11-1-1919

The Techne, Vol. 2, No. 5: State Manual Training Normal

State Manual Training Normal School

THE TECHNE

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

See Good, Not Evil

Evil is the exception and not the rule and attracts more attention simply because it is the unusual and not the general fact. Let one man beat his wife and the whole neighborhood will quickly resound with the sensational tale, while no notice will be taken of the hundred exemplary husbands that treat their wives with the most praiseworthy propriety.

A spot on the sun will attract thousands of observers, while the steady shining occasions no remark.—James H. Snowden.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 2 No. 5

8-1467

THE TECHNE

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

VOL. 2 NOVEMBER, 1919 No. 5

STAFF.

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.

CONTENTS.

Schools may have the *Geographic News Bulletin* free of cost. If you wish these to help secure interest in your geography work, write at once to the Bureau of Education, Washington, D. C.

Talk about equal education opportunity! It does not exist for rural children and absolutely cannot until the state makes the county the basis of taxation, with a county board of control. This is not an opinion. It is a fact. It is not an experiment. It has been tried and it works. Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Tennessee, Utah and Delaware are county-unit states. All leading educators advocate the county unit as the best and only solution of the rural school problem. It is absolutely needed if the country boy and girl are to come into the rights that the boy and girl of the city enjoy.

The War's End Does Not Mean Furled Flags.

WASHINGTON, October, 1919.

There is still need for knowledge on etiquette toward the national colors. Cessation of war has not meant the furling of flags. Instead they are in constant evidence, and the proper manner of their display constantly arises, especially on parade days.

While there is no Federal law pertaining to the manner of displaying the flag, there are many regulations and usages of national force bearing on the subject.

In raising the flag it should never be rolled up and hoisted to the top of the staff before unfurling. Instead, the fly should be free during the act of hoisting, which should be taken in slowly and with dignity. It should not be allowed to touch the ground on shore, or on the deck of a ship, nor should it be permitted to trail in the water or in the dust. It should not be hung where it can be contaminated or soiled easily, or draped over chairs or benches for seating purposes, and no object or emblem of any kind should be placed upon it or above it.

WHEN THE FLAG IS TRAILED.

A common but regrettable practice at publlc meetings is to drape the flag like a tablecloth over the speaker's table and then to place on the flag a pitcher of ice water, flowers, books, etc. Another equally careless practice, and unfortunately, quite common, is to tie small United States flags to the bottom of a stage curtain; when the curtain is raised the flags are lifted aloft and are effectively displayed, but when the curtain is lowered, so that the stage scene may be shifted, the flags trail in the dust of the stage floor.

The flag should not be festooned over doorways or arches. Always let the flag hang straight. Do not tie it in a bow knot. Where colors are desired for decorative purposes, use red, white, and blue bunting.

International usage forbids the display of the flag of one nation above that of any other with which it is at peace. Such an act is considered an insult in times of peace. Where the flags of two or more nations are displayed, they should be on separate staffs, or on separate halyards of equal size and on the same level.

UNCOVERING TO COLORS.

When the national colors are passing on parade, or in review, the spectator should, if walking, halt, and if sitting, arise and stand at attention and uncover.

When flags are used in unveiling a statue or monument they should not be allowed to fall to the ground, but should be carried aloft to wave out forming a distinctive feature during the remainder of the ceremony.

Where the national flag is displayed with state or other flags, it should be given the place of honor on the right. Its use should be confined as much as possible to its display upon the staff. Where used as a banner the union should fly to the north in streets running east and west, and to the east in streets running north and south.

Old, faded, or worn-out flags should not be used for banners or other secondary purposes.

WHERE FLAG ALWAYS FLOATS.

When no longer fit for display, the flag should be destroyed privately, perferably by burning or other methods lacking the suggestion of irreverence or disrespect.

On only four flagstaffs in America does the national flag fly officially night and day continuously—over the east and west fronts of the national capitol and over the adjacent House of Representatives and Senate office buildings. The two emblems over the Capitol (storm-flag size) are replaced every six weeks, the wear and tear, due to wind and rain, being excessive.

Over the Senate and House of Representative wings of the Capitol the flags fly only while those bodies are in session and during a recess. At adjournment, either at the end of a day's work or for a session, they are lowered.

When the Stars and Stripes float from the flagstaff of the White House from sunrise to sunset, it is indicative of the presence in Washington of the President.

Sheet Metal Work as a Subject for Junior High Schools.

