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THE TECHNE

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

Just as Bad in College.

IN THE LAST few years thousands of professors, associates, and instructors have left the institutions of higher learning to enter other occupations in which they receive, as beginning wages, 50 to 500 per cent more than the wages to which they had attained through long years of service in teaching.

Evidently we must spend more money for teaching if we would make our schools efficient and be sure that our children shall receive the kind of education necessary for their success in the new era. And we shall be wise in doing so. Nothing is more costly than ignorant and unskilled teachers. They waste not only the money paid, but also the time and opportunity of the children, and lower the standards of intelligence, virtue and skill of the people of the nation.
—*School Life.*

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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.

W. A. BRANDENBURG, *President*.

VOL. 3

OCTOBER, 1920

No. 6

EDITORIAL COMMITTEE.

ODELLA NATION.

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A. H. WHITESITT.

ADELA ZOE WOLCOTT.

C. O. VAN DYKE.

EDGAR MENDENHALL, *Chairman*.

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.

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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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Educating in Spots.

EDGAR MENDENHALL, Rural Education.

According to the 1917-1918 report of the state superintendent of Kansas, 262,987 children were enrolled in one- and two-teacher schools, and 137,903 children enrolled in the schools of first- and second-class cities. In other words, 65.6 per cent of this group of children attended schools under rural conditions as against 34.4 per cent attending school under city conditions.

Considering these facts, let us examine this same report and see whether school conditions in Kansas provide for the 65.6 per cent or for the 34.4 per cent.

The average length of school in one-teacher schools was 29.1 weeks. In two-teacher schools the average for the state was 34.6 weeks. For both groups of schools the average is 31.85 weeks. The average length of term for city schools for the state of Kansas was 36 weeks. This means that 147,889 rural children in the one-teacher schools of this state had 6.9 weeks less schooling than the 137,903 children of the cities; that 115,098 children in two-teacher schools had 1.4 weeks less opportunity to attend school than city children; that 262,987, or 65.6 per cent, of these children of Kansas had an average of 4.15 weeks—more than a month—less educational advantages as to time in school than 137,903, or 34.4 per cent. The rural child has approximately a whole year less schooling than the city child in the eight years they attend school. But this is far from the end of the story. The average rural teacher for her abbreviated term received an average of \$69.68 per month; the grade teacher of the cities, \$75.40. There is an unquestioned relation between salary and service. One-third of these children received the services of a higher-paid teacher.

The average mill levy in one-teacher districts in 1918 was 3.1; in two (or more) teacher districts, 5.9; in cities, 9.2. The cities pay more for education and get far better educational results. Note that the cities levy almost three times what one-teacher districts levy. It would be a safe guess that the educational opportunities in cities are three times as great.

In 1918, 2,107 teachers having no previous experience taught in the one-teacher schools of Kansas, while only 200 inexperienced teachers went into grade positions. In this same year 2.8 per cent of the teachers in one- and two-teacher schools were normal-school or college graduates, while in the grades of the cities 28.9 per cent were graduates of universities, colleges or normal schools. It is in these one-teacher schools that the highest type of trained and experienced teacher is needed. This teacher is practically without supervision. She must solve her own problems independently. The pupils reap the bitter fruits of this inexperience and lack of training.

The per cent that the enrollment shows of the school census is significant. Rural schools indicate an enrollment of 77.3 per cent of the census; city schools, 83.6 per cent. The larger per cent of the city enrollment may be due in a measure to high-school opportunities, and perhaps to pupils from rural communities attending city high schools.

But it is highly probable that many, very many rural boys and girls have no opportunity to attend high school and are not in school at all. Even the attendance of rural boys and girls at city high schools may be a misfortune, since these schools prepare for city life in large measure and wean rural children from the farm. High-school privileges suited to rural conditions should be within reach of every Kansas boy and girl. This can be brought about by consolidation.

The report upon consolidated schools deserves special comment. The census shows 12,511 children in consolidated districts. Of these, 10,988 or 87.8 per cent, were on the school rolls. What an argument for consolidation! This is a better per cent of enrollment than in cities. Reports from other states uniformly show that consolidation brings a higher school enrollment and a far better school attendance.

