, and other branches of a husbandman's care."

SIGNIFICANT THINGS EVERY SCHOOLBOY SHOULD KNOW.

"Educate the farmer's boy toward a more valuable life on the farm."

"Uplift the farm home through the education of the farmer's daughter toward greater usefulness and attractiveness in the farm home."—*Secretary James Wilson.*

O. H. KELLEY.

The National Grange, or Order of Patrons of Husbandry, a secret order of farmers that has enormously benefited agriculture, was founded by Mr. Kelley in December, 1867.

FATHER MENDEL.

In the quiet of his cloister garden, Father Mendel, Abbot of Brunn, conducted, with peas, a series of experiments from which he deduced laws that provide the foundation for our exact knowledge of the physical processes of heredity.

LIBERTY HYDE BAILEY (1858).

Doctor Bailey's great services to the cause of better farming have been of an educational character.

WILBUR OLIN ATWATER (1844-1907).

Doctor Atwater was the first to investigate profoundly the nutrition of plants as applied to agricultural improvement.

STEPHEN M. BABCOCK (1843—).

Largely because of his researches as agricultural chief and chemist at the University of Wisconsin, that state is among the foremost in agricultural wealth.

The Babcock tester for butter fat in milk has revolutionized dairying. A separate account with each cow becomes possible and necessary.

When the unprofitable cow is discovered a whole chain of inquiries is started. Better feeding may be needed, or gentler treatment, or new dairy methods; and many times it is found that the only remedy is a new cow of better breed. The beauty of it all is that a child can make the test, and thus school and farm may coöperate.

LOUIS PASTEUR (1821-1895).

Pasteur himself was able to end the silkworm plague in France, to cure chicken cholera, and the deadly disease, anthrax in cattle, and to perfect an almost infallible treatment for hydrophobia, or rabies. It is said that he added more to the wealth of his country than both France and Russia together wasted in the bloody war which they fought in 1870-'71.

JUSTIN S. MORRILL (1870-1898).

The Land-grant act, signed by President Lincoln in 1852, was the work of Mr. Morrill, who at the time was a congressman from Vermont.

SOME OF KNAPP'S EPIGRAMS.

Seaman A. Knapp.

A prosperous, intelligent and contented rural population is essential to our national perpetuity.

It is impossible to impress upon any one that there is dignity in residing upon a farm with impoverished soil, dilapidated buildings, and an environment of ignorance.

Training is the great item which fashions a race.

The world's most important school is the home and small farm.

The public school-teacher's mission is to make a great common people, and thus readjust the map of the world.

Knapp's Ten Commandments of Agriculture.

(1) Prepare a deep and thoroughly pulverized seed bed, well drained; break in the fall to a depth of eight, ten or twelve inches, according to the soil, with implements that will not bring too much of the subsoil to the surface. (The foregoing depths should be reached gradually, if the field is broken with an ordinary turning plow. If a disk plow is used it is safe to break to the above depths at once.)

(2) Use seed of the very best variety, intelligently selected and carefully stored.

(3) In cultivated crops give the rows and the plants in the rows a space suited to the plant, the soil, and the climate.

(4) Use intensive tillage during the growing period of the crops.

(5) Secure a high content of humus in the soil by the use of legumes, barnyard manure, farm refuse, and commercial fertilizers.

(6) Carry out a systematic crop rotation, with a winter cover crop on southern farms.

(7) Accomplish more work in a day by using more horsepower and better implements.

(8) Increase the farm stock to the extent of utilizing all waste products and idle lands of the farm.

(9) Produce all the food required for the men and animals on the farm.

(10) Keep an account of each farm product in order to know from which the gain or loss arises.

MR. BURBANK'S LOVE OF CHILDREN.

"I love the blue sky, trees, flowers, mountains, green meadows, sunny brooks; the ocean when its waves softly ripple along the sandy beach or when pounding the rocky cliff with its thunder and roar; the birds of the field; waterfalls, the rainbow, the dawn, the noonday, and the evening sunset—but children above them all. Trees, plants, flowers—they are always educators in the right direction; they always make us happier and better, and if well grown, they speak of loving care and respond to it as far as in their power; but in all this world there is nothing so appreciative as children—these sensitive growing creatures of sunshine and tears."—*Luther Burbank*.

The High Cost of Bad Roads.

"Why, do you know," remarked a road engineer as reported by Joseph Brinker in *Collier's Weekly*, "that the United States—that means you and me—has been paying a penalty of more than 504 million dollars a year in the excessive cost of the transportation alone of our agricultural products from farm to market, simply because of its neglect of the highways? This estimate was made in 1914 by the joint committee on federal aid in the construction of post roads, Sixty-third Congress.

"At that time the gross tonnage estimated to be hauled over the highways for that year was 700 million. The cost of hauling over the average unimproved roads was about 21 cents per ton mile and the cost over improved roads 13 cents per ton per mile, making a saving of 8 cents per ton mile. The average haul was about 9 miles, making a gross saving on the transportation over improved roads of 72 cents per ton. This multiplied by the gross tonnage gives the 504 million dollars saving.

"At the present time it has been estimated that the quantity of goods hauled over the roads is something in excess of 1 billion tons and that the saving effected by improved roads would be from $\frac{3}{4}$ billion dollars to 1 billion dollars annually. Estimating our population at a round 100 million, that means \$10 a year for every man, woman, and child in the United States!

A cut of the Garfield consolidated school, Pawnee county, Kansas, is shown in this number. This schoolhouse was built in 1916 at a cost of \$30,000. There are ten classrooms, laboratories, manual-training shop, domestic-science equipment, and auditorium. The school is steam heated, has electric lights and a water-flush toilet system. This school is a flaming example of a progressive community realizing that "every country boy and girl is entitled to the privilege of a high-school education placed within reasonable reach."

County Educational Organization.

STATE OF OSCEOLA.

1. The county shall be the unit for educational organization in this state, and each county board of education, subject always to powers granted city school districts and to subdistricts, shall have supervisory oversight and control of all public schools and libraries established within the county.

2. For the management of the educational affairs of each county a county board of education shall be elected by the qualified electors of each county, residing outside of city school districts, at an election to be held each year on the second Saturday in June. Each county board of education shall consist of five citizens, to be elected from the county at large, and for five-year terms.

3. Each county board of education shall have the following powers and duties:

(1) To locate and maintain schools as needed within the county; to close schools and arrange for the transportation of pupils to other schools, whenever in their judgment such transportation is advisable: to arrange for the reorganization of the schools of the county. After such organization has been accomplished, to establish, relocate or consolidate schools, as the changing needs of the future may seem to require, and provide transportation as necessary.

(2) To appoint, on the nomination of the county superintendent, all principals and teachers for all schools in the subdistricts within the county and to fix and pay them their salaries; to contract for all supplies, books and apparatus needed by the schools under their jurisdiction; and to maintain all schools of the same classification in the county, under their jurisdiction, for an equal length of time, and with as nearly equal school facilities as is possible.

