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# THE TECHNE

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

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If there is anything to be learned from the war, it is doubtless this: The education of youth in all the countries of the world must become an international affair of the very first importance.



*If we would make the New Year happier than the Old, we must serve more cheerfully; love more sincerely; and trust more implicitly.*

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STATE MANUAL TRAINING NORMAL  
PITTSBURG, KANSAS

# THE TECHNE

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

VOL. 2

DECEMBER, 1919

No. 6

## STAFF.

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

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

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.

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In continental Europe English is the most widely studied of the foreign languages. This has resulted from the victory of the English-speaking peoples in the war, which makes English more nearly than ever a universal language. But Spanish is also being given much attention, especially in England and Spain. Those countries are keenly aware of the place in the world trade that South America is taking.

The Smith-Towner educational bill now before Congress establishes a Department of Education, with a secretary, in the President's cabinet, and authorizes the appropriation of 100 million dollars by the Federal government to encourage the states in the promotion of education.

## Loyalty, Ambition, Dependability.

### LOYALTY.

One of the first requisites in business is coöperation. Loyalty to your superiors is of the utmost importance in securing coöperative effort. Associate yourself only with those in whom you have confidence and to whom you can be loyal. Don't talk about your associates. If you notice their faults try to help them overcome them. Do not talk about your employer's business outside the office—not even to your most intimate friends. Elbert Hubbard has this to say about loyalty:

"If you work for a man, in heaven's name work for him; speak well of him and stand by the institution he represents. Remember, an ounce of loyalty is worth a pound of cleverness. If you must growl, condemn and eternally find fault, why, resign your position, and when you are on the outside, condemn to your heart's content. But as long as you are a part of the institution do not condemn it; if you do, the first high wind that comes along will blow you away, and probably you will never know why."

### AMBITION.

No young man or woman should be content to continue indefinitely in the same position. An ambition to grow in ability to do should possess every worker. Become acquainted with the details of your own work and its relation to the work of others with whom you are associated. Also learn all you can about the job next higher up, so that when the opportunity comes along you will be ready for promotion. Don't, however, try to win advancement by trampling on the rights of others, or by trying to pull the other fellow down. No permanent good can come from this method of getting ahead.

### DEPENDABILITY.

All the characteristics which you have been studying may be grouped together under the head of "dependability." If you are thoroughly dependable there will be countless opportunities open to you when you are ready to make your entrance into business. The best plan for the successful cultivation of this great characteristic is to consider yourself already in the elementary stages of your life work, and try every day to habituate the success qualities referred to in these lessons.

Read very carefully the next lesson, "Carry a Message to Garcia." It is a splendid lesson in dependability.

### EXERCISE.

1. Explain what is meant by loyalty?
2. Give illustrations taken from your school life.
3. What does loyalty require regarding your employer's private business affairs?
4. What is meant by ambition?
5. How may you best secure advancement?
6. Under what head may all the success qualities be grouped?

7. How may you best acquire the kind of general dependability demanded in business?

8. What is the all-important thing to be remembered in your school work and also in after life?—*From First Lessons in Business: Thrift, by J. A. Bexell.*

### The School-teacher's Dress.

GRETA E. SMITH, Professor of Domestic Art, S. M. T. N.

What is written in this article on teacher's dress is almost wholly applicable to any young woman who is in business. Perhaps about the only difference is that the teacher's sphere of influence is greater, because she is associated with those who are forming their standards, and who will consciously or unconsciously find in her their ideal.

What standards, then, shall the teacher set for herself? The first thing she must do is to decide upon the amount of money—what proportion of her salary—she may spend upon her clothing. Both earning and spending give one much more satisfaction if the money earned is spent according to some definite plan. In order to spend intelligently one must make a budget. In making a budget the teacher should not overlook the fact that the money she receives in nine, or possibly ten, payments must be so proportioned that she will be able to meet the expense of her vacation and add something to a permanent savings account. The teacher who spends all her salary during the school year, and then spends her summer at her father's expense, will not be able to give her students any very sincere and true understanding of thrift, and surely the teaching of thrift is one of her duties.