Kansas is educating in spots. Only in spots are boys and girls getting the training that is their due. The bad spots are so numerous that they bring the state down to the twenty-seventh place in educational ranking among the other states. The words of the state school commissioner of Massachusetts are especially appropriate here. "There is no doubt," the commissioner says, "that public opinion of the state as a whole calls for high standards of educational opportunity for all youth. Yet this opinion is not generally effective for all cities and towns. Local inertia, indifference or poverty may, and do, prevent in many instances the realization of an educational program that would be acceptable to the people as a whole.

"In many towns and cities of the commonwealth [and this can be said of Kansas] public education has reached a development not excelled elsewhere in the country. In some of these places this development is due in part to the availability of large local resources of wealth. In other places the people have insisted on having superior schools, even though these were to be secured only with an excessive burden of taxation. *These high standards are local.* They are not to be regarded as state standards, since large numbers of communities within the state are very far indeed from reaching them.

"Massachusetts thus far failed to recognize in terms of state organization and state support the responsibility of the state for equalizing educational opportunity. . . . Public education will, in the future, increasingly require that a state formulate a policy of education that will be just to its citizenship and to itself. Massachusetts cannot longer disregard this principle without jeopardy to the educational interests of thousands of its youth. The state cannot hope to hold its educational prestige on the achievements alone of certain towns and cities. Other states, recognizing their obligations to their entire citizenship, have taken steps to strengthen education throughout their borders. The economic and industrial welfare of the commonwealth, to say nothing of other considerations, requires immediate attention to the fundamental educational policy of the state."

I have quoted this at length because its application is so pat to the situation in Kansas. Would that every citizen, every legislator, could feel to the full the force of this assertion!

Kansas is rated in the investigation of Dr. Leonard Ayres, of the Russell Sage Foundation, the twenty-seventh state educationally. How she can raise her rank should be the concern of every citizen. This can be done only by equalizing educational opportunity through constructive legislation. This will involve the taking of the state and county superintendency out of politics, the elimination of the district system of school control, centralizing this control in a county board and appointed state officials, and equalizing the burden of taxation. Unless this is done, Kansas will drop lower in the educational scale, for other states are fast awaking to the needs of progressive policies in education. Is this democratic? Abundantly so, for it equalizes privileges, which the present system does not. Thus only can we avoid educating in spots.

Teaching Children's Clothing to Clothing Classes.

EDITH CASSEDY, Assistant Professor Home Economics, S. M. T. N.

Students should be taught the importance of hygiene of clothing as a factor in maintaining health. A knowledge of fabrics and colors, regarding suitability to the occasion, the wearer, and the purse, durability, becomingness, possibilities of cleaning, a study of simple designs, and a comparison of ready-to-wear with homemade clothing, form a good foundation for intelligent selection.

The construction of clothing will include lessons in the use of patterns, the technique of sewing, skillful working, neatness, time-saving devices, ingenuity in the use of materials, and in developing one's ideals of good line, proportion, color, and material combinations.

Care of one's clothing—daily and seasonal care—as a self-respecting habit and as a means of making clothes last longer, and the uses that may be made of old clothing, are the logical result of the appreciation of clothing aroused by the preceding studies, and should be so taught.

It is bad taste to be extravagant. The formation of good habits in regard to spending, so that the outlay may give satisfaction, is a worthy aim.

A good business man keeps accounts to insure against careless habits of handling money and the habit of not saving. By keeping simple accounts students will discover selfishness and unwisdom in expenditures and realize they are spending all they have for present convenience. They should be taught a simple method of keeping accounts, and with this as a basis, make their budget or plan of spending. It would be necessary for them to take an inventory of what they have, decide what they need, then be taught how to keep within their allowances for needed expenditures and savings. Only by saving before they spend will they save at all.