A. H. WHITSITT, Director Industrial Arts, S. M. T. N.

Dr. Frank M. Leavitt says, "There can be no such thing as sanity in our manual-training instruction, and there can be no possible way of testing the efficiency of manual-training work, until there can be stated with great clearness the purpose or purposes for which the work is being done, or can fix the objectives which the instructors should strive to reach." Dr. Leavitt in this same discussion gives us the summary of the report of a committee of educators who undertook to combine and reduce to their lowest terms a number of purposes which have been urged during the last 25 years. Without any attempt to place these "reduced" purposes in the order of their importance they follow:

1. To develop handiness.
2. To promote the immediate carrying over of ideas into action.
3. To help to discover special interests and aptitudes important for vocational guidance.
4. To provide a means for developing technical skill.
5. To provide a means for imparting technical knowledge.
6. To enable the pupil to apply the test of practice to some of his thinking.
7. To develop the mind by providing constructive problems in materials which demand a vigorous mental reaction.
8. To interest in school work those pupils to whom the traditional studies do not appeal strongly.
9. To create interest in the arts and industries without any reference to their vocational significance.

No claim is made that the nine objectives given are the only ones that might be urged, but it is urged that these or other purposes should be clearly defined.

We will assume that we are quite generally agreed that manual training is justifiable on the ground that it provides an essential element in

the education of the individual regardless of his future vocational interests, but in recent years there has come an insistent demand that manual training be turned to practical account as "vocational education," that it be given for a vocational rather than for a cultural end. To differentiate between the vocational and the cultural purposes of hand work, and to determine who should have the cultural and those who should have the vocational courses has been a most difficult and perplexing problem. There is, however, quite a unanimity of agreement that during the first six grades the purpose may be wholly educational without reference to the future destiny of the different pupils, and that during the high-school years the vocational objective should be provided for in the case of the majority of high-school pupils.

In quite recent years the rapid development and growth of the Junior high school has provided a sort of neutral ground between the general education work of the first six grades and the specific industrial training of the high-school period—a place where a combination of the two types of training may well be employed. There is a substantial agreement that in the junior high school one purpose or objective of the work may be designated as "prevocational," that is, preparatory to specific vocational courses.

In agreement with this latter idea, and without entering into any discussion of the claims of subjects already introduced into our curriculums it is the desire to present some claims for sheet-metal work as a worthy subject.

Sheet metal is a large and growing industry, an increasingly important cog in the wheels of industry. Before the war it had become an essential factor in almost every branch of the metal trades. During the war it suddenly sprang into greater prominence, and now the work of restoration will undoubtedly create a tremendous need for men skilled in all sheet-metal trades.

Sheet-metal work is intimately connected with the building trades. An increasing proportion of the materials that go into a modern fireproof building is of sheet metal—window frames and sash, doors and door frames, skylights, ventilators, roofing, cornices, ornamental ceilings, ventilating and heating systems, etc.

Sheet metal enters largely into the construction of steel passenger cars, and in the building of ships a vast amount of sheet metal is used. It has a large and growing use in the building of office and hospital equipment.

The rapid growth of the automobile industry now gives employment to thousands of men, on bodies, fenders, and radiators, and there is an ever widening field for its use in the manufacture of numberless household necessities, such as kitchen utensils of iron, tin, copper, and aluminum.

It is readily apparent from the foregoing that the student who has become acquainted with the facts concerning the sheet-metal trade that he knows something worth while about one of the great and growing branches of industry.

Another worthwhile reason for the introduction of sheet metal into our junior high school is to familiarize the student with the materials

and the methods of construction in the various forms of sheet metal. A high-school boy should know something about the different kinds of sheet-metal; their composition; how they are made; their uses; and their durability.

It is a good subject to use as an introduction to the field of metal working in general. It is more adaptive than either forge or foundry work, and has enough light machine operations to prepare a boy for the work of the machine shop.

The cost of introduction and of operation is low compared with that of many other forms of work which have so long predominated to the exclusion of others, and since the material is light in weight compared with that of many other forms of metal work, the expense for material is lessened and is much more adaptive for the use of the boy of junior high-school age.

Opinions are fast crystalizing that just as the formal exercises of the shop have had to go so must the abstract and unrelated geometrical problems, etc., in our drawing work and in their stead drawings of patterns, and of working drawings and details of machine parts which have a place in the everyday life of the student. The close correlation of sheet metal with drawing affords this practical, everyday contact. The practical application of the principles of intersections and developments as applied in sheet-metal construction leads the student to see the worthwhileness of what ordinarily is incomprehendible nonsense. In the working out of sheet-metal patterns those principles used in the drawing of interesting solids and the development of surfaces will be made clear to the boy and at the same time he will be doing constructive work which will later be tried out in the shop.