After deciding how much of her salary may be spent on clothing, her next problem is that of selection. This requires careful judgment because of the many angles from which it must be approached. Too much emphasis cannot be placed upon the fact that more garments than are needed should not be purchased. It is far wiser to have a few well-chosen dresses, a suit and a coat of good materials and of limited colors, than to have many less worthy ones of various colors. The aim should be to buy a few garments at a time and others as needed. One reason for this is that styles change rapidly, and another reason is that we all feel a certain inspiration in wearing a new garment. Those who see us daily also welcome an occasional change.

The teacher should appreciate the effect of her clothes upon her associates as well as upon herself, and should select those which are æsthetic. To dress artistically does not mean to dress extravagantly; neither does it mean to dress picturesquely. Teaching is a business, and the business woman when at business should be clad in clothing of a conservative type.

Teachers of young children may select brighter hues than those teaching mature students, as children like the brighter hues and they are an aid in holding their attention. Harsh or inharmonious hues sometimes make sensitive children restless and difficult to control. The influence of color upon temperament is an interesting and helpful study

which should receive more attention than it does at present. The use of brilliant touches is effective and much to be desired, but they must be wisely used. A fact not always recognized is that one must always consider one's self as part of the color scheme when selecting a hat or dress. Often garments beautiful in themselves are not becoming because they are out of harmony with complexion, eyes, or hair of the wearer. It should be every woman's desire to emphasize her good points by selecting garments which will add charm rather than detract from her appearance. The value of line is many times not understood, and the style befitting the slender woman is appropriated by her sister of generous proportions, not at all to the enhancement of her charms. These days there are many suggestions available which will aid one in the selection of becoming clothing.

Appropriateness is a feature which must not fail to receive proper attention. Too many purchasers neglect to take into consideration that there are many more week days than there are Sundays or holidays, and buy evidently with the two last named in mind. The mistake of wearing a festive gown in unsuitable surroundings or unsuitable hours should not be made. If the delicately tinted garment has served its original purpose, perhaps some of its festive trimming may be removed and the gown dyed, thus bringing it into harmony with the work-a-day world.

As the demands upon the teacher's nervous and physical energy are great, she should select her clothing with the ideas of protection, freedom and comfort in mind. It should be sufficiently heavy to furnish adequate protection, but not heavy enough to prove burdensome. It should allow freedom and comfort in movement.

Especial attention should be paid to the selection of shoes. These should not be of such a type that the body is thrown out of its natural position. Our women were shocked at the binding of the feet of the Chinese women. They need not have been. The Oriental women showed more judgment than our women, for they did not try to work, whereas our women stand long hours in the high-heeled, pointed-toe shoes with a decided loss of efficiency and comfort. That which is not suited to its purpose is not artistic.

The teacher should select clothing which is ethical. Concerning ethical dress little need be said. Any young teacher who will observe and think should be able to dress ethically. Her guide should be not what others wear, but what her best judgment dictates she should wear. Mother's advice is sound and good, but too often not heeded. The independence and standards in the matter of dress are probably due to the early economic independence of the daughter, and to the influence of the movie. It is wise to remember that most of us are not heroines in a world of make-believe.

Lastly, the teacher must realize that in order to gain satisfaction from her expenditures and her efforts she must care for her clothing scrupulously and wear it worthily. The finest garment made does not look well unless it is well cared for and well worn.

## Did You Ever?

DEAN HATTIE MOORE MITCHELL, S. M. T. N.

*Did you ever* use the milk-bottle covers in the seat work for the chart class? They cost ten cents a hundred, have no square corners, pile up easily, are tough and can be used several weeks by pasting new papers on them. New words, simple problems, easy drawings, capital letters, etc., can be pasted on them.

*Did you ever* use the milk covers for wheels for wheelbarrows, dog carts, wagons? They are also used in teaching children to tell the time from the clock. From a catalogue the children cut the clock face, using just the circle showing the twelve hours marked off. The clock hands are made of stiff paper and inked, then fastened to the clock face by a pin bent at the head and fastened down on the other side of the face. Each child has his own clock face. The teacher says "Let us all have our clocks say nine o'clock." "How shall they say it is noon?" "Half past three?" etc. Each child turns the hands, then turns the face toward the teacher so she may see if the correct position is given the hands.