(3) To certify the county school tax to the county board of supervisors for levy.

(4) There shall be a county superintendent of education in each county in this state, who shall act as the chief executive officer of the county board of education. All county superintendents of schools holding office at the time of the passage of this act shall become the new county superintendents of education. All appointments to fill vacancies shall be for four-year terms. In making all appointments to the office of county superintendent of education, each county board of education shall be free from all restrictions as to residence, party, religion, race or sex of person appointed, and shall determine the qualifications and compensation of the appointee.

(Adapted from State and County Educational Reorganization; Prof. Ellwood P. Cubberley, professor of education, Leland Stanford Junior University. Professor Cubberley is in all likelihood the best authority on school administration in this country.)

Manual Training in the Rural School.

O. B. BADGER, Industrial Arts Department, S. M. T. N.

Manual training in the rural schools has been and is now a debatable question. During the past decade a number of teachers, both men and women, have tried it out with varying degrees of success. The failure of many of these teachers was due to a lack of an appreciation of the educational value of manual arts, without any qualifications for teaching it and without having the community with them in their undertaking.

Their purpose, seemingly, was to create an "excitement" in their own and neighboring districts and to have it said of them that they were "doing things." This has been unfortunate, for they have neglected the subjects which they were best qualified to teach, and as a result poor or no results were obtained from their manual work. This naturally and rightly antagonized the patrons.

However, manual work can be taught in a one- and two-room school with success. But the teacher must first know something of the work. With the many normal schools and colleges offering special courses during the summer terms for rural teachers, they can take advantage of them. They must have some knowledge of tools, general equipment and materials that may be adapted to their needs.

When the teacher enters upon his duties for the school year it is well that he do some missionary work among his patrons—explain fully the purpose. Get them interested, and more than half of the work has been accomplished. The majority of the patrons are directly interested in any subject that will benefit their children.

Again, where manual training has been a failure in the past it has been due in a great degree to the selection of the projects to be made. Farmers and farmer boys appreciate the esthetic, but they appreciate more that which is practical. So select those projects which have a practical value to the farm and in which the tool processes have a wide application.

The coat hanger is a good problem on which to teach the use of the turning saw and spoke shave. But how many farmers have among their tools either? Many do not know of such tools. It would be much better to give a student a hammer handle or a whippetree to model, or in making a wagon jack permit him to model out the handle, and then use the drawknife instead of the spoke shave.

Confine the projects wholly to farm and poultry appliances, and then after the work has been approved by the community make your playground apparatus. It is not well to select those projects that will require the use of a great many different tools. The average farmer only possesses a limited number, and their sons should know how to use these to the best advantage. Even some of our city schools are over-equipped. These boys want and need to know how to manipulate to the best advantage the tools they have at hand.

Another fault in the past has been the teacher expecting and demanding the student giving up his recess period for this work, and there being no regular time set apart for it. It is unfair to ask a boy to give

up his play period for any legitimate subject, for the rural boys have little enough of play, and besides they need the exercise in the open air after studying in a closed room for several hours, particularly when not being accustomed to confinement.

To give a definite period to the work lends dignity to it and a greater respect for it by both pupil and patron. Friday afternoon is a good time to offer the manual work, when the students are more or less weary of their regular academic studies. At this time the younger students may be dismissed for the day and only the older boys and girls remain—the boys to do the manual training work and the girls to take either sewing or cooking. The sending of the primary grades home will not be seriously questioned if it is done with tact. If it is a nice day they might remain on the playground. But the teacher must devote his or her time to the work inside; otherwise it will be a failure. One teacher cannot look after four or five classes at the same time and get results in any of them. Also having the younger students out of the way gives more room for the handling of the longer boards and greater room in general for this type of work. After the class is over the material and tools may be put away and the schoolroom will have a neat and tidy appearance for the coming week.

If there is a special room for the manual work divided off from the main room with a glass partition, it is possible for the student, when working on a project which does not require very much instruction, to go into this room and work when he has his academic studies up, but one should be cautious in extending this privilege.

In this article it is impossible to go into detail as to the number and kinds of tools and general equipment needed, or as to suggestive projects, but if any of the readers will write to the Manual Arts Department of the State Manual Training Normal it will be only too glad to give its assistance in formulating an equipment and a course.

“Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay;
Princes and lords may flourish, or may fade;
A breath can make them, as a breath hath made;
But a bold peasantry, their country's pride;
When once destroyed can never be supplied.”

—*Goldsmith.*

The “cut” on the cover page is that of the Cottage Hill school, Marshall county, Kansas. This school was built in 1916 at a cost of about \$2,500. It is a very attractive building. It fronts south, with the light from the north (left of pupils) and west. The school has a large well-lighted basement, which is utilized by the various community organizations as a meeting place. There is also a library or workroom connected with the class room.

“This school,” says Mr. Shoemaker, “was recognized as a standard school last year, and is practically ready for recognition as a superior school.”

The Origin and Distribution of Wheat.

It is interesting to observe when wheat is harvested in different countries:

January.—Australia, New Zealand, Chile.

February and March.—Upper Egypt and India.

April.—Lower Egypt, India, Syria, Cyprus, Persia, Asia Minor, Mexico, Cuba.

May.—Texas, Central Asia, and northern Africa.

June.—Southern and trans-Rocky Mountain States of America, Turkey, Greece, Italy, Spain, Portugal.

July.—New England, Middle Atlantic and Northwestern States of America, Upper Canada, Roumania, Bulgaria, Austria, Hungary, Southern Russia, Germany, Switzerland, Southern England.

August.—The far northwestern states of America, parts of Canada, Belgium, Holland, Great Britain, Denmark, Poland, Central Russia.

September and October.—Scotland, Norway, northern Russia.

November.—Peru, South Africa, northern Argentina.

December.—Argentina, Burmah, New South Wales.

The Republic's Emblem.

The rose may bloom for England,
 The lily for France unfold;
 Ireland may honor the shamrock,
 Scotland her thistle bold;
 But the shield of the great Republic,
 The glory of the West,
 Shall bear a stalk of tasseled corn,
 Of all our wealth the best.

—Edna Dean Proctor.

Suggestive List of Publications Touching Rural Life.

(From the Study of a Rural Parish.—Ralph A. Felton.)

Coulter, John Lee. *Coöperation Among Farmers.* Sturgis & Walton Co., 31 East Twenty-seventh street, New York, Price, 75 cents. This volume tells farmers how, by coöperation, to run the farm more easily and profitably. Modern conveniences in the house, such as running water, indoor toilet, electric lights, furnace heat, bread mixer, vacuum cleaner, washing and ironing by use of electricity or gasoline power.