The close correlation of sheet-metal work in drawing and the vivid application of certain important principles in drawing would alone justify introducing sheet-metal work if only on a small scale.

Boys are almost universally interested in wood turning. There is that about the operation of a turning lathe which causes the boy to look forward to it with pleasure. This is the first machine that many of them have the opportunity to run. Sheet-metal work affords this same interest but in a diversity of ways, because of a diversity of machines.

It is easy to connect home interests with those of the school in the use of the large number of machines and tools in the sheet-metal shop in the making and repairing of kitchen utensils, pans, scoops, funnels, dust pans, bread boxes, gutters, down spouts, etc.

Sheet-metal work develops a facility in the handling of a variety of tools. A larger number of light tools and machines are used than in any other branch of metal work. Practically all machines are hand operated and are entirely under the control of the boy, hence the mind of the boy must be on his work and a corresponding mental development results from this concentration.

For this intrinsic value alone, sheet metal work deserves a place in our junior high school, but we believe it also fulfills many if not all of the

nine purposes enumerated in the beginning of this discussion, we believe that it—

1. Develops handiness.
2. Promotes the immediate carrying over of ideas into action.
3. Helps to discover special interests and aptitudes important for vocational guidance.
4. Provides a means for developing technical skill.
5. Provides a means for imparting technical knowledge.
6. Enables the pupil to apply the test of practice to some of his thinking.
7. Develops the mind by providing constructive problems in materials which demand a vigorous mental reaction.
8. Interests in school work those pupils to whom the traditional studies do not appeal strongly.
9. Creates interest in the arts and industries without any reference to their vocational significance.
10. Acquaints the student with one of the largest and most important of the world's industries, thus enlarging his field for choice of vocation.

The Salt River Irrigation Project.

ZOE A. THRALLS, Geography Department, S. M. T. N.

We are to-day trying to teach geography in such a way as to meet the needs of the pupil as a member of society as well as an individual. To do this we must select the subject matter with a definite aim in mind, and organize it as to make the pupil conscious of his need, both present and future. In the upper grades in particular our subject matter should be selected to bring before the pupil, and aid him in solving, national problems based upon geographic factors, and which can only be appreciated and rightly solved by means of a knowledge of geography. The best method of presenting such topics is the problem method. Keen interest can be aroused by the preliminary discussion, variety is given to the recitation, and greater activity is secured as the pupil realizes he is endeavoring to solve a problem which the nation is facing and he as a citizen must solve.

Irrigation is a national problem and has become of special concern to all since our public lands have decreased greatly. As our population increases the land problem becomes keener, as does that of food production. Only three solutions are possible—increasing the production of cultivated lands, draining the swamp lands and irrigating the arid regions. The Salt River irrigation project is a good one to illustrate the problem, as it was the first big government project.

INTRODUCTION.

Study of the population map of the United States.
Why are the plateau states so thinly settled?
Which of these reasons can be remedied?
Study of the rainfall map of the United States.
What are the causes of the aridity of the West?
What means can be used to supply water?
Why did the government undertake irrigation?
What law was passed to make government irrigation possible?
What are the chief provisions of the law of 1902?

THE SALT RIVER PROJECT.

Why was the Salt River chosen for the first experiment?
- Location of Salt River Valley.
- The mountains and the water supply.
- Problem: How can the flood waters be controlled?
- A bird's-eye view of the valley.
- A general description of the valley.
- Amount of land capable of irrigation.
- Productiveness.
- Market.

What was the big problem facing the government engineers?
- How should the Roosevelt Dam be constructed?

What were some of the problems which had to be solved first?
- Transportation: The need of a road.
- The cement problem: The high cost of shipping it in; how it could be cheapened.
- The wood problem: Where and how plenty of wood and lumber could be secured quickly and cheaply.
- The question of power: Why coal was prohibitive? What could be used instead? How water power could be secured while the dam was under construction?

Develop each of these problems from class discussion and then proceed to find how the engineers solved each one. The class can find from the references the solution of each one, or members can be assigned separate problems to solve and bring the solution to class, these depending upon time and the teacher's preference.

Finally—the construction of the dam.
- The foundation: where it should be and why.
- The floods and the destruction of the works: solution of this.
- Size of the dam; amount of material used.
- Description of the dam.
- The lake formed by the dam—size, capacity; other uses, such as summer resort.

The Granite Reef or diversion dam.
- The need of a dam below the Roosevelt dam.
- Where to build it. Why?
- The Granite Reef or diversion dam.

The two large trunk canals—purpose, location, size.