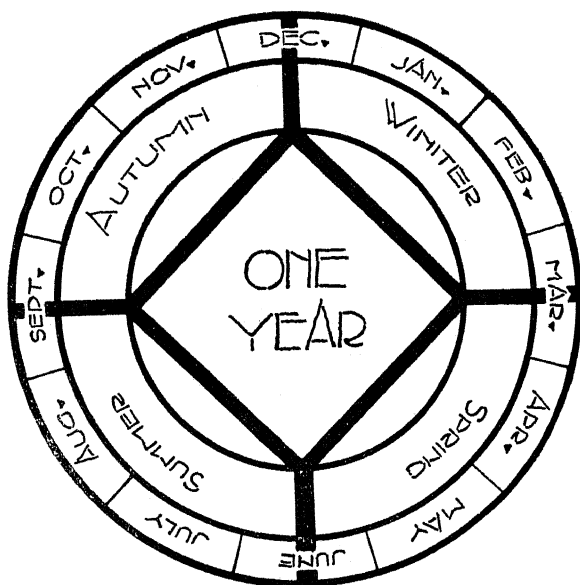
*Did you ever* have cross sections of a log sawed to use as footstools for the little ones just entering? The bark is left on. The sections are from four to ten inches high, and many a little body is rested by being allowed to push the little feet against the stool. I find many primary schools have these. The higher grades use them as autograph souvenirs. They sandpaper the top, have the autographs written on the wood and then varnish over the writing.

*Did you ever* use the sash-ribbon rolls as foundation for a case for comings on the dresser at home? The upper end is cut out, then the outside is covered with paper weaving or braiding or some crayola-colored border pasted around it. One can hardly believe the result.

*Did you ever* use the ribbon rolls from narrow ribbon for paper weights? Paste blotting paper over one circular end and a strip of colored paper or weaving or plain paper having some motto written on it, around the narrow side. Jab a hole in the upper circular end and fill the roll with sand or gravel. Now paste a pen wiper over this upper end, thus closing the opening made for sand. This wiper can be made of colored woolen cloth notched or button hole stitched about the edge. This makes a very pretty blotting pad, paper weight and pen wiper, with no expense. Some third grades make a small pincushion for the top and let the pen wiper material ruffle out from beneath the cushion.

*Did you ever* fill a glass with strong salt brine, and drop two or three yarn strings into the brine, but let one end of each fall over the edge of the glass and part way down the side? As the water evaporates sparkling crystals will form outside the glass along the end of the string. Finally the crystals will cover the outside. Children will note the new formations every day. Many will try the experiment at home. Rock candy can be made the same way from thick sugar syrup in a glass.

*Did you ever* print the words "Four-footed Animals" across the top of a large sheet of paper and hang it on the wall? Encourage pupils to



Blackboard device for teaching seasons of the year and months in their order.



Blackboard device for teaching months in their order and number of days in each month.



look through papers at home for pictures of four-footed animals. They bring these pictures to school, cut them out, paste them on separate pieces of plain paper, write the name of the animal below the picture and the child's initials at upper left corner. This mounted picture is to be pasted on the wall chart similarly to a calendar leaf as soon as the child can tell two facts peculiar to the animal. For oral language recreation, the teacher hands pointer to child, who is to point to one picture and tell two points of interest concerning animal pictured. Pointer then is passed to other children, who must select some animal not already selected. Another chart equally as instructive is a bird and fowl chart similarly arranged.

*Did you ever* have your third graders keep a "year book"? Each pupil makes a strong notebook of fifty pages. Reserve title pages for design shown elsewhere. This design is drawn in colors and shows months of each season. The pages allotted to each month contain a suitable memory gem, names of holidays or flag days occurring during the month, a list of words suggested by weather or season, clippings or pictures referring to events of the month. A tabulated weather record occupies one page.

*Did you ever* notice how easily we say "Read out loud" when we ought to say "Read aloud"?

*Did you ever*, as a child, wish the teacher wouldn't lean against the window sill and expect you to look at her as she stood in the light? Isn't it as hard to do as it is to look at the pastor who speaks in a church having large windows just behind the speaker?

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Kind to her own helpless one,  
She is nature's type of mother;  
Kind to another's helpless one,  
She is God's type of mother.

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## Why Emphasize the Industrial Side of History?