A child's clothing should not, in color, cost, or in quality of fabric, or in style of construction, hamper in any way. To this end clothing should be of light-weight material, simple design, and fitted loosely with no tight bands, and should as far as possible hang from the shoulders. Bloomers instead of petticoats for girls permit free action.

Hygienic clothing will tend to keep children in good health. A child's body should be kept clean, warm, unrestricted, well ventilated, and dry.

Materials should be selected with possibilities for cleanliness in mind. They should be of such a nature that they cannot retain germs and can be thoroughly and frequently cleaned. Linen is the cleanest fiber; cotton is just as easily laundered, however; silk is naturally clean, but difficult to launder; while wool naturally stores up impurities and oils from the skin, and is hard to clean.

Loose weaves provide warmth by means of nonconducting air spaces, and at the same time allow ventilation. The difference in warmth of fabrics is due to the difference of weave and the sponginess of material. So loosely woven, soft, light-weight, knit underwear is desirable. Cotton is the best fiber for underwear. It is easily laundered and can be woven into any mesh desired.

For outer garments wool is best. It is elastic and more comfortable than heavy cotton. Loosely woven sweaters under a light weight coat are warm because of the layer of air between the sweater and coat, but the sweater is not desirable as an outside garment on a windy day.

Avoid wearing rubbers and waterproof wraps and coverings when unnecessary, because they hold in moisture as well as keep it out. They cause a child to steam in his own heat and perspiration, and should not be worn except when rain or snow make them absolutely necessary.

Shoes should conform to the natural lines of the foot, wide toes, low heels, straight inside line, and flexible arch. They should have good soles.

Wide-brimmed hats are a protection to the eyes.

Simple, genuine, substantial clothing builds like qualities in the wearer and has the material advantage of responding to the permanent needs of children. Being too well dressed or being dressed peculiarly or wearing an uncomfortable dress may produce self-consciousness, with its unwholesome effects, affecting oftentimes unfavorably the disposition of the wearer. A child's clothing should be of such a nature that he can forget it.

In the laboratory children can make simple garments for themselves, putting into practice correct principles of dress, and at the same time learning to sew and construct garments. Laboratory exercises, if most effectively taught, should grow out of problems that solve present difficulties and that are typical of problems confronting people in everyday life. Make instruction a logical development of processes and principles instead of largely individual work.

Classroom discussions, demonstrations and talks should anticipate and follow up all laboratory work, teaching principles to be applied and making their application sure and as far-reaching as possible. Only by this means can we realize the educational value of work done in the laboratory.

Shopping trips should be arranged for the purpose of learning how to buy, when to buy and where to buy. The home-economics teachers can teach the women and girl consumers to appreciate and demand quality in materials and ready-to-wear garments.

Assign special topics, special shopping trips or investigations to individuals. Visit or arrange style shows for your classes.

Leaving the vagaries of fashion in the background, emphasize good taste, standard styles, simple clothes, suitability, durability, becomingness, health, and economy. A style show at the beginning of the year will serve to illustrate and impress good principles of dress, and thus be a guide to the later work of the year. At the end of the term garments made by students and ready-to-wear garments will serve as an educational exhibit and put the economic value of labor, time and money to the front.

In practically every community there is a demand for classes in clothing, usually by adults wishing to learn to make clothing for themselves or for their children. There are decided advantages in starting this kind of a class and begin by making children's clothing. Children's garments are simple and the problems involved in making them are short. Hence the principles of good workmanship, economy of time, money and materials, and the hygiene of clothing can be taught quickly and with little discouragement. It is only a step further to construct adult clothing.

Home Study Below the Tenth Grade.

W. D. ARMENTROUT, Principal Junior High School, Lawrence, Kan.

The present tendency is to decrease the amount of home study along the line of elementary, and especially secondary education. The development of supervised study in the classroom has been the one big factor in decreasing this amount.

Home study is in most cases carried on under adverse conditions, and there is very little opportunity for efficient guidance or proper supervision of the child's study habits. Many pupils have no definite time for home study and allow other affairs to interfere with the study time. It is extremely difficult for a boy or girl to study in an environment full of distractions and with no suggestions of intellectual effort. In many cases the pupil has to do his work in the living room where there is a general conversation to which he gives more or less attention. The average living room, with its innumerable distractions, poor light and bad posture, are conditions hardly adequate for the expression of one's intellectual ability.