How the water is brought to the fields, and the preparation of the fields.

Life in the valley.
- Size of the farms.
- Cost per acre, cost of starting, necessity of scientific agriculture.
- The village center, the increased social life, the attractions of the new plan, opportunities for homes.
- Possible crops.
- Markets.

Summary of the size and cost of the project. Does it pay?

Comparison with other projects.
- Merely the location of other projects, and a general comparison with the Salt River project, unless you have time for more discussion or special reports.

References: The problem is based on McMurry's Type Studies, Vol. II, No. 3. Other references are:

James, Geo. W. N. Reclamation in the Arid West.
Newell. Irrigation (for maps and pictures).
Price. The Land We Live In (pp. 132-138).
Brigham and McFarlane. Essentials of Geography.
Journal of Geography (11:277-284, May, 1913).
Review of Reviews (46:457 and 48:460).
Everybody's (28:434-442, April, 1913).

Some Practical Hints from Psychology.

FRANK DEERWESTER.

The teacher of psychology is continually reminded of the common belief that the subject lacks in "reality," concreteness, and has to do with the airy regions of refined abstractions, consequently is not "practical." Even students who have been "exposed" to psychology in normal school classes, have sometimes failed to "take it" to the extent of connecting it in any vital way with their personal thinking or their teaching in practice school or elsewhere. The writer of this article does not aspire thereby to overturn the prejudices which date back to mediæval times and circumstances. At best he can only hope, at this time, to show that here and there the teacher may find points of serviceable contact between the teachings of psychology, new and old, and some of the problems of the schoolroom. In short, this article is to be only a group of "hints," not a logical treatise.

One of the marked contrasts between the psychology of to-day and that of say, forty years ago, the days of Porter and McCosh, is in the recognition of and the emphasis upon the "human instincts." One needs but to turn rapidly through a book by James or Thorndyke or Titchener to note the prominence of the topic. "Human Behavior," the response to situations, is made a central theme, and instinct is regarded as a vitally important factor therein. Matthew Arnold said, "Conduct is three-fourths of life." To the psychologist it is four-fourths. But this, of course, means *conduct* in the psychological sense, which means "behavior."

The varied activities of human life may be grouped under a few headings. Aside from the purely physiological reflexes, like the movements of the heart or of the eyelids (in response to light), there are the instinctive, habitual, and purposed movements, to which may be added the imitative, these being partly instinctive and partly purposive. All the child or man does with mind or body or both mind and body belongs under one or more than these groupings. Reflex movements, if inborn, are so like simple instincts that they are hard to distinguish, and if acquired, are simple physical habits. A fundamental distinction between instinct and habit is that the former is inborn, the latter acquired. The former is subject to modification during the life of the individual, but he has no choice as to its original presence. Habits come from repetition of acts and therefore may be created by the simple device of repetition or prevented by avoiding repetition. It might seem, therefore, that it would be easy in both home and school to prevent bad habits. Rousseau, in his famous dictum, "Let the child have no habit but the habit of having no habits" made a double mistake; first, of thinking that all habits are bad, and, second, of believing that it is possible to live without forming habits. With all of the possible variation of human actions, even of child actions, more or less of repetition is necessary and habit begins forming. So before she is aware both the child and his mother or teacher is on the road to well-rooted habits. The mother mothers and the teacher teaches in

habitual ways, just as the child plays and eats and sleeps and "behaves" in habitual ways. These habit types of behavior grow out of acts that one begins performing from blind instinctive impulse, from command, from example imitated, or from more or less intelligent planning. But from whatever source the action springs, its repetition tends, somewhat in proportion to the interest felt in its performance, to grow habitual. And habit means a tendency to do that same thing again, to do it in the same way, to do it with less effort, and to do it with less thought.

From these and related facts fundamental to human behavior, certain "hints" become possible and are deemed worthy of a place here, although numerous others equally practical might be given:

1. The human being, particularly in his childhood, performs many acts from the promptings of instinct, hence without example to imitate or intelligence to guide. All normal children have certain instincts in common, though not equally strong, but certain others which are individual instead of general traits. These instinctive tendencies, being "bred in the bone" or, more accurately stated, "bred in the nerve-cells," are firmly fixed, strongly self-assertive, and not easily displaced or modified, although nature herself has her own seasons of greatest activity. Thus all children, from instinct, are inclined to move about, to handle things, to look into and at things, especially moving things, to vocalize, to hunt, to possess, to collect, to flock together, to desire approval, to rival, to imitate, to recognize the opposite sex, to play, and so on. Some children have mathematical, others musical or mechanical tendencies inborn. One may have the pugnacity tendency or that of fear or teasing or roving or "bossing" or nature seeking, or beauty-loving far above the average. Some of these tendencies begin functioning at birth, others not until high-school age; but each, like a tide, has approximately a time of incoming, of flood, and of ebb, subject, of course, to many modifying influences. Thus the age at which a child begins to walk, to talk, to seek companionship, or to recognize the opposite sex is somewhat the same as for others, yet varies much with race, family and environment.