PROF. O. F. GRUBBS, Department of History, S. M. T. N.

If I were asked, point blank, why we should emphasize the industrial side of history, I would say, briefly, because a majority of the interests of a majority of the people to-day are industrial.

Before our Civil War, the young man who wished to rise to prominence in the world entered politics; since the Civil War, the young man with similar desire to rise entered business. The antebellum days were the golden days of pure politics; the period since the Civil War is the era of big business. To-day only second or third rate men enter politics, and hence, only second or third rate men are elected to office. This may serve to explain the low level of politics and the high standard of business efficiency.

Why did the emphasis pass from politics to business during and after the Civil War? It is difficult to answer. It may be due to the positive assistance given private business by governmental agencies, such as the homestead law, encouraging agriculture, or to the enormous grants of

land to the railroads, or to the tariff giving protection to certain favored industries, or to the fostering influence of the national bank act.

The writer of this paper has distinct recollections of the political somersaults performed by the American electorate during the '80s and '90s—the days of battledore and shuttlecock. The great mass of the common people believed that something was wrong, but they did not know what it was; and they blindly swung from Cleveland to Harrison, then back to Cleveland, and then to McKinley. The liberals of that period believed all the trouble was due to the fact that the people had lost control of their government. So they suggested various remedies. The progressive magazines of the period were filled with long articles alleging bribery of voters, the venality of leaders, and general political corruption in high places. These critics urged the Australian ballot law; they demanded the election of United States senators and President by direct vote of the people, and they preached the initiative and referendum with a crusading zeal—all to no avail.

The first election of Major McKinley marks the end of an era. At that date prices had been falling for thirty years; since that date prices have been steadily rising. Before that date there had been an abundance of free land, but about that time the supply of good free land was exhausted, and the gradually rising price of land has been accompanied by more and more scientific and intensive farming.

The first election of Major McKinley not only marks the defeat of Bryan and free silver, and the beginning of a long period of protective tariff, but it also marks the marriage of business and politics, with politics, the junior member of the firm, playing second fiddle while Mark Hanna danced the welcome to the Goddess of Materialism. By this I mean that the government passed into the hands of men who were essentially business men, but who believed that politics could be used to aid and assist their business. The failure of crops in Europe and the successful crops in the United States brought relief to the farmers; the gold from the mines in the Rand and the Klondike increased our circulation and boosted prices in general; and the Spanish-American and Boer wars injected a generous but temporary supply of new life into all lines of business, and the period from 1897 to 1902 saw the "high-water" mark in the formation and capitalization of the corporate form of business. In all our previous history there had been formed but sixty-three large corporations. During this period 183 such combinations were formed, with the capitalized value of over 4,000 million dollars—twice our entire circulation at that time. To this symphony of business and politics were added a few harmonious bars of discord in 1902, and again in 1907-1909, but the revival of dissent did not reach its culmination until 1912 in the Republican convention at Chicago. The beaten and dissatisfied elements were lulled to sleep not less by fair promises than by the positive achievements of Wilson's first term—the Federal reserve law, the Clayton anti-trust act and the Federal farm loan act. Before the insurgents could reform their ranks, the great war came on, and all elements allowed themselves to be whipped into shape for the titanic struggle. How long

these forces of social and industrial unrest can be held in check, or what solution may be found for the problem, no one can predict.

The nineteenth century in Europe was a long struggle for political equality. The fruits of the French revolution—nationality, popular sovereignty and equality before the law—lay buried for a quarter century under the reactionary policies of Metternich, but the revolutions of 1820, 1830 and 1848 brought them to the surface and gave them respectable standing in every great congress that has assembled since the last date, and one year ago, on the western front, they were acknowledged by their stoutest foes.

But out of the recent conflict have arisen other great principles as important and as far reaching in their significance as those which were released at Paris in 1789. Economic equality will be achieved in the twentieth century through conflicts as fierce and bitter as marked the achievement of political equality in the nineteenth century. All the European states east of the Rhine are grappling with the question, and England, France and Italy are trembling on the brink of the precipice, while in our own country there are indications of the same movement. The struggles of Soviet Russia are no less prophetic of change than are our own disturbances—the present strikes, the Plumb plan for the control of the railroads, and the erratic efforts of the Non-Partisan League, all decided demands for better opportunity to achieve economic equality.

