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THE TECHNE

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

JANUARY, 1921

Teacher Shortage Remedies.

So organize your work and crystallize public opinion in your town that to the successful teacher are offered:

1. Attractive working conditions.
2. Genuine hospitality.
3. Social advantages which her position warrants.
4. Association with the brightest minds and finest characters.
5. A salary which will attract and retain.
6. A salary which places a premium on efficient service.
7. A salary which provides for advancement in such manner as to emphasize improvement or growth in service.

As a matter of wise public policy the best teachers should be held in the profession and the most capable young men and women should be induced to take up teaching as a career.

How can this be done?

There is but one answer to this question, and that is by making the salaries, the living conditions and the working conditions of our school teachers as inviting as the salaries, living conditions and working conditions in other vocations and professions.

In the end so-called economy in teachers' wages will bring far more disastrous results to the public than to the teachers themselves.—*School Life*.

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PITTSBURG, KANSAS

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 4

JANUARY, 1921

No. 1

EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

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.

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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Standards for Public Speaking Contests.

J. R. PELSMA, Professor of Public Speaking, S. M. T. N.

Have you ever entered a candidate in a public-speaking contest, and after the verdict gone home so disgusted with the decision that you vowed you would never again have anything to do with a similar contest? Yes? Shake. Have you ever been a judge in a public-speaking contest where there were six or more candidates and found a unanimous agreement as to the ranking of the several contestants? Now, frankly, do you know of any contest of any sort where there is such a manifest lack of unanimity as in a contest in public speaking?

There are at least two reasons: (1) Judges are seldom competent; and (2) when competent they fail to use like standards.

Because a man possesses sound judgment in business, art, science, etc., does this qualify him to know values in an oratorical or declamation contest? Are men ever selected to judge a musical contest just because they occupy a prominent position in the community? And the chances are that the average citizen knows as much about music as he does about public speaking or literary interpretation; that he can sing as well as he can read; and that he has studied harmony as much as he has the technique of speech. But is he ever mandamused to pass out medals at a sangefest or an eisteddfod? Unfortunately, unqualified men and women must often be used to judge public-speaking contests, because competent persons are not always available.

Even within the profession there is often a great disagreement as to what constitutes proper standards, and a still greater variation in the application of such standards. Lack of standardization is the one big cry in the whole field of speech education.

Space does not permit a discussion of the various attempts during the past twenty years to agree on a criteria for judging contests. Twenty years ago elaborate score cards were frequently presented to judges, but often so complex that the judges, either through ignorance or indifference, refused to use them. They preferred to just "lump it off."

Unless we can agree on the relative value of the more important points our contests will continue to be disappointments, and moreover, they will prove a deterrent, rather than an incentive, in promoting interest in the art of oral expression.

We would like to see the antiquated and obsolete "oratorical" replaced by a modern and practical "speech" contest, and the "Bobby Shaftoes - Curfew Must Nots" by a contest in *reading*. However, as long as we must have these "oratorical pyrotechnics" and the "yallercutin," would not the following score cards afford just criteria by which to judge them?

FOR ORIGINAL ORATORICAL CONTESTS.

1. Composition (50).

A. Material.

(a) Originality	5
(b) Purposefulness	5
(c) Appropriateness	5
(d) Interest	10

B. Style.	
(a) Clearness	5
(b) Power	5
(c) Eloquence	5
(d) Unity	10
2. Delivery (50).	
A. Platform bearing	10
B. Emphasis	10
C. Force	10
D. Voice	20
	100

FOR DECLAMATION CONTEST.

1. Choice of selection (20).	
A. Length	5
B. Appropriateness	5
C. Quality	10
2. Delivery (80).	
A. Spirit	15
B. Platform bearing	15
C. Emphasis	15
D. Force	10
(a) Loudness.	
(b) Volume.	
(c) Intensity.	
(d) Stress.	
E. Voice	25
(a) Enunciation.	
(b) Purity.	
(c) Melody.	
(d) Quality, etc.	
	100

Rural Teachers Have Little Training.