2. An instinctive tendency is subject to modification, sometimes by being allowed to run its course and weaken or disappear, sometimes by the substitution of a strong counteracting habit, or again by attaching painful consequences to the performance of the act. Dr. G. Stanley Hall is an advocate of the first method, that of letting the instinct "have its fling," although fortunately neither the doctor himself nor the world in general is able to follow the plan consistently. The third method is that of "rewards and punishments" and is the popular, the easy, the least intelligent, often the most injurious, but frequently the only available, method. The second method, commonly called the substitution method, is frequently a difficult method but, when practicable, is the ideal one. It seeks an alternative course of action, preferably with an instinctive backing, and encourages this until the desirable instinct is strengthened by the power of habit or, at least, the desired course of action made strongly habitual. Thus the roving instinct, the collecting instinct, and the curiosity instinct, may all be turned schoolward thru nature study, the fighting spirit and the gang instinct enlisted in contending for a good cause. What a fine psychology was utilized in the Boy

Scout movement during the recent war! The same generalship is possible in any school or home. On the other hand, no thoughtful person ought to fail to see serious possibilities of danger in either "Let them fight; it's good for them," or of whipping or bribing as the remedy for fighting.

3. Human beings, like some of the lower animals, are born with more or less of the tendency to do as others do. This is the instinct of imitation and is the only and sufficient explanation of many acts. As the child becomes intelligent he discovers that imitation of the acts of others is possible and often desirable and thus there is rational as well as instinctive imitation. The repetition of such acts leads to habit in either instance. Many habits involve a blending of the instinctive and rational types of imitation. Furthermore, the tendency to depend upon the example of others as a guide to action may itself become habitual, thus increasing the instinctive tendency in that direction. Should this go so far as to make one a "slavish imitator," a mere copyist, he is robbed of his individuality. The remedy is the development of initiative, for which certain inborn tendencies may be utilized. The instincts of mastery, of mental activity, of physical activity, of constructiveness, of curiosity, may be turned to this use. So the instinct of imitation has a righful and important place. One can hardly conceive how the child would learn to speak, to write, to play the violin, to do many others of the things he does, or do them so well as he does, were he not both a "born imitator" and a voluntary imitator. On the other hand, teachers and parents will recognize the desirability of not developing the "copy-cat."

4. Frequent reference has been made to the inevitable tendency of repeated acts to become habitual. Habit is the hand-maid of instinct, not itslf a motive-power, a "spring of conduct" as instinct is, but a balance-wheel which by its momentum steadies the machinery and keeps it going. Unfortunately it may keep the machinery going in the wrong direction or going too far. Momentum sometimes clashes the car over the precipice, but the possibilities of good are far more weighty. In habit the director of life—whether calling himself teacher, parent, or "self-made"—has his chief ally in all routine affairs and this means an overwhelming percentage of human actions. The most of what we do in a personal, social, religious, political, or professional way is routine. When one reflects that in the simple act of writing his name the choice of pen, the manner of holding pen, of taking ink, of making each letter, of joining letters, the adding of flourishes, punctuating, the heaviness or roundness of his handwriting, the rate at which he writes, are all matters of habit, and begotten by repetition, and that this same preponderance of the habitual applies to almost every situation, he recognizes in habit one of the biggest factors in the making of a life.

5. Habit comes from repetition of an act, but a given number of repetitions does not produce a constant result. Given certain conditions and the result of repetition is greatly increased. Not alone how many times the copy is written, the word spelled, the step taken, the movement played, the ball thrown, the phrase used, the gem recited, but how often *with interest*, with desire to improve, with a purpose in view. This applies to the "breaking" as well as to the making of habits. No greater

labor-saver, time-saver, energy-saver, than interest can be devised. Could the requirements of the school-room or home but enlist half the zeal that is put into the activities of the playground or the self-imposed task, the burdens of teachers and parents would shrink tremendously and the achievements of childhood and youth multiply many fold.