I should like to see our grade and high schools supplied with supplementary readers describing our great industries. I should like to see the coal industry, the iron industry, the oil industry, the farming operations, the manufacturing industries, written up in a form to be read and understood by the boys and girls in school. We may have some such books now; if so, we should have more. I commend the plan of a certain teacher I know, who enabled her pupils in the seventh and eighth grades to correspond with boys and girls in similar grades in Hutchinson, Lyons, Garden City and Salina, describing the coal industry in their own way, and receiving letters from boys and girls in the towns mentioned in which they described the salt industry, the sugar beet industry, or the flouring industry. This gives not only knowledge of geography and industrial activities, but exercise in English composition as well. In this connection, I refer all of my readers to an article in the May number of the National Geographic Magazine by John La Gorce, "The Industrial Titan of America."

## **The Cooperative Bureau of Educational Research.**

STATE MANUAL TRAINING NORMAL SCHOOL, PITTSBURG, KAN.

Price List of Educational Tests, November, 1919.

The Coöperative Bureau of Educational Research is prepared to furnish the test material here listed at prices indicated. The prices are intended to simply cover the actual cost of handling. No profit is desired. Since these tests are published in many scattered places the purpose of this bureau is to further the cause of scientific education by making it possible to order the leading testing material from one convenient center.

## HOW TO ORDER.

The Courtis test should be ordered by the envelope since the envelope edition contains besides the tests forty-forty children, directions, record sheets, etc. Instructions, record sheets, graphs, etc., are essential to the successful use of the tests.

Other tests may be ordered as indicated.

Results of tests should be sent into this bureau and they will be forwarded to the authors for the purpose of confirming or revising standards.

Questions regarding the giving of tests will be cheerfully answered. If desired experienced mature students of this institution will be sent to assist in giving the tests and tabulating results, providing arrangements can be made to cover expenses by the local community.

## ELEMENTARY SCHOOL TESTS—READING.

Courtis Silent Reading Test No. 2, forms 1 or 3, per envelope, 80 cents.

Gray's Silent Reading Tests (Selections for grades II and III, IV, V, VI, VII and VIII), 5 cents each.

Gray's Oral Reading Test, 2 cents each.

Directions for giving and scoring the Gray Tests, 1 cent each.

Monroe's Standardized Silent Reading Tests, I and II, forms 1, 2, and 3, 60 cents per 100.

Brown's Silent Reading Tests, Nos. 1, 2 and 3, 50 cents per 100.

Brown's Manual and Directions for giving and scoring, 40 cents.

## ARITHMETIC.

Courtis Test 7, series A, per envelope, 55 cents; series B, per envelope, 55 cents.

Cleveland Tests, per envelope, 70 cents.

Sample envelope Courtis Supervisory Tests, arithmetic, writing, geography, spelling, 30 cents.

## COMPOSITION.

Willing Scale for Measuring Composition, 5 cents each.

Nassau County Supplement to Hillegas Scale, 10 cents each.

Starch Punctuation Scale, 2 cents each.

## HANDWRITING.

Ayers' Handwriting Scale, Gettysburg Edition, 7 cents.

Freeman Chart for Diagnosing Faults in Handwriting, 30 cents.

Thorndike's Handwriting Scale, 10 cents.

## ADDENDA.

Monroe's Diagnostic Test Arithmetic, Parts, 1, 2, 3, and 4, 80 cents per 100.

Monroe's Standard Reading Test, 1 and 2, 70 cents per 100.

Rugg's and Clark's Standardized Test for First Year, Algebra, 10 cents each.

Rugg's Rating Scale for Judging Teachers in Service, 10 cents each.

Rugg's Rating Scale for Judging High School Pupils, 10 cents each.

The Freeman-Rugg Group Intelligence Test A and B, 5 cents each.

Hotz First Year Algebra Scale, series A and B, 5 cents each.

Woody-McCall Mixed Fundamentals, 60 cents per 100.

Van Wagenen American History Scales, Information, Thought, and Character Judgment, 3 cents each.

Sewing Scale, Murdoch, \$1.10 each.