A Farmer's Wife. Dodd, Helen, *The Healthful Farmhouse.* Whitcomb & Barrows, Boston, Price, 60 cents. It tells how a farmer's wife who does her own work can keep the family healthy.

Harris, L. H. *Heath on the Farm.* Sturgis & Walton Co., 31 East Twenty-seventh street, New York, Price, 75 cents. It treats of sanitation, preventable diseases, care of children, food values, and helpful receipts.

Van De Water, Virginia T. *From Kitchen to Garret.* Sturgis & Walton Co., 31 East Twenty-seventh street, New York, Price, 75 cents. It simplifies the work of every room in the house, telling about utensils needed, care of food and simple home decoration.

Each State Agricultural College has many bulletins on the above and

allied subjects. Also the United States Department of Agriculture has 565 such bulletins. Both send their bulletins free of charge.

Of course, not all the above improvements are practical in any one community, many are. The pastor can get suggestions on the ones he deems practical from his state agricultural college or from the United States Department of Agriculture.

Books of particular help in studying rural improvement from the standpoint of the church:

Bailey, L. H. *The Country-life Movement*. Association Press, 124 East Twenty-eighth street, New York, Price 60 cents. A fundamental treatise on the country-life problem.

Beard, A. F. *Story of John Frederic Oberlin*, Pilgrim Press, Boston, Mass., Price, \$1.25. Presents the life and work of John Frederic Oberlin, the great prophet of the country ministry.

Fiske, G. W. *The Challenge of the Country*. Association Press, 124 East Twenty-eighth street, New York, Price 75 cents. Gives a clear call to rural leadership by presenting definite opportunities.

Gill, C. O., and Pinchot, Gifford. *The Country Church*. Association Press, 124 East Twenty-eighth street, New York, Price, \$1.25. The result of an investigation, showing the decline of the country church and the remedy.

Mills, Harlow S. *The Making of a Country Parish*. Missionary Education Movement, 156 Fifth avenue, New York, Price, 50 cents. A record of progress in one rural parish. The story of a vision and how it is being realized. Not a book of theories, but a straightforward narrative of surprising effectiveness.

Wilson, W. H. *Evolution of a Country Community*. Pilgrim Press, Boston, Mass., Price, \$1.25. Fundamental treatise of the rural question by the foremost leader in country church work.

Wilson, W. H. *The Church at the Center*. Missionary Education Movement, 156 Fifth avenue, New York, Price, 50 cents. Contains concrete and specific material which answers the questions country ministers have been asking.

Wilson, W. H. *The Church of the Open Country*. Missionary Education Movement, 156 Fifth avenue, New York, Price, 60 cents. A study of the fundamental relation of the church to the community.

Some of the agricultural papers that can be highly recommended:

- American Agriculturist. 315 Fourth avenue, New York.
- Breeders' Gazette. 358 Dearborn street., Chicago, Ill.
- California Cultivator. Los Angeles, Cal.
- Coleman's Rural World. 221 N. Seventh street, St. Louis, Mo.
- Country Gentleman. Curtis Publishing Co., Philadelphia.
- Farm and Ranch. Dallas, Tex.
- Hoard's Dairyman. Fort Atkinson, Wis.
- Iowa Homestead. Des Moines, Iowa.
- Kansas Farmer. Topeka, Kan.
- Michigan Farmer. Detroit, Mich.
- National Stock and Farmer. Pittsburgh, Pa.
- Nebraska Farmer. Lincoln, Neb.
- New England Farmer. Montpelier, Vt.
- Ohio Farmer. Lawrence Pub. Co., Cleveland, Ohio.
- Orange Judd Farmer. 1209 People's Gas Building, Chicago, Ill.
- Pacific Rural Press. 668 Howard street, San Francisco, Cal.
- Progressive Farmer. 119 W. Hargett street, Raleigh, N. C.
- Rural New Yorker. 409 Pearl street, New York.
- Southern Planter. Richmond, Va.
- Texas Stockman and Farmer. San Antonio, Tex.
- Wallace Farmer. Des Moines, Iowa.
- Wisconsin Agriculturist. Racine, Wis.

- Better Fruit. Better Fruit Pub. Co., Hood River, Ore.
 Vegetable Grower. Spencer, Ind.
 Live Stock Journal. 5516 Lake avenue, Chicago, Ill.
 Kimball's Dairy Farmer. Waterloo, Iowa.
 American Swine Herd. 443 S. Dearborn street, Chicago, Ill.
 American Sheep Breeder. 9 S. Clinton street, Chicago, Ill.
 Reliable Poultry Journal. Quincy, Ill.
 American Poultry Journal. 542 Dearborn street, Chicago, Ill.
 Market Growers' Journal. Louisville, Ky.
 New York Produce Review. 173-175 Chambers street, New York.

Some of the Principal Methods for Improving the Schools.

CONSOLIDATION OF SCHOOLS.

See pamphlet on this subject published by the United States Bureau of Education, Washington, D. C. It is recent and authoritative.

COMPULSORY SCHOOL ATTENDANCE.

"Compulsory School Attendance." Bulletin No. 2 in the 1914 publications of the United States Bureau of Education. For free distribution. Contains important factors in compulsory school attendance and all state laws on this subject.

BETTER SCHOOL-TEACHERS.

Betts and Hall. Better Rural Schools. The Bobbs-Merill Co., Indianapolis, Ind., Price, \$1.50.

Cubberley, Elwood P. Rural Life and Education. Houghton, Mifflin Co., 4 Park Street, Boston, Mass.

Field, Jessie. The Corn Lady. Flanagan & Co., 338 Wabash avenue, Chicago, Ill. Price, 50 cents. Story of a country teacher's work—a series of letters, each a record of practical experience in country-school and country-life improvement.

"Training Courses for Rural Teachers." Bulletin No. 2 in the 1913 publications of the United States Bureau of Education, Price, 5 cents. Tells about the schools in the United States which equip teachers for rural-school work.

A BETTER SCHOOLHOUSE.

"Rural Schoolhouses and Grounds." Bulletin No. 12 in the 1914 publications of the United States Bureau of Education. Free.

"Sanitary Schoolhouses." Bulletin No. 52 in the 1913 publications of the United States Bureau of Education, Price, 5 cents.

A NEW EMPHASIS ON FARM LIFE IN THE SCHOOLS.

"Agricultural Education, including Nature Study and School Gardens." Bulletin No. 2 in 1907 publications of the United States Bureau of Education, Price 15 cents.

"Agricultural and Rural Life Day." Bulletin No. 43 in the 1913 publications of the United States Bureau of Education, Price, 10 cents. A series of programs, including poems and stories, to emphasize the importance of agriculture. It is valuable for use in schools and churches.

THE SCHOOL A SOCIAL CENTER.

Carney, Mabel. Country Life and the Country School. Row, Petterson & Co., Chicago, Ill. Price, \$1.25. A clear, practical, and pleasing treatment of the work of such rural institutions as the grange, church, clubs, also the part the school and school-teacher plays in rural betterment. It tells what to do and how to do it.