6. The "rational life," the life guided by reason or intelligence, is held up as the ideal. This, if not construed as eliminating the proper recognition of instinct and habit, may be accepted. There are an impetus, and interest, a dynamic, driving principle in instinct, a regulative, saving force in habit, not to be sacrificed, but there is in intellect an originating, creative force, the crown of human achievement that is more to be desired than much fine gold. And now abideth instinct, habit, and intelligence, these three, but the greatest of them is intelligence. Intelligence is, in a sense, native. It is "born, not made." In another sense it is largely the product of the reactions between the individual and his environment. The inborn capacity for thought may be increased or decreased, may be encouraged or stifled by one's environment, using this term to include everything about him capable of exercising a formative influence. The teacher is a part of this environment. Unto him, more than to any other person, as a rule, is it given to determine whether the child grows in intelligence as well as in stature, whether instinct is wisely used and habit properly adjusted, but above all whether he rises above the animal plane of instinct and habit to the distinctively human level of thinking. Like begets like. Thought engenders thought. The teacher who lives and teaches on the plane of impulse and habit will neither lift nor entice the child to the human level, will never "make" a thinker of him and may even prevent him who is "born" to be such from entering upon his birthright. "By taking thought" the teacher may add not one but many cubits to the intellectual stature of his pupil. By providing problems and encouraging their solution, by giving and by withholding assistance, by exercise, in analysis and discrimination, by rewarding thought, legitimately by emphasizing reason above memory, and by recognizing that the instinct of mental activity may be so guided as to develop into the habit of thinking, the teacher can render the individual and society one of the greatest services possible.

New Faculty People.

PAUL J. ALYEA is in charge of the men's gymnasium work and the Normal high school's athletic teams. He came to the Normal from Atchison, where he was for three years athletic director in the city Y. M. C. A.

MISS NORA NEAL, for the last four years organist in the First Methodist church at Omaha, is the new instructor in piano. She is a graduate of the American Conservatory, and has had much experience as a concert artist.

MRS. PRESTON REED comes from Chicago to be the instructor in pipe organ. The instrument that is to be built in the new auditorium will be used by her class.

MISS WINONA MCLATCHEY teaches public-school music. She was for two years music supervisor in the Pittsburg schools.

MISS ELIZABETH GILBERT, instructor in voice, joined the faculty in February. She was previously teaching and doing solo and recital work in Chicago. She sang the soprano solos in "The Messiah" at the Normal last spring.

MISS ESTHER STEWART, after completing the music course at the Normal, studied in New York last year, and is now back with us as instructor in piano.

W. R. CLEVELAND has returned from California, where he was assistant professor of chemistry in the University of Southern California, to take up similar duties in the Normal. He is a Normal alumnus and took his master's degree in the University of Wisconsin.

WILLIAM SCHREEB and MATHEW REDPATH, professional bandmen of much experience, are instructors in band instruments. Mr. Schreeb teaches the clarinet and other wood instruments, while Mr. Redpath instructs in the cornet and the brass.

L. A. GUTHRIDGE, of Independence, one of the best known schoolmen of southeastern Kansas, has been made director of the Normal's extension classes and correspondence courses.

OSCAR WILLIAM ALM, formerly of Oneal, Neb., is principal of the newly-organized junior high school. A part of his studies were done at Columbia.

MISS HENRIETTA PRIBNOW, who received her training in Columbia University, is a teacher of domestic science.

MISS AGNES SAUNDERS, formerly in the home economics department of the state agricultural college at College Park, Maryland, supervises practice teaching and those home economic subjects maintained under the Smith-Hughes bill.

MISS EVELYN METZGER comes from the University of Arkansas to instruct in drawing and design. She succeeds Miss Maude Barger.

DR. FRANK DEERWESTER succeeds W. D. Armentrout in the chair of psychology. He came here from the State Normal at Bellingham, Wash., but during the war was a member of the army's corps of psychologists.

DR. JOHN H. BOWERS comes from the agricultural college at Stillwater, Okla., as assistant professor of history. He succeeds G. W. Rutherford.

HAROLD SCHORY of Columbus, O., is head of the department of public speaking, a department that was without a head for some months. Last year he was on the faculty of Franklin College, Ohio. He has had much lyceum experience.

MISS ANNA DEN BLEYKER has charge of the third and fourth grades in the training school. She studied in Columbia University last year.

W. S. LYERLA, formerly principal of the senior high school at Chanute, is instructor in bookkeeping.

PRESTON REED is associate professor of English. He was previously head of the department of public speaking and English in Illinois Wesleyan University.

RALPH WELLS, a Normal alumnus, is instructor in biology. Last year he was in the work of shipbuilding at a western port, but before that he was teaching in the Montgomery county high school at Independence.