A long home-study schedule seriously interferes with the needful recreation of boys and girls. From four to nine leaves none too much time for play and recreation. The hours outside of school should become rich in gaining general information, in enjoyment of legitimate pleasures, in play, and refreshing sleep. There is not enough child life for our boys and girls under the conditions of modern society; they grow up too soon and become the playless children of yesterday.

In the school should be concentrated the intellectual life of young people during the formal learning period. Here the environment can be made conducive to studying. The pupil must be prevented from forming bad habits of study and assisted in forming correct habits of intellectual

work. Supervised study is an attempt to develop these correct habits of mental work, and should by no means be confined to senior high schools. "Supervised study is that plan of school procedure whereby each pupil is adequately instructed and directed in the methods of studying and thinking, that his daily preparation will progress under conditions most favorable to a hygienic, economical and self-reliant career of intellectual endeavor."

In supervised study an individual is trained to attack problems, to organize his experience, and to distinguish between important and unimportant facts. Supervised study means a change from mass teaching to individual or small-group instruction. The fact that pupils differ in learning capacity, ability, aptitudes, interests and needs makes supervised study an absolute necessity in our elementary and secondary schools. The supervision of study makes possible the advance of each pupil according to his individual ability and needs.

"The objection often urged, that supervised study prevents the pupil from relying on himself, is answered sufficiently by suggesting that without it he does not rely upon himself, but instead enlists the family, friends and classmates in his behalf. Home study is harmful not only because unhygienic, but also because it tempts the pupil to claim as his own work what others have done for him."

Supervised study means working with the pupil, showing him how, without necessarily doing the work for him. The problem includes not only the subject matter, but, even more important, the methods of learning it. Pupils must be taught how to think, how to organize their thoughts, and how to apply them.

AIMS IN HABITS OF STUDY.

1. Pupils must be convinced that getting the meaning of the author from the printed page is quite different from repeating meaningless expressions found there.
2. Pupils must be taught to eliminate from consideration material of minor importance if important matter is to be given proper attention.
3. Ability to formulate intelligent questions is an indication that the student has some knowledge of the related and essential facts in the paragraph or the page under discussion.
4. Making a simple outline after having discovered the essential facts is a great help in memorizing desirable information.
5. Much valuable time can be saved if pupils have an adequate knowledge of how to use a textbook.
6. Pupils should be capable of selecting important things in a sentence, paragraph and page.
7. Pupils should be capable of writing intelligent questions about a paragraph or page.
8. Pupils should be capable of collecting information suggested by simple outline.

METHODS IN HABITS OF STUDY.

1. Special practice should be given in the use of the index, table of contents, references, the appendix, use of footnotes, chapter, section and paragraph headings, and list of general references.

2. Use of outlines in summarizing thought and selecting important facts.

3. Definite references should be given in the assignment to particular paragraphs or sections which pupils read in order to tabulate the important facts that furnish the desired information.

4. Discover whether pupils understand adult expressions used in textbooks.

5. Pupils should be required to prove their statements by reference to the text.

6. Use textbook to find definite information suggested by carefully prepared outline.

7. Analyze oral responses of pupils, for this reflects study habits.

"If the function of the school involves direction of the pupils' preparation of lessons so that these may be learned most successfully, it will be necessary, during at least the first year of every new subject, that such directed study take place in the school, and that home study be omitted as a possible interference due to the forming of unfavorable habits of study."

When pupils have received the proper training in studying it will be safe to require a minimum amount of work to be done at home, but the major portion should be done during the period of supervised study. The writer asked several of his teachers to make a list of advantages and disadvantages of home study from the viewpoint of the particular study they were teaching. Home study is better adapted to some subjects and parts of subjects than others. In discussing this problem we should never lose sight of this fact.

ADVANTAGES OF HOME STUDY IN HISTORY.