Hanifan, H. "Handbook of Suggestions and Programs for Community Social Meetings at Rural Schoolhouses." State Board of Education, Charleston, W. Va. It is very practical.

The Rural School as a Community Center. University of Chicago, Chicago, Ill., Price, 75 cents. Articles by social-center workers and bibliography on the rural school as a community center.

For additional information on school subjects send for a list of the bulletins published by the United States Bureau of Education, Washington, D. C.

A Kansas County.

SOME ONE-TEACHER SCHOOL STATISTICS FOR 1917-'18.

District.	Levy (mills).	Valuation.	Value of school property.	Enrolled.	Attendance.	Teacher's salary.
38	0.1	\$4,525,550	\$500	45	34	\$334.00
91	0.5	4,129,945	2,000	21	11	602.00
120	0.8	3,132,260	2,000	60	48	520.00
5	0.7	2,191,635	2,100	18	12	412.80
148	0.4	1,786,580	600	75	28	490.00
137	0.5	1,580,010	500	42	23	448.62
79	0.5	1,444,950	2,000	81	30	527.00
149	0.8	1,437,365	500	63	30	456.75
90	0.3	1,067,580	700	36	18	420.00
29	0.6	1,060,510	1,200	24	16	455.00
		\$22,356,385	\$12,100	465	250	\$4,666.17
50	*12.5	\$284,480	\$600	20		\$488.25
121	3.4	†97,440	2,000	19	18	521.00

*Highest levy.

†Lowest valuation.

Eleven districts have a valuation of between \$500,000 and \$1,000,000 each.

Nineteen districts levy less than one mill, and twenty districts levy more than three mills each.

Most of the above "millionaire" schools belong to the newly rich class and have not yet had time to become adjusted to their prosperous condition. The source of wealth in each case is the same—oil.

Preserve the Beauty of the Landscape.

In protecting our forests we preserve one of the finest features of America's scenery. Trees give beauty, variety and tone to every natural picture that our eye rests upon. A shady road, a long, green hillside, quiet woodlands in glorious autumn coloring, orchards laden with ripening fruit! Compare that picture with a country where the hillsides are worn into gullies, where rocks are seen everywhere cropping above the barren soil, where crops are scanty and vegetation stunted. What difference! Who can enjoy an arid, treeless view, which conveys a feeling of sadness and desolation? But who can resist the fascination of a beautiful woodland scene, and who can look upon it without a sensation of cheerfulness and satisfaction? How good for the soul it is to rest the eye on a smiling landscape!

There has been a great movement toward beautifying cities and villages in the past few years. Streets are cleaner, sidewalks are better, more shade trees are planted, and more attention is given to beautifying private grounds. The adornment of front yards and porches with vines and flowers is increasing every year. Many causes have been at work to produce this result: The broadening influence of travel, which brings people in touch with what is done in other places to promote beauty; the work of schools; newspaper and magazine articles; and women's clubs everywhere.

In many places flower and vegetable seeds are distributed free or at a nominal cost to the school children; prizes are offered for the best garden, the largest vegetables, the most attractive back yard, the best arranged flower bed, and other efforts of similar nature.

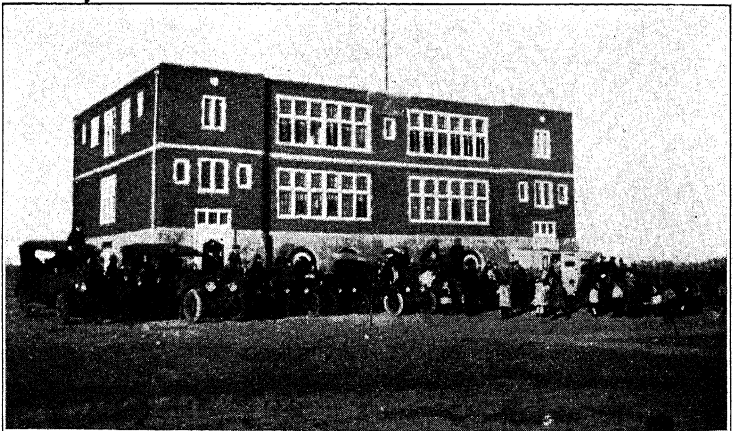
A country where beauty meets the eye at every turn invites the tourist and the homeseeker, is deeply loved by its people, and is an inspiration to poetry and art. It rests largely with us to decide whether our own land shall be such an ideal place.—*From Gregory's "The Checking of the Waste."*

A Little Tree.

I never see a little tree peeping confidently up among the withered leaves without wondering what trials and triumphs it will have. I hope it will live with rapture in the flower opening days of spring; that it will be a home for birds and hear their low, sweet mating songs; and that it will find life worth living and live long to better and to beautify the earth. If it is cut down may it become the ridge log of a cabin where love will abide, or if it must be burnt, I hope it will blaze on the hearthstone of a home where children play in the firelight on the floor.—*Enos A. Mills.*

"Some One-teacher School Statistics" are printed in this issue without comment. To one interested in actual figures they are pregnant with argument for a county unit and equitable taxation. Some may be interested in looking into the facts of their own county.

"Two men look out through the same bars;
One sees the mud, and one the stars."
Sangbridge.



Garfield Consolidated School, Pawnee County, Kansas.

Advantages of School Consolidation.

1. Better grading and classification, with better results for the same length of time.
2. A larger number of recitations for the pupil and more personal instruction from the teacher.
3. A longer time for each recitation.
4. A longer term for school.
5. Better work in the higher branches.
6. A broader and deeper school spirit.
7. A more comfortable and sanitary school building, properly lighted and heated.
8. Modern equipment, such as desks, blackboards, charts, maps, globes, reference books and library.
9. The morals of the children are carefully guarded while at school and on their way to and from school.
10. Inspiration which comes from association with their fellows in larger classes, hence causing them to have greater interest in their school work.
11. A more extended circle of acquaintances. This larger acquaintance will improve their manners, strengthen their individuality, and broaden their experience.
12. Less waste of time and more concentrated, effective work.
13. The health of the children is much improved, because when conveyed in wagons and landed dry and warm they do not suffer colds and other winter diseases.
14. Greater contentment and happiness, because the children appreciate a good school.
15. Adequate opportunity for athletics and games, literary societies and debating clubs.
16. The habits of promptness and punctuality formed, especially by those who ride to school.
17. Effective supervision.
18. It makes possible for every country child a country school equal in every sense to the best city schools, yet within reach of the farm homes.
19. It affords an opportunity for thorough work in special branches, such as drawing, music, agriculture, domestic science, etc.
20. Petty jealousies interfere less with the best interests of the school.
21. Better school officials can be secured, because of the larger area from which to select them.
22. The classes are larger, and therefore more interesting.
23. The school awakens healthy rivalry through the inspiration of numbers.
24. Large classes inspire the strong students to excel, and the others to imitate their example.
25. It quickens public interest in the schools. Pride in the kind and quality of work done is made manifest.