If any other tests not listed are desired, write us and it will be supplied if possible at a minimum cost.

Address all correspondence to the Coöperative Bureau of Educational Research, the State Manual Training Normal School, Pittsburg, Kan.

## Electric House Wiring for Public Schools.

PROF. GEORGE V. EMERY, Department of Physical Science, S. M. T. N.

That considerable interest is felt in electric house wiring in public school circles was shown by the number of inquiries during the past summer for teachers qualified to teach that subject.

With electric service in nearly every town, the problem of house wiring is an attractive one to many high school boys and a very practical one as well. How to present the subject successfully in the school shop or laboratory is the teacher's problem.

If we consider the lighting system of a six- or eight-room frame building as a suitable problem for an elementary course, the following subject matter is found:

1. (a) The electric circuit, conductors, lamps, switches; (b) heating effects of current, units of current in amperes and 16-cp. lamps, capacity of wires, sizes used for interior wiring; (c) Protection against fire, shock, etc., fire insurance rules, fuses, spacing and location of wires, insulation, the national electrical code, etc.

2. *Material*.—Wire, knobs, conduit, leatherheads, nails, screws, porcelain tubes, switch outlet boxes—single and gang, switches—push and snap and single and three-way, switch bases, receptacles, rosettes, lamp cord, sockets, entrance switch, and cut-out fixtures, solder, tape, etc.

3. *Operations*—Locating entrance switch, meter and service to meter, drop lights, installing switch outlet boxes, "fishing" wire and conduit between walls, between floor and ceiling, splicing, soldering and taping joints.

4. *Tools*.—Pliers, screwdrivers, ratchet-brace, angle-brace, bits, key-hole saw, hammer, knife, gasoline torch, lantern and candles, wire gage.

5. *Laying out the work*—Location of meter, outlets for lights, switches, receptacles, materials and amounts required, cost of material.

6. *Illumination*.—Living room, dining room, kitchen, halls, porch, bedrooms, and basement. Receptacles for electric iron, washing machine motor, toaster, sweeper, etc.

7. Wiring symbols and diagrams.

While the best laboratory practice is the actual work of wiring a house, a considerable amount of practice work illustrative of the problems encountered may be done in the school laboratory. One of the simplest and most effective exercises is the laying out of a house circuit on a board about 1 by 6 feet. On it may be laid out all the circuits found in the house, using much of the same material and equipment used in actual practice.

The entrance switch, the meter (a wooden block may be used to represent this), panel fuse blocks, where more than twelve lights or their equivalent are to be installed, drops, receptacles, hall light, etc., may be located on the board and wired accordingly.

Such a board once made up may also be used to illustrate the usual

difficulties found in lighting circuits, as bad or burned-out fuses, broken lamp or heater cord, bad sockets, burned-out lamp bulbs, etc.

Other laboratory or shop work may be:

1. Splicing; each student practice until splice is made quickly and neatly.

2. Soldering, ditto; use matches or candle.

3. Taping; a neat joint required.

4. Taping ends of heater or lamp-cord for tying to socket or plug.

5. Mounting snap switch and base.

6. Mounting rosette.

7. Installing outlet box in wall before lath and plaster are put on.

Work of another character is the laying out of circuit diagrams on house plans and making estimates on the cost of the installation. From catalogs of ready-cut houses excellent material may be had for this work, plans in miniature and the cut of the finished building, furnishing complete information for the wiring problem. After some preliminary work in laying out circuit diagrams the student may be furnished with house plans and a wiring materials catalog, and complete a number of exercises such as:

1. Making larger house plan and indicating light, switch, power and outlets, etc., suitable for the house in question.

2. Lay out wiring circuit diagram.

3. Determine materials and amount of each required.

4. Select all fixtures, indicating room, etc.

5. Tabulate all material and fixtures, showing cost of each and total.

As a final exercise a real installation in which each member of the class can have a part is very desirable, as it gives the student the satisfaction of having accomplished something of real value, and the confidence that comes from actual practice.

### Higher Education—Whither?\*

ERMINE OWEN, Professor of English, S. M. T. N.