1. Taste for better literature.
2. Opportunity for broader study by outside reading.
3. Teaches child responsibility.
4. Creates historical interest on the part of pupil and parent.
5. Home interests in history bring home ideas to schoolroom.

DISADVANTAGES OF HOME STUDY IN HISTORY.

1. Too little child life.
2. Overworking the conscientious pupil.
3. Lack of supervision may create tendency to do poorer grade of work.
4. Pupils who do not have access to reference work may become shiftless.

HOME STUDY IN ENGLISH.

1. Literature:
 - a. Required outside reading for content only.
 - b. The explanations of references to mythology or history.
 - c. Any assignments in preparation for securing a background to selections studied in class.
2. Composition:
 - a. The outline and thought content for talks or written articles.

3. Grammar:

a. No home study whatever.

Pupils so often have wrong interpretations of meanings or motive in literature because of inexperience and lack of previous preparation, that the teacher's guidance in study of literary selections is necessary. In written work, in composition, or grammar, the desire to obtain high marks often tempts the pupil to secure aid from older members of the family.

Children's Sleep.

Sleep and food are the two most imperative needs of the body. One has just as great an influence on health as the other, but it is possible to live much longer without food than without sleep. Fasts of forty days are common, but there is no authenticated case of anyone's having lived eight days without sleep.

Sleep is more than brain rest; it is as necessary for the other organs of the body as for the nervous system. Two professors of psychology once kept themselves awake for ninety hours in order to study the effects upon body and mind. The tests proved that all the functions of the body were affected—heartbeat, blood pressure, body temperature, digestion, activity of the glands, muscular strength and rapidity of movement. Before the end of ninety hours mental efficiency had so decreased that it took twenty minutes to commit to memory a few lines of poetry that either of the professors could ordinarily have learned in two minutes. The bodily symptoms finally became so threatening that it was necessary to end the experiment.

How mistaken, therefore, are the parents who allow their children to be deprived of the necessary amount of sleep! Children used to be taught that to sleep as much as they wished was a lazy and shameful habit that they ought to fight against. Science takes the view that, with children at least, sleep is to be cultivated.

How much sleep do children of different ages need? It is not an easy question to answer. Most of the hygiene authorities recommend about thirteen hours for children of four years, twelve hours for those of six years, eleven hours at eight years, ten and a half hours at ten years, ten hours at twelve years, nine and a half hours at fourteen years, nine hours from fourteen to sixteen years, and not far from eight hours for adults.

The estimates, being theoretical, may be either too high or too low; but a simple way to get at the question is to find out how many hours children of different ages really do sleep. From records of 6,550 children in Germany, 6,180 in England and 3,000 in the United States, the following table has been compiled:

Sleep in Hours and Minutes at Various Ages.

<i>Age</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
German	10:20	9:50	9:25	9:20	9:10	8:55	8:25	7:50
English	10:35	10:30	9:25	9:20	9:20	8:30	8:10	8:00
American	11:14	10:41	10:40	10:13	10:00	10:00	9:36	9:30

Comparison shows that the German and the English children get one or two hours less sleep than the amount fixed by the standards set by the leading medical authorities. That means a loss in sleep of from 400 to 600 hours a year for a single child. The American children, as will be seen from the table, slept from forty minutes to one and one-half hours more than children of the same age in Germany and England, although they slept less than the amount that theory calls for. The children studied in Germany and England were from the poorer classes in the large cities; the American children belonged to the middle-class population of cities and towns in California, Oregon and Arizona. The differences in the amount of sleep reflect the difference in the intelligence of the parents. The averages for American children may be regarded as representing the minimum requirements for the various ages.

But not all children of a given age have the same need of sleep. There are physiological peculiarities that make nine hours of sleep for some children as good as ten hours for others. The wisest course is to make the conditions favorable and to encourage the child to sleep as much as he will. The old-fashioned fear of sleepyheadedness is without reason.