26. It gives an opportunity to the promising ambitious boy or girl, regardless of wealth, and in return the state is endowed richly with a superior quality of citizenship.

27. Good teachers may be more easily retained than in the small ungraded school.

28. The larger school means better libraries, and hence, good literature.

29. It eliminates truancy.

30. The pupils are protected from storms, quarreling and fighting, and abuse of the smaller children by the larger.

31. The school wagons can be used for transportation to entertainments, lectures, and concerts.

32. More is saved in incidental expenses and the people undoubtedly secure larger returns for the money invested.

33. The central school has more dignity, more character, more force than the rural school, and evokes more pride, interest and support on the part of the people. At every point of comparison the consolidated school is superior to the one-room school.

34. It enhances the value of real estate, but the greatest gain is in the enrichment of the lives of the young.

35. The objections to consolidation are almost invariably fanciful and selfish. Trivial excuses are offered to outweigh the most precious inheritance that a child may receive.

36. Means of professional improvement for the teachers through association with other teachers.

37. It provides for a larger school site, thereby furnishing ample playgrounds, school gardens, and agricultural demonstration work.

38. By centralization we go a long way towards the solution of the problem, "How to keep the boys on the farm." We bring to the farm that which he goes to town to receive. Such a school may become the social and agricultural center of community life.—*State Department of Education, Mississippi.*

National Country Life Association.

Baltimore, Md., January 6 and 7, 1919.

PRELIMINARY REPORT OF THE SUBCOMMITTEE ON RURAL SCHOOLS.

Committee: Mabel Carney, Teachers' College, New York; E. C. Higbie, Soldiers Agricultural School, Lawrenceville, N. J.; Fannie W. Dunn, Teachers' College, New York; L. B. Sipple, Department Rural Education, State Normal School, Kearney, Neb.; Marie Turner Harvey, Porter Rural School, Kirksville, Mo.

I. INTRODUCTORY STATEMENT—THE RURAL SCHOOL SITUATION.

Notwithstanding the recent growth of cities, about one-third, or 35,000,000 of our people still live in the country and gain a livelihood by farming. Our public schools, elementary and secondary, enroll 20,000,000 children. Twelve million of these, or more than half, attend one- and two-

teacher rural schools. The handicaps and inefficiency of these 200,000 rural schools are matters of common observation.

1. The average rural school term is but 137 days, which is two months shorter than the average term in graded schools, and compulsory attendance laws are seldom enforced in rural districts. Some states have no legislation for compulsory attendance.

2. In most instances the curriculum taught during these abbreviated years is traditionally formal and bears but little relation to the needs of state and community life.

3. Only a very small percentage of rural children have any opportunity for high-school instruction, and such instruction when obtained seldom magnifies the advantages and opportunities of country life. There are 6,000,000 adult illiterates in the United States, one-half of whom are white, and one-half of these are native whites.

4. Illiteracy is twice as great in rural as in urban territory, and three times as great among children of native-born parents as among children of foreign-born parents.

5. There are 8,000,000 aliens in the United States. Several thousand rural schools scattered throughout the nation give instruction in foreign languages only, and large areas of non-English-speaking populations are still to be found in rural territories.

6. Rural schools are generally poorly equipped in buildings, grounds and furnishings.

7. The health situation in rural schools is especially serious. Physical examination and school nursing are the exception in rural localities. It has been estimated that at least ten million children attend country schools annually without receiving the slightest attention medically. The general condition is no doubt accurately portrayed by the figures from a prosperous agricultural county in the Middle West, where 87 percent of the children were found to possess physical defects. In view of these facts the rejection of 29 percent (700,000) of the young men called in the first draft of our army is not surprising.

8. About 300,000 teachers are employed in rural schools, which is just half the total number of teachers engaged in public service in the United States. One-half of this number have not completed high school, and about ten percent, or 30,000, have no education beyond the elementary course of the first seven or eight grades. Less than three percent are normal-school graduates, and fully one-third have had no professional preparation whatever. One-fourth of all rural teachers, or about 87,500, leave the field annually to have their places filled by wholly inexperienced novices, while at least two-thirds remain not more than one year in the same school. Worst of all, salaries for rural teaching commonly run from \$340 to \$660 a year, which is considerably less than the average income for unskilled labor, and which explains many of the facts just enumerated.

9. In its supervisory and administrative aspects rural education is equally handicapped. Thirty-eight states provide for the supervision of rural schools by county superintendents, *eighty-two percent of whom have no assistance of any kind.* These supervisory officers, with an

average of 132 teachers to supervise, are further restricted by *difficult travel, poor salaries, meager preparation, uncertain tenure of office, and a pernicious and archaic system of popular election, on a political basis.* Under these conditions rural teachers, however untrained or inexperienced, ordinarily receive but one or two hurried visits from the county superintendent annually, and *rural supervision becomes a farce.*

10. The usual unit of rural school administration is the local district two miles square. This area is altogether too small for the adequate support of any school. Consolidation has done something to remedy this evil, *but has made slow progress,* and is not yet practiced in more than five percent of the territory to which it is well adapted, while the county unit, which is commonly regarded as the ideal unit for rural school administration, is employed in nineteen states.

II. NEEDS AND OBJECTIVES FOR RURAL SCHOOL IMPROVEMENT.

General Statement.

The general ideal objective for education is to have every country child safeguarded in *health* and educated to his full capacity for *vocational or professional efficiency* and for all-round *citizenship, service, and general appreciation of life*—Education for Health, Vocation, Citizenship, Culture.

Specific Objectives.

1. Federal and state aid for the advancement of education. Support of the Smith-Fess act (Senate bill No. 4987) and increased support of the Bureau of Education in carrying out the purposes expressed in the last annual report of the Commissioner of Education.

2. Universal adoption of the state unit in education, with *state boards of education and an expert commissioner of education instead of the present political office of state superintendent.*

3. Universal adoption of the county unit, with county boards of education elected by the people and a professionalized versus a political county superintendency.

The selection of state and county superintendents through partisan politics is the most glaring defect of our system of educational administration.

4. The employment of supervising teachers, or assistant rural supervisors, in all counties or supervisory districts of the various states. (At least one for each twenty teachers, salaries to be paid by both state and county.)

5. The making and effective teaching of a redirected curriculum of minimum essentials in rural elementary schools.

6. An adequate supply of well-prepared rural teachers. (See "Immediate Problems" below.)

7. The consolidation of rural schools, on a reputably standardized plane, in all sections of the United States not handicapped by sparse population or mountainous topography.

8. Physical examination and the employment of at least one rural school nurse in every county, or, better, one for each twenty teachers of the United States.