L. E. NOFSINGER is one of the instructors in the machine shop. He was in the army last year.

L. C. GUFFEY, instructor in commercial subjects, was previously in charge of the commercial department in the Cherokee county high school at Columbus.

MISS LAURA REMER has joined the staff of critic teachers. She formerly taught in the normal school at Cedar Falls, Iowa.

MISS GLADYS BRITTON has been appointed faculty stenographer. Miss Lewise Bammann is recording clerk in the registrar's office.

MISS ETHEL MAY HILL is assistant in the physical training of women. Her home is at Wagner, Okla., but she studied in New York last year.

DR. G. W. WEEDE succeeds John W. Fuhrer as director of physical training for men. Mr. Fuhrer having taken the position as director of athletics for the Lincoln, Neb., Y. M. C. A. Mr. Weede is well known in the Middle West for his work as coach of the athletic teams at Washburn and Cooper colleges.

MISS BERTHA BENNETT is the new director of physical training for women. She formerly held a similar position at Columbus, Miss., but spent last winter studying at Columbia University.

MRS. LAURA MAY CARTER and MISS IRENE DYER are new members of the library staff. Mrs. Carter came here from the Denver public library, while Miss Dyer formerly taught Latin in the Vinita, Okla., high school.

Four members of the faculty are again at their posts this fall after spending the last year or more on leave of absence in the army or other war work. John G. WILKINS again has charge of his classes in drawing and other art subjects, after spending more than a year in France in the ordnance branch of the service. RICHARD R. SIGLER is once more busy in the biology laboratories, after many months service in the army as one of the many whom Uncle Sam ordered to do the more prosaic work on this side. WILLIAM E. RINGLE of the same department was regional director of education for the Y. M. C. A. in the largest region the organization maintained in France. ERNEST BENNETT is again with his French classes after eight months with the French army as an agent of the Y. M. C. A.—E. B.

THE TREND.

Under the above heading THE TECHNE will print items of general interest indicating so far as possible present tendencies in education. The editors of the magazine trust they will stimulate its readers—especially Kansans—in placing their state in the vanguard educationally.

The last session of the Mississippi legislature, 1918, passed a compulsory school-attendance law. This is significant because every other state had a law upon this important subject.

The tendency to furnish textbooks free to pupils is growing. Montana recently passed a law that texts be furnished free to all public-school pupils. Florida has authorized two important counties to furnish texts without cost. Texas has just fallen into line with a free textbook law.

Kansas has been allotted this year from the Federal funds $39,867.34 for vocational education. Missouri will receive $78,755.04, and Oklahoma $38,655.31.

The wider use of the school house as a community center is extending. Permissive laws were enacted in 1917 in Iowa, Kansas, Michigan, Minnesota, Oklahoma, and Utah. A North Carolina law makes it the duty of the state superintendent of schools to provide a series of entertainments, consisting of motion pictures, to be given in rural school houses. In 1918 Rhode Island, New Jersey and Maryland amplified their legislation providing for the community use of the school plant. In South Dakota school districts may levy taxes for community purposes.

These important statements are made relative to recent legislation in a pamphlet issued by the National Bureau of Education: "Two phases of school financing are prominent in present-day legislation. These are (1) the general tendency to increase tax rates for school purposes, and (2) the effort to shift the burden of school support from the local community to the larger units, state and county, or otherwise to equalize educational opportunities. There is scarcely a state which has not amended the past few years its law providing school revenue, and in nearly all cases increases in taxes have been allowed. Among the states which have made provision for such increases within the past biennium are Arkansas, California, Delaware, Florida, Idaho, Iowa, Kansas, Montana, Nebraska, New Jersey, North Carolina, Oklahoma, Oregon, South Carolina, Texas, and Virginia. It is worthy of note that among these states are some that provide for county taxation for educational purposes."

It has been estimated by the National Bureau of Education that from 15 to 20 percent of the school children in the United States are 10 percent or more underweight. Louisville recently found that 342 children, 20 percent of its grade enrollment, were from 10 to 32 percent underweight.

The writer of this item, with a class in rural education, recently visited four rural schools, all within a few miles of each other. The attendance in these one-teacher buildings ranged from 31 to over 50, with grades from one to eight represented. The teacher was struggling with the impossible —endeavoring to give these children a modern education in the fundamental subjects. Added to the burden of instruction were seats that failed to fit the children, poor blackboards, bad lighting, etc. In one case the 51 children were seated facing two windows through which poured the light and in every case except one water had to be carried from a distance in order that the children might quench childhood's burning thirst.