Parents could well afford to go to some trouble to identify and blacklist the things that tend to interfere with their children's sleep. The list would include too much starchy food, bad cooking, too heavy evening meals, tea and coffee, evening arithmetic lessons, nervous excitement, worry, morbid fears, eyestrain, defective teeth and adenoids. All of these sleep disturbers are surprisingly prevalent. Hundreds of thousands of children in the United States drink tea and coffee. Of ten thousand school children in the smaller cities and towns of Minnesota over eighty per cent use tea or coffee daily, and many of them drink from three to six cups.

The nervous child is almost always a bad sleeper. It is likely to be excited by an overactive imagination, hounded by morbid fears, tormented by foolish pangs of conscience, or worried by trivial happenings that a normal child would forget in a few minutes. Fears and anxieties haunt the evening hours of children more often than most persons suspect; for children soon learn to bear pain and sorrow in secret rather than to hazard reproof and misunderstanding by disclosing their troubles to unsympathetic elders.

Home study robs many a nervous child of the margin of sleep that he needs. Besides keeping him up too late it often produces a condition of mental excitement that disturbs his rest all night. Arithmetic lessons, especially, have no business in the evening hours.—*The Youth's Companion*.

Without cheerfulness there can be no healthy action, physical, mental or moral, for it is the normal atmosphere of your being.

The world will be to you very much what you make it. The cheerful are its real possessors, for the world belongs to those who enjoy it.

Alumni.

WHERE THEY TEACH.

- Lucy Clinkenbeard, grades, Neodesha.
Grace Dennis, principal of high school and commerce, Fowler.
Margaret Heigle, Pasadena, Cal.
Ruth Lee, home economics, Mound City.
Mary Walter, English, Rossville.
Mary Pellett, rural school, Robinson.
George O. White, superintendent, Hillsboro.
Emily Gaw, principal, Elsmore.
Harriet Rynerson, Lawrence.
Martha Sargeant, home economics, White City.
Charles Matthews, assistant in English department, K. S. A. C., Manhattan.
Helen Swartz, grades, Robinson.
Clyde O'Dell, superintendent, Franklin.
N. H. Shenk, superintendent, Caney.
Roscoe Cellars, Clay county high school.
Catherine Hill, normal training, Reno county high school, Nickerson.
Helen Moherman, principal high school, Rantoul.
Wilmoth Clark, principal grades, Oswego.
E. A. Flottman, science, Chanute.
Cecil Spicer, chemist, Montgomery, Ala.
Mrs. J. C. Crowell, normal training, Liberal.
Miss Edna Weare, home economics, Anthony.
C. W. Popkins, manual training, Anthony.
Tobias Ziegler, science, Wyoming.
Glenn Patterson, mathematics, Junction City high school.
Robert Yates, science, Frontenac.
J. R. Popkins, biology, Newton.
Norma Gardner, home economics, Severy.
Mabel Marshall, grades, Carthage, Mo.
Evelyn Smith, grades, Carthage, Mo.
Ann Opdyke, Hedgeville, Mont.
Gladys Adamson, Hedgeville, Mont.
Frances Herron, Oswego.
Muriel McFarland, home economics, Coffeyville.
Amy Brandenburg, home economics, Parsons.
Lola Brandenburg, home economics, Teachers' College, Kirksville, Mo.
Lena Miller, home economics, Erie.
Pearl Garrison, home economics, Pocatello, Idaho.
John Garrison, Sylvia.
Ruth Locke, Tuscarora, Nev.
Hazel Thompson, vocational home economics, Labette county high school.
Miss May Long, of the degree class of 1919, is county food demonstrator for Holt county, Missouri.

G. W. Todd, of the degree class of 1915, is located at Center, Saguache county, Colorado.

John Croft, an old S. M. T. N.-er, is now located at Kansas City in the enrollment department of the Robe Auto and Tractor School.

Miss Isa Green, of the degree class of 1919, is associate professor of home economics education in the New Hampshire College at Durham, N. H. Miss Green writes that she has very enjoyable work in this college.

Misses Anna Yates, Helen Moherman and Maude Skinner spent the summer studying in Chicago University.