President A. T. Hadley, of Yale, in the June issue of *Harper's*, seeks to make an inventory of the colleges and high schools following the general shake-up of their traditions and standards by the great conflict. He finds that men from these institutions played a prominent part in the great struggle; that the test of war found their moral and social traditions to be first rate; that the men had self-control; that they knew facts and figures; that they were pliable. But they were lacking in two important particulars:

1. They showed little readiness to deal with intellectual problems.

2. They were rather hazy as to their relations to the state, and the demands it should make upon them.

The difficulties, according to President Hadley, are to be found in the lack of agreement among the colleges as to what should be the aim of

\* A review of President Hadley's article, "The College and the Nation," in the June edition of *Harper's Magazine*.

their *courses*. This confusion of purpose rests upon the preparatory schools. Colleges, as to their ideals of education, may be thus classified:

1. Those aiming to give a cultural course.
2. Those aiming at vocational instruction.
3. Those following the psychological idea of imparting instruction according to the needs of the individual.

But all the difficulty is not found in the lack of unity of purpose among the colleges. The teachers themselves are at fault; and so are the students. Competent teachers have been entirely too scarce. It has been made too easy for men and women to prepare themselves to enter this profession, and too difficult for them to go on once they are in. Hence many able men have been lost to the profession, the less competent being left to do the teaching. The blame for low salaries President Hadley puts upon school boards and school officials rather than upon the public.

American students are, as a rule, too lazy and indifferent, and they are too often backed against the teachers by their parents. They have no feeling of responsibility, no sense of duty to state or society. The Yale president shows that the most important attempt toward the correction of these evils was the "Reserve Officers' Training Corps." But for the present we are in the midst of reaction against army life and all that reminds us of it. He therefore suggests a few remedial measures:

1. He would have a state examination, or *some form of test higher up*, to which the student would have to look as he went through college.
2. A tuition fee should be charged in the high schools, so that the students would be forced to do their work with a feeling of more responsibility, and parents led to interest themselves more in the school efforts of their children.
3. Each college should not try to teach everything, regardless of its demands and equipment. Each college should specialize in its efforts, and coöperate with other institutions by finding just what demand there is for certain forms of activity.

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## S. M. T. N. Alumni.

GLEN E. PATTERSON is teaching at Meade.

ROBERT BROADLIOK, who taught in the Crawford county high school last year, is superintendent at Atlanta.

MISS EDNA McDONALD is instructor in domestic science and art at Garnett.

JESS PROCTOR, formerly instructor in manual training at Neodesha, has been elected to a similar position at Atchison.

LESTER REPPERT has left the teaching profession, and is now business manager of the *Anthony Republican*. Mr. Reppert was instructor in printing at S. M. T. N. before the war.

JOHN GARRISON, who taught at Burden before entering war service, has returned from overseas and is located at Alden this year.

MISS IVA E. DOLES is superintendent at Scammon this year.

ARTHUR SNELLER has returned from overseas and is teaching at Lincoln.

MISS GRACE MCBEE is instructor in domestic science and art in the Anthony township high school.

IVOR REECE will work in the McCune high school at Kansas City, Mo., this year.

MRS. ETHEL BARNHOUSE, formerly supervisor of music at White City, has accepted a similar position at Council Grove.

M. H. POWELL is instructor in manual training at Garnett.

MISS BLANCHE BOLD has been elected to teach domestic science and art at Thayer.

CLYDE U. PHILLIPS is superintendent at Elk City this year.

GEORGE CASS, formerly superintendent at Savonburg, has a similar position at Moran. Mrs. Cass is teaching in the high school at the same place.

MISS ZELL M. JONES is teaching domestic science and art at Greensburg for the coming year.

JEWELL E. MOORE, who taught manual training at El Paso, Tex., before he entered war service, has taken a similar position at Neodesha. Mr. Moore, after returning from overseas last spring, entered S. M. T. N. and remained during the summer session.

MISS MARGERY JARRETT and MR. LLOYD WHITESIDE were married at Fort Scott November 11.

MISS BLANCHE PAYNE has been appointed director of domestic art in the North Arizona normal, at Flagstaff, Ariz.

A. WARD JAMES is supervisor of the manual arts department of the public schools at Rock Island, Ill. Since leaving S. M. T. N. Mr. James has received his Ph. B. from the University of Chicago, and has had special training in Armour Institute of Technology, Chicago. He has been connected with the manual arts department of the Lyons township high school, La Grange, Ill., for several years.