9. The lengthening of the rural school term and compulsory attendance laws effectively enforced in all states.

10. Ample school grounds and sanitary and artistic buildings, planned and equipped for work, for play, and for social center activities.

III. IMMEDIATE PROBLEMS.

Of the objectives for rural school improvement listed above the following seem most imperative at the present time. These four needs are selected for primary consideration because they become the means of securing other desirable ends.

1. *Well-prepared teachers.* The question of teacher training, status and supply is commonly acknowledged the crux of the whole rural school problem. Conditions normally bad have been greatly augmented by the alarming shortage of teachers created by the present war. Allurements of patriotism, adventure and higher pay have attracted thousands of young girls to Washington and other centers of war activity and resulted in an estimated shortage of 50,000 teachers. Most of this depletion, probably 75 percent of it, has occurred in rural schools, and prompt action for relief must be taken to prevent a crisis. Such an emergency is clearly a national problem, justifying and demanding federal and state aid for its solution. Through the provision of federal aid, the states should be encouraged to adopt at least these measures for the advancement of rural teaching:

First: State legislation for higher standards of certification and salary.

Second: Public sentiment for better living conditions, with state aid for teachers wages.

Third: A temporary and properly safeguarded extension of the high-school system for the training of rural teachers.

Fourth: An increase of country school departments in state normal schools designed for the special preparation of rural teachers.

2. *Professional supervision.* Because of the inferior preparation, brief tenure and general inefficiency of the rural teaching population, the supervision of rural schools is always a question of paramount importance. But during the present shortage, with the schools filled by any available keepers, however untrained and inexperienced, supervision has become a matter of extreme significance. For this reason any program for the reconstruction of rural education which overlooks supervisory measures is seriously defective.

Even a cursory study of rural supervision indicates that the first and most needed reform is for the professional selection of county superintendents. A county board of education of from five to nine members, elected by the people for this special duty, is generally considered the best means of insuring both democratic privilege and professional efficiency. With this change must come also the employment of assistants, or supervising teachers, as now provided in Wisconsin, New Jersey and Maryland. Meanwhile standards for rural school supervision must be developed and the training of rural supervisors amply provided for in normal schools and colleges of education.

3. *Better administration.* School improvement is in the end a matter of finances. Good teaching, adequate supervision and better buildings and equipment all cost money. This resolves all other issues of rural school betterment into the question of proper *administration* and *support*.

The underlying evil in rural school administration is local-mindedness. This is evidenced by the employment of the district or township system in all but eight states of the Union. To overcome this neighborhood attitude, the county and state, which are now the civil units, must be made the unit of school administration to an increasing degree. In this way only can come a comprehensive redistricting and rapid growth in consolidation, increased salaries, better supervision, medical inspection, sanitary buildings, and the general adequate support of education and fair treatment of country children.

The reorganization of state departments of education is another essential step in the proper administration of rural schools. This calls again for the elimination of partisan politics from school affairs and the employment of a commissioner of education, selected for professional ability only, by a state board of education.

4. *Federal Aid.* In all efforts at the reconstruction of rural education federal aid is the most vital and essential phase of the program. Rural health, rural illiteracy, the Americanization of foreigners in rural districts, rural teacher supply, supervision, consolidation, rural school attendance and administration—all these and every other problem pertaining to the welfare of country children is a *national problem* and as such merits federal consideration and support.

IV. SUGGESTED PROGRAM OR FIRST STEPS FOR REALIZING DESIRED OBJECTIVES IN RURAL EDUCATION.

1. *Support Senate bill No. 4987.* All immediate efforts of the National Country Life Association for the advancement of rural education should be concentrated upon the Smith-Fess bill now before Congress. This bill calls for the appointment of a Secretary of Education in the President's cabinet, and for the annual disbursement of 100 million dollars of federal funds to meet the needs of the nation's schools in health, illiteracy, the Americanization of foreigners, teacher training, and the general equalization of educational opportunity. It surpasses the famous Fisher bill recently passed in England, and if enacted into law will be the greatest piece of educational legislation the world has ever seen. Members of this organization are urged to study this bill, support it publicly, and help secure its passage by Congress.

The child-labor amendment of the revenue bill now before the present Congress should have the outspoken support of this body also. This amendment puts a ten percent tax upon the gross earnings of all factories employing child labor, and its passage will do much to increase school attendance in some rural sections.

2. *State legislation.* State legislation for every line of rural school advancement must be resolutely sought. The immediate need is for legislation on teacher-training, supervision, attendance and health.

3. *Rural school surveys.* Rural school surveys in state, county and

local units are greatly needed. In no other way can definite and accurate knowledge of conditions be obtained.

4. *The training of leaders in rural education.* The training of rural education leaders is a question of paramount importance. To this end an active campaign should be waged for the establishment of departments of rural education in normal schools and universities.

5. *Publicity campaign.* The underlying need for the advancement of rural education is a general nation-wide publicity campaign to educate public sentiment. Such a campaign must reveal the truth and outline definite remedies. It should be waged through—

(a) Public speaking by educational leaders before all types of meetings, conferences and organizations.

(b) Magazine and newspaper articles and the distribution of free bulletins.

(c) Local, state and national conferences on rural education and country life.

The Farmer's Creed.

I believe in a permanent agriculture; a soil that shall grow richer rather than poorer from year to year.

I believe in hundred-bushel corn and in fifty-bushel wheat, and I shall not be satisfied with anything less.

I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.

I believe in the farm boy and in the farm girl, the farmer's best crops and the future's best hope.

I believe in the farm woman, and will do all in my power to make her life easier and happier.

I believe in a country school that prepares for country life, and a country church that teaches its people to love deeply and live honorably.

I believe in community spirit, a pride in home and neighbors, and I will do my part to make my own community the best in the state.

I believe in the farmer, I believe in farm life, I believe in the inspiration of the open country.

I am proud to be a farmer, and I will try earnestly to be worthy of the name.—*Frank I. Mann.*

And he gave it for his opinion that whoever could make two ears of corn or two blades of grass to grow upon a spot of ground where one grew before would deserve better of mankind and do more essential service to his country than the whole race of politicians put together.—*Dean Swift.*

At the National Education Association meeting, held the latter part of February at Chicago, prominence was given to the importance of rural-teacher preparation, to the serious shortage of rural teachers, and the national significance of securing an adequate number of well-prepared teachers for our 300,000 rural schools.

What I Expect of a Boy of Fourteen.

Right at the start I expect him to be a boy—not a cherub, not a little old man, not a sneak. Just plain, unadulterated boy. I expect that he stands well on his feet, looks you in the eye, tells you the truth; that he sleeps when he sleeps, works when he works, plays when he plays; that he swims like a duck, runs like a deer, sees like an eagle; that he plays fair on the field, at the school, in the home; that he likes a dog, delights in woods and fields, believes in comrades; that he admires real men, stands by his heroes, looks up to his mother; that he sees in a violet, a sparrow, a worm, the touch of the hand of God.