Miss Loutie Burkholder, a pioneer of S. M. T. N., is food demonstrator for Jasper county, Missouri. Splendid reports of her work there have come to us.

Miss Jennie Hylton, who installed home economics in the Waco, Texas, city schools in 1914, went there as the only teacher in the department. Now at the end of six years Miss Hylton is directing a faculty of nine teachers in home economics, who receive a combined annual salary of more than \$12,000. Miss Hylton took her degree with the 1916 class.

Faculty Changes.

THOSE WHO HAVE GONE ELSEWHERE.

Lyle Brower, professor of drawing and design, resigned early last summer to become a partner in the firm of architects, Brower & Callen, Pittsburg. Mr. Brower was, in length of service, one of the senior members of the S. M. T. N. faculty, having joined it in 1905. He is, therefore, an authority on the history of the institution. He had also been chairman of the TECHNE's editorial committee from its inception. S. M. T. N. faculty people still count Mr. Brower as one of them, are glad he is still a Pittsburger, and wish him a full measure of success in his new profession.

Miss Elsa Schoshusen, kindergarten critic teacher in the training school, resigned at the close of the summer session and is now living in Boston, where the other members of her family had previously gone. Her remaining in Pittsburg would have made necessary longer separations from them than she was willing to be subjected to. Miss Schoshusen had been a member of the S. M. T. N. faculty since 1906, and nearly every girl who has ever studied in S. M. T. N. counts her as a friend. The very best wishes of her former colleagues go with her to her new home.

Miss Laura L. Remer, primary critic teacher, taught in a Colorado normal this summer, and was at her home in Urbana, Iowa, at the last word.

Miss Anne den Bleyker, primary critic teacher, is this year teaching in the Oshkosh, Wis., Normal.

Harold F. Schory, professor of public speaking, is employed by a Minneapolis school of dramatic art that works in connection with the Minneapolis high schools.

J. G. Wilkins, assistant professor of free-hand drawing and wood finishing, is pursuing advanced courses in the Art Institute, Chicago.

J. R. Wells, department of biology, is doing graduate work in the University of Chicago.

Henrietta Pribnow, assistant professor of home economics, is on leave of absence to study in Columbia University.

Octave Irene Dyer, assistant librarian, is teaching Latin in the high school at Snyder, Okla.

H. T. James, instructor in machine shop, entered industrial work in Pittsburg early in the summer.

Preston E. Reed, associate professor of English, is dean of the department of commerce and administration in the Y. M. C. A. College, Chicago.

Bertha A. Bennett, director of physical education for women, spent the summer at her home in Indianapolis.

Ethel Mae Hill, assistant director in the same department, is teaching physical training in the Muskogee, Okla., high school.

Clinton W. Wright, assistant professor of mathematics, who resigned last spring on account of ill health, is supervising the operation of a gold mine at Hillsboro, N. Mex., and is at the same time rapidly improving in health.

W. R. Cleveland, assistant professor of physical sciences, is in business at Glendale, Cal.

Zoe A. Thralls, assistant professor of geography, is teaching the same subject in the normal school at Indiana, Pa.

Bess M. Hayden, intermediate critic teacher, is supervisor of grades 1 to 4 in all the Pittsburg public schools.

Richard R. Sigler, associate professor of biology, is teaching in the University of Indiana and also studying to enter the medical profession.

O. B. Badger, assistant professor of industrial arts, is supervisor of manual training in the Wichita public schools.

Greta E. Smith, assistant professor of home economics, is on the faculty of the Industrial Arts School for Girls at Denton, Tex.

NEW MEMBERS OF THE FACULTY.

Bessie L. Ashton comes from the State Normal School at Farmville, Va., to teach geography. She holds two degrees from the University of Chicago.

John R. Pelsma is the new professor of public speaking. He taught in the Agricultural and Mechanical College of Oklahoma last year. His

A. B. was gained at De Pauw University, his Ph. M. at the University of Chicago, and he has done special work in other institutions.

Helen Clare Gibson is instructor in piano. She is an S. M. T. N. alumna; studied later in Monmouth College, and last year studied piano with Frank La Forge, of New York City.