Athletic activities that are within reach of every school child is a goal for which every educator should strive. The girls' branch of the Public School Athletic League, through a committee of experts, has adopted standards which every normal girl should be able to attain. A copy of the athletic badge tests for girls with information regarding the badges awarded may be secured free of charge from the Playground and Recreation Association of America, Madison avenue, New York City.

From questions sent 3,465 district and county superintendents the National Education Association estimates that the schools of this country began with a shortage of 38,000 teachers. To meet this shortage, due in large part, according to the United States commissioner of education, to low salaries, 65,000 teachers below standard requirements were employed. —E. M.

The new Pennsylvania salary bill gives increases of 25 percent to teachers receiving less than $100 a month, 20 percent increase to those between $100 and $150, 15 percent to those between $150 and $200, and 10 percent for all over $200.

Under the caption, "How Virginia is Meeting Its Rural Problems," *Playground* says: "The Coöperative Education Association of Virginia is a citizens' organization which has been working for fifteen years to improve conditions throughout the state, particularly in the rural districts, by making the public school a community center where the citizens may unite for the consideration of their educational, recreational, social, moral, physical, civic and economic interests."

In one of his leaflets for children, Dr. John P. Koehler, deputy commissioner of health in Milwaukee, says, according to *The Survey*: "I am certain that all children want to weigh as much as the teacher says they should. Nobody likes to be called 'fatty,' but neither does any child like to be called a 'skinny.' I will tell you how you need n't be either a 'fatty' or a 'skinny' but a 'just right.' Of course, to weigh just what the book says you ought to weigh, isn't always so easy to accomplish. Like everything else that is worth having, it requires some effort to reach your normal weight and keep it. They tell me that some boys put bricks in their pockets when they are weighed in order to weigh more. That of course, is an easy way, but it is neither an honest way nor a good way. We want you to have your normal weight, because you will be strong enough to lick the germs, especially the germs of tuberculosis. Now a brick in your pocket may be all right to fight a dog with, but it won't help you in fighting the germs. They are so small that you cannot hit them with a brick. They tell me that some children put on extra clothes when they are weighed. Of course, you all know that germs aren't afraid of clothes, besides the germs may come at night when you haven't your clothes on." Milwaukee is making a great effort to get its children "just right" in the matter of weight.

Book Reviews.

THRIFT AND CONSERVATION. By ARTHUR H. CHAMBERLAIN, JAMES F. CHAMBERLAIN.

The purpose of this book is "to set forth the needs for thrift teaching; together with practical applications of the thrift principles to the life of the people, as made possible through class-room teaching." The material is especially for normal and training classes in professional schools and colleges and members of study and reading circles. The first chapters take up the causes of the spendthrift habit of the American people and the need of thrift instruction. Emphasis is put upon the difference between true and false economy. The definition of thrift given by a school girl is used: "Thrift is management of your affairs in such a manner that the value of your possessions is constantly increasing." The chapters on "Sources of Waste" include many examples of wasteful practices which bring home to the reader in a forceful way his own peculiar tendencies to wastefulness. The book deals not only with the evils resulting from the waste of food, clothing, and money, but also of the waste of time, energy and man power. The conservation movement is outlined and the imperative need that this movement become permanent is emphasized. Increasing food supply, conserving and using the soil, value of the forests and mineral oils, clothing, the right use of time, the use and misue of money and other topics are treated. The appendix includes valuable outlines and suggestions for the teaching of thrift in the schools. The book is readable, intensely practical and well adapted to its purpose.—ZOE WOLCOTT.

SEWING HANDICRAFT FOR GIRLS. By IDABELLE MCGLAUFLIN, Peoria, Ill.

"Sewing Handicraft for Girls" is a graded course of instruction for grades three to seven, inclusive, well suited to the capabilities and interests of normal girls of those years. As many chapters as grades are devoted to a detailed description of the exercises to be employed. Useful articles of various kinds are to be made according to specific directions, each one with its approach of practice pieces, samplers, or models. The fundamental processes are taught on such articles as may be useful to dolls, school children, or in the home. "Electives" or second choices meet the needs of classes or individuals doing the work a second time or of those who find the regular work too difficult. A chapter is devoted to a description of stitches, those used in plain sewing, ornamental stitches, and miscellaneous processes. Provision is made for instruction in care and repair of clothing, textile fibers and fabrics, costume, its relation to art, economy and good taste, principles of home decoration and a chapter on basketry. The author does not assume that all these topics should be treated exhaustively, but sufficiently to give students a foundation for more specialized work in high school, or a start on the right road if there is to be no high school for them.—EDITH E. CASSEDAY.