Furthermore, I expect that the boy has a father as well as a mother, a few brothers and sisters, a wise teacher or two; that his father remembers that he was once a boy; that his mother tempers her all-abiding love with justice; that his home is more than a pantry and a bed; that his school is more than a recitation period; that his teacher sees something beyond marks; that his church is more than a form.

But my expectations are more than one-sided or two-sided; they are many-sided. I rather suspect that the boy expects a few things himself. He expects that his parents are sturdy, responsible, clean; that fresh air is his in sleep, at play, in school; that he is fed at least as sanely as are horses, cows, and hens; that his desire for activity is turned from deviltry into useful knowledge, productive labor, wholesome play; that his parents reverently tell him of the functions and care of his beautiful body; that he is taught obedience and right thinking by example, as well as by preachment; that his capacity, interest and native ability are studied and wisely directed; that the idealism of his adolescence is nurtured as though it were the voice of God. In fact, he expects that every hour out of the twenty-four is a step forward in his educative process, and that the task of educating him is more than a school affair.

There is yet more. Beyond my expectations, there are our expectations, you and I—everybody. He is our boy. He is to be our Michelangelo, our Thomas Edison, our Abraham Lincoln, our Great Good Man. It is for us to give him his chance to be great, good and godlike. It is for us to give him a parentage untainted by disease—social, civic or industrial. It is for us to give his rightful heritage of playgrounds, of good schools, of clean cities. It is for us to close the door of the corner saloon, the dive, the vulgar show. It is for us to prevent his exploitation in sweatshop, factory or store.

Our boy cannot run the race with his feet tied. He cannot do it all. He will do his share. We must do ours. Now, let us all push and pull together, then we shall find that our boy meets expectations, his expectations, our expectations.—*Arthur D. Dean.*

One boy says to another, "The rain which kept you away from church last Sunday is no wetter than the rain that soaked us at the ball game the other day."

Thoughts fer the Discouraged Farmer.

The summer winds is sniffin' round the bloomin' locus' trees;
 And the clover in the pastur' is a big day fer the bees,
 And they been a-swiggin' honey, aboveboard and on the sly,
 Tel they stutter in their buzzin' and stagger as they fly.
 The flicker on the fence rail 'pears to jest spit on his wings
 And roll up his feathers, by the sassy way he sings;
 And the hoss-fly is a-whettin' up his forelegs fer biz,
 And the off mare is a-switchin' all of her tale they is.

You can hear the blackbirds jawin' as they foller up the plow—
 Oh, they bound to git theyr brekfast, and they not a carin' how;
 So they quarrel in the furries, and they quarrel on the wing—
 But they peacebler in potpies than any other thing:
 And its when I git my shotgun drawed up in stiddy rest—
 She's as full of tribbellation as a yeller-jacket's nest;
 And a few shots before dinner, when the sun's a-shinin' right,
 Seems to kindo-sorto sharpen up a feller's appetite!

They's been a heap o' rain, but the sun's out to-day,
 And the clouds of the wet spell is all cleared away,
 And the woods is all the greener, and the grass is greener still;
 It may rain again to-morry, but I don't think it will.
 Some says the crops is ruined, and the corn's drownded out,
 And prophasy the wheat will be a failure, without doubt;
 But the kind Providence that has never failed us yet,
 Will be on hands onc't more at the 'leventh hour, I bet!

Does the medder-lark complane, as he swims high and dry
 Through the waves of the wind and the blue of the sky?
 Does the quail set up and whissel in a disappointed way,
 Er hang his head in silunce, and sorrow all the day?
 Is the chipmuck's health a-failin'? Does he walk, er does he run?
 Don't the buzzards ooze around up thare jest like they've allus done?
 Is they anything the matter with the rooster's lungs er voice?
 Ort a mortul be complainin' when dumb animals rejoice?

Then let us, one and all, be contented with our lot;
 The June is here this morning, and the sun is shining hot.
 Oh! let us fill our harts up with the glory of the day,
 And banish ev'ry doubt and care and sorrow fur away!
 Whatever be our station, with Providence fer guide,
 Sich fine circumstances ort to make us satisfied;
 Fer the world is full of roses, and the roses full of dew,
 And the dew is full of heavenly love that drips fer me and you.

—James Whitcomb Riley.

A keen observer has said, "Boys go to the city, not because they are dollar hungry, but because they are fun hungry." A group program which includes a Hallowe'en social, a mothers' night, a mock trial, a play, a sugaring party, a strawberry social, a college night, a "hot dog" supper, a G. A. R. campfire, a spelling match, a checker tournament, a New Year's social, a valentine party, and stereopticon talks, in addition to the regular Bible study and athletic features, does much to feed the hungry."

N. E. A. Convention.

The superintendents' section of the National Education Association held its annual meeting in Chicago the last week in February. The meeting was an enthusiastic one and largely attended. Every phase of educational activity affected by the war was up for discussion. The dominant note of the convention, however, was better pay for better teachers.

The conviction is growing that if we are to develop a higher type of Americanism through education we must develop a higher standard for teachers. As a preliminary to this, however, the teaching profession must be made more attractive financially. Resolutions were passed to the effect that the minimum salary for an elementary school-teacher should be at least \$1,000 and that the minimum preparation should consist of at least two years of college work after high-school graduation. This is the goal towards which the profession should strive.

Another significant question very much in evidence at Chicago was the movement towards nationalization of American education. This movement was presented in a concrete form in the "Smith bill," which creates a federal secretary of education and appropriates \$100,000,000 for the support of public education in the states.—D. M. B.

The Country Boy's Creed.

I believe that the country, which God made, is more beautiful than the city, which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city; that life is larger and freer and happier on the farm than in the town; that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do—not upon luck, but upon pluck. I believe in working when you work, and in playing when you play, and in giving and demanding a square deal in every act of life.—*Edwin Osgood Grover.*

Clipped from Rural Manhood.

On a recent farm trip run in Jackson county, Kansas, the boys were taken to the modern home of one of the county committeemen. The home was thrown open to them, and the electric lights, pressure tank, sanitation facilities, steam heat, etc., showed the boys that it was not necessary to live in the city in order to have all the modern conveniences.

Go down and visit the school building and see if it is something to be proud of, or if it is a bad second to some hencoop. Picture how the building would look if it were newly repaired and painted, with modern seats, desks, chairs and a ventilating system, the yard neatly graded and sodded, some nice shade trees, one or two flower beds, and a fence to match everything else. Have this mental picture: Suppose one hires an up-to-date teacher and then stands back of her, just as folks do in cities. When the schoolroom needs a new broom, get it; if a new pail and drinking cup is needed, get them. At the end of each four weeks pay the teacher what is due her without compelling her to ask for it. This will retain the teachers, and the young people will remain and secure the information that they are now compelled to search for elsewhere.