Madge M. Locke is assistant librarian. She comes from the State Agricultural College.

Agnes M. Allender is critic teacher in kindergarten, stories and literature. She taught last year in the Iowa State Teachers' College, of which she is also a graduate.

Jane M. Carroll is critic teacher for the third and fourth grades of the training school. Her training was gained in the Emporia Normal, S. M. T. N., and the University of Chicago. She taught in Wichita last year.

Ann Helen Carlton is assistant librarian. Miss Carlton is an S. M. T. N. girl.

Elizabeth A. Lathrop is instructor in high-school English. She is a graduate of Downer College, Milwaukee, and has done considerable graduate work in the University of Chicago and the University of Michigan. She was last head of the English department in the Fargo, N. Dak., high school.

Nelle Wren Ayres, critic teacher to the fifth and sixth grades, taught in the Normal College at Dillon, Mont., last year. She is a graduate of the Iowa State Teachers' College.

Marjory Jackson is assistant instructor in voice. She was supervisor of music in the Pittsburg grade schools last year. Her school was the Lawrence Conservatory, Appleton, Wis.

May G. Long is director of physical education for women. In previous years she has held a like position in the Everett, Wash., schools through the winter and in the State Normal at Bellingham, Wash., through the summer. She was trained in the state universities of Minnesota and California and at Columbia University.

Regina K. Frank is assistant in physical education for women. She is a graduate of the Washington State Normal School.

H. V. Hartman comes from a position in the Labette county high school to teach auto mechanics. His training was secured at S. M. T. N. and in practical garage experience.

Jane Cape is teaching nutrition and dietetics. She is a graduate of the University of Wisconsin and taught last year in the University of Cincinnati.

Mary E. Andrews is teaching English and journalism. She was head of the English department in the El Dorado, Kan., high school last year. She was educated in the University of Kansas and the University of Wisconsin.

Elizabeth P. Moulton teaches biology and general science. Last year she was on the faculty of the Iowa State Teachers' College. She was educated in Brown University, Providence, R. I.

Goldie Avery, an S. M. T. N. girl, fills the new position of recording clerk to the registrar.

Lillian M. I. McLean, primary critic teacher, is again in her classroom after a year's leave of absence spent at Columbia University.

Miss Lois L. Goff fills a new position in S. M. T. N., that of secretary to the college Y. W. C. A. She is a graduate of the University of Missouri and has had special training in the School of Social Service, St. Louis, and in the Y. W. C. A. National Training School, New York.

L. E. Curfman is professor of civil engineering and applied mathematics. He was Pittsburg's city engineer for several years, and during the war was a colonel of engineers. Mr. Curfman was educated in the University of Illinois.

Elsie Bowman is instructor in drawing and public-school art. She came to S. M. T. N. from Pueblo, where she was drawing supervisor in the city schools.

Elizabeth Fleeson is a new member of the department of biology. She taught last year in the University of Minnesota. She holds a master's degree from the University of Kansas.

Harry Hall, University of Missouri, is also in the department of biology. He taught last year in the Joplin high school.

Miss Lewise Jordan is instructor in millinery and dressmaking in the department of home economics. She taught in Duluth high school last year.

Lester Reppert, after an absence of three years, has rejoined the faculty to teach printing. He was in the newspaper business at Anthony, Kan., last year.

"Such education as man gives himself to-day prevents each new generation from stagnating in brutish ignorance, folly and pain. But far better education is needed to reduce the still appalling sum of error, injustice, misery and stupidity. Consider, for example, our present behavior toward war, labor and welfare. Even the most civilized nations have not yet learned to settle international disputes by a court of expert judges, or to prevent national violence and law breaking by an international police. Theft, arson and murder are still honored, provided they be done wholesale by a nation. And the wise opinion is that the only sure preventive of war is by educating men to think of it as a futile crime."—*Thorndike*.

Cheerfulness is not only power; it is mental progression, and health and happiness and long life to yourself and to your friends and family.