J. A. FLEMING, formerly instructor in manual training and athletic coach at Fort Scott, is now superintendent of schools at Sedan.

HAROLD (PAT) CROWELL has returned from the army, and is engaged in the drug business with his father in Pittsburg. He still takes a lively interest in the Normal and its activities.

MISS CARRIE BRENTLINGER, who was dietitian at Fort Riley during the war, and S. J. WILLIAMS, who recently returned from overseas, were married at Columbus in October. They are living at Baxter Springs.

MISS LOLA BRANDENBURG, who was instructor in domestic art in the Southern Texas Normal school at Denton, Tex., the past two years, has been granted a year's leave of absence to attend Columbia University. MISS AMY BRANDENBURG was elected to the vacancy.

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## Educational Changes Imperative.

Over 500 of our universities and colleges were for a few months turned into incubating plants for army officers. When they were returned to their original condition, the question was often asked: Will these institutions make any big changes in their teaching on account of the lessons of the war? Must we not also reinforce the teaching body of our public-school system?

These institutions are the guides to our people. The great force that made the German people love war, go to war, and practice frightfulness, was the character of the education given from childhood. German education killed religion and morality. The splendid crusading spirit of our own soldiers was largely due to the democratic and ethical ideas at the basis of our own system of education.

At the same time, the statistics secured by the War Department by means of the draft examinations and reports of camp life, showed two alarming defects in our educational results, first, a much larger percentage of illiteracy than we had supposed possible, and second, a great lack of Americanizing educational work among our foreign-born population. These facts stirred thinking elements of the country. To them it is now apparent that we have been falling behind during the past generation in



our understanding of educational needs. In consequence, 200,000 of the first two million men drafted into the national army were illiterate in any language. Many thousands more could not understand the simplest order given in English, as they had not acquired our tongue. Schools had to be established in the cantonments to remedy these defects in so far as they interfered with preparations for war, and many of them had to teach the primer and A B C to full-grown American citizens. The first draft brought between 30,000 and 40,000 illiterates into our army.

Of American men of military age, there are 700,000 who can neither read nor write. There are 5,516,163 persons over ten years of age in the United States, according to the Federal census of 1919, illiterate in any language. Ten per cent of our country folk cannot read the bulletins on agriculture, the food pledge cards, the liberty loan appeals, the newspapers, or the constitution of the United States.

Americans are beginning now to realize that we are starving our teachers, and in so doing are starving the soul of our republic. Changes in their salaries have not corresponded to the increased cost of living. In New York state their increase has been only about twelve percent in the last twenty years, whereas the increase in wages of labor has been between 100 and 150 percent during this time.

By degrees the full meaning of our educational shortcomings was made known. One-fifth of our teachers, mostly those in rural districts, have no professional training, and no educational training above the eighth grade. The average annual salary of public school teachers throughout the United States is only \$543, and more than 100,000 of them are between 17 and 19 years of age.—From N. E. A. Report.

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F. E. Spaulding, superintendent of schools of Cleveland, Ohio, in his discussion of a national educational program, suggested by experiences of war and prospective demands of peace, gives three minimum, definite, comprehensive objectives that American public education should at once set for itself. They are, first, elementary knowledge, training and discipline; second, occupational efficiency; third, civic responsibility. The four necessary features for the realization of the first objective are, first, a minimum school year of thirty-six weeks; second, adequate laws, effectively enforced, compelling regular attendance throughout the school year of all children over a certain age, preferably seven, until the elementary course is completed, or until a certain age, preferably sixteen, is reached; third, effective public control of all private schools to insure the maintenance therein of standards equal to those maintained in public schools, and to insure the regular attendance of pupils therein; fourth, a teaching force, every member of which has a general education at least equal to that afforded by a good high school, and professional training at least equivalent to that provided by a good two-year normal school course. The school year in the country schools of many states, and in some country schools of most states, is notoriously brief, and only by extreme courtesy can the annual school session be called a year. This thirty-six-week school year should be applied as a medium standard to every individual school, so as to make available for every child at least thirty-six weeks' instruction annually.

The number of teachers in the public schools below twenty-one years of age is greater than during the war.