If there is any one place where the same teacher is needed continually it is in the country. If we are going to retain them we shall have to give them some of the conveniences of the city. A well-kept district school-house will raise farm values in the district. The difference in the amount of tax levy from an up-to-date school building, equipped for comfort, health and interesting instruction, and the old rattletrap that was good enough for father, is hardly enough to mention.—*The Breeders' Gazette.*

Notes.

A rural life conference was held at the State Manual Training Normal School, January 10 and 11. The principal speakers were Prof. S. P. Sipple, department of rural education, State Normal School, Kearney, Neb.; E. A. Duke, state rural supervisor, Oklahoma; and J. A. Shoemaker, state rural supervisor, Kansas.

Professor Sipple told of the meeting of the National Country Life Association at Baltimore, report of which is given in this number, and related the story of the Porter rural school taught by Mrs. Marie Turner Harvey.

Mr. Duke discussed the rural school situation in Oklahoma and forcibly pointed out the great value that would come to rural education through the adoption of a county unit and the displacement of the archaic district system. He stated that in the southern states where the county unit prevails, great strides were being made in the development of rural education, and that the district-unit states would be trailing them soon unless they too become county-unit states.

Mr. Shoemaker gave an illustrated lecture upon the Kansas rural schools, showing the best and the worst, and indicating in a concrete manner how the state could improve its rural schools.

County Superintendent Miley lent his cordial coöperation to the conference, which meant much for its success.

It is highly probable that a second conference will be arranged for next year.

The picture of the floor plans of the Glenwood community school is worthy of study by committees contemplating building. It should be noted in this connection that the office of the state superintendent will gladly lend its assistance to such communities by furnishing plans and expert advice.

At this writing a very important bill is before the state legislature of Missouri. This bill if it passes will put the state to the forefront educationally, and other states will be looking Missouriward for an educational program.

The bill provides for a county board of education, consisting of five members elected at large at a school election. This board will choose a county superintendent; elect the teachers upon the recommendation of the superintendent; fix their salary, based upon academic scholarship, professional training and successful experience; employ janitors; approve plans for school buildings and select sites for new buildings; change boundary lines of districts and consolidate districts; to establish and maintain high schools; levy a school tax of not less than forty cents on the \$100 valuation, etc. These are some of the principal powers given the county board.

Such a law should bring to the country boy and girl the educational privileges somewhat equivalent to what the city child has. When this appears in print we trust that the pending bill is enacted.

At the national conference on rural education, held at Daytona, Fla., early in February, it was pointed out that the need for better-trained rural school-teachers was positively urgent; that the demand for teachers is greater than the supply.

It was stated that one state appropriated \$75,000 for the correction of a minor disease affecting the legs of its cows, and in the same month appropriated \$6,000 for training its rural teachers.

The plans for remedying the condition indicated were: (1) More normal schools or more facilities in existing institutions; (2) opportunity for improvement of teachers already in the service; (3) the country school-teacher should be given a living wage, for the present standards of pay offer no inducements for the acquisition of a higher education to be used in teaching.

The world is too much with us; late and soon,
 Getting and spending, we lay waste our powers;
 Little we see in Nature that is ours;
 We have given our hearts away, a sordid boon!
 This sea that bares her bosom to the moon;
 The winds that will be howling at all hours
 And are up-gathered now like sleeping flowers;
 For this, for everything, we are out of tune;
 It moves us not—Great God! I'd rather be
 A pagan suckled in a creed outworn,
 So might I standing on this pleasant lea,
 Have glimpses that would make me less forlorn;
 Have sight of Proteus coming from the sea;
 Or hear old Triton blow his wreathed horn.

—William Wordsworth.

The Footpath to Peace.

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not contented with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can, with body and with spirit, in God's out-of-doors. These are little guideposts on the footpath to peace.
—*Henry Van Dyke.*

Books Worth While to Teachers.

"How to Use Your Mind," Harry D. Kitson. A manual for the use of students and teachers in the administration of supervised study. This text is a most valuable one in teaching how to study. The important topics discussed are: the formation of study habits; aids to memory; concentration of attention; the mental processes involved in reasoning; mental fatigue; examinations; bodily conditions for effective study. The evils of unintelligent and unsupervised study are clearly evident to all thoughtful students of education, and the author's purpose is to correct these dominant evils. A splendid text to use in teaching high-school students how to study, written in a pleasing and nontechnical style.

Do Practical Teaching.

The moment we cease to pursue the three R's as abstract ends, dissociated with anything which the child has actually experienced, and bring them forward only when and as the child needs to use them in his business, he will pick them up as readily as ball and bat. We are under no extreme necessity of penning children in a room and chaining them to a bench and then branding the three R's upon them. The difficulties of child life, disciplinary and otherwise, are of the teacher's making. They belong to a false method that has become traditional. How do we teach children to use carpenters' tools, for illustration? By studying pictures of these tools in books, or by putting the tools themselves into the hands of the children, with material to work upon and things to make? The three R's are nothing in the world but tools. Give them to the children as tools that they now need in something definitely put before them, and they will learn to use them easily and naturally.—*Frederick T. Gates, Chairman of the General Education Board.*

Spanish Influenza History.

Under various names, epidemics corresponding to what is now called Spanish influenza have occurred at irregular intervals. In early English literature this disease is spoken of under a variety of forms, but recognized under the name "ague."

The Italian term "influenza" first came to England in association with the epidemic of 1743, and it has been employed in connection with the great epidemics of 1833, 1847 and 1889-1890.

About 1712 the French term "la grippe" came into use and has been periodically revived ever since.

The severity of the disease has varied greatly; some epidemics are very mild; others have been severe. Influenza has embraced America in several pandemics. In his remarkable work on epidemic diseases, published in Hartford in 1799, Noah Webster locates the first American epidemic of which he could find an account in 1647. It passed through the whole country and extended to the West Indies. There were between 5,000 and 6,000 deaths in Barbados and St. Kitts. In 1655 a second severe epidemic occurred in America. Benjamin Rush described an epidemic in 1789 in Philadelphia, which was brought there by members of the first Congress, which had assembled in New York. Daniel Drake records a widespread epidemic in the West in 1807.—*Ex.*

"If I Were Twenty-one,—Tips from a Business Veteran," by William Maxwell. Here is a book, written in the language of to-day, for the young man who aspires to a place in the business world. The author discusses, out of his wide experience, the topics that such a young man must ponder if he is to push ahead. Such chapter headings as "Getting a Job," "Handling Men," "The Amateur Ad Writer," etc., show the practical spirit of the book. Statements like this, "The boss who does not encourage his subordinates to disagree with his views is a poor sort of boss and is never getting out of his men the best there is in them," show how readable it is. It is a book every commercial teacher should have on his desk.