Studies made by the Bureau of Education just before we entered the World War indicated that in the country at large 4 per cent of the rural teachers had less than eight years of elementary school; 22 per cent had no high-school education; 55 per cent had less than four year's of high school education. Only 45 per cent were high-school graduates and only 10 per cent graduates of normal schools or colleges. In one of the richest states of the Northwest only 8.2 per cent of the rural and village teachers were graduates of normal schools and colleges; 52.6 per cent had less than high-school education. In one of the Western states 58 per cent of the teachers had high-school education; 42 per cent had no higher education, and only 8 per cent had as much as four years beyond high school. In many states conditions are still worse. Besides having had little general education and little or no professional training, the great majority of rural teachers have little of the power and skill that can come only from experience. On the average, they teach less than 48 months before quitting school for other occupations. In some states the average life of the teacher is less than half this. The average age of the country teacher is less than 25 years. In one state the average of country and village teachers was, before the war, 23 years, and the average time which they had been teaching was only 2 years.

Much more than one-half of all the teachers of the United States have had less preparation than two years beyond the high school, and more than one-half did not teach long enough to acquire the skill which comes from experience.

Remembering that the teacher makes the school and that the school can never be better than the teacher, what can we expect from conditions such as these?—*School Life*.

Summary of "How to Study."

1. Keep yourself in good physical condition.
2. Attend to, remove or treat physical defects that often handicap mental activity, such as defective eyesight, defective hearing, defective teeth, adenoids, obstructed nasal breathing.
3. See that external conditions of work (light, temperature, humidity, clothing, chair, desk, etc.) are favorable to study.
4. Form a place-study habit.
5. Form a time-study habit.
6. When possible, prepare the advance assignment in a given subject directly after the day's recitation in it.
7. Begin work promptly.
8. Take on the attitude of attention.
9. Work intensely while you work. Concentrate.
10. But don't let intense application become fluster or worry.
11. Do your work with the intent to learn and to remember.
12. Seek a motive or, better, several motives.
13. Get rid of the idea that you are working for the teacher.
14. Don't apply for help until you have to.
15. Have a clear notion of the aim.
16. Before beginning the advance work, review rapidly the previous lesson.
17. Make a rapid preliminary survey of the assigned material.
18. Find out by trial whether you succeed better by beginning with the hardest or with the easiest task when you are confronted with several tasks of unequal difficulty.
19. In general, use in your studying the form of activity that will later be demanded when the material is used.
20. Give most time and attention to the weak points in your knowledge or technique.
21. Carry the learning of all important items beyond the point necessary for immediate recall.
22. You must daily pass judgment as to the degree of importance of items that are brought before you, and lay special stress on the permanent fixing of those items that are vital and fundamental.
23. When a given bit of information is clearly of subordinate importance and useful only for the time being, you are warranted in giving to it only sufficient attention to hold it over the time in question.
24. Make the duration of your periods of study long enough to utilize "warming-up," but not so long as to suffer from weariness or fatigue.
25. When drill or repetition is necessary, distribute over more than one period the time given to a specified learning.
26. When you interrupt work, not only stop at a natural break, but also leave a cue for its quick resumption.
27. After intensive application, especially to new material, pause for a time and let your mind be fallow before taking up anything else.
28. Use various devices to compel yourself to think over your work.

30. Form the habit of mentally reviewing every paragraph as soon as you have read it.

31. Don't hesitate to mark up your own books to make the essential ideas stand out visibly.

32. Whenever your desire is to master material that is at all extensive and complex, make an outline of it. If you also wish to retain this material, commit your outline to memory.

33. In all your work apply your knowledge as much as possible and as soon as possible.

35. When the material to be learned by heart presents no obvious rational associations, it is perfectly legitimate to invent some artificial scheme for learning and recalling it.

36. In committing to memory a poem, declamation or oration, do not break it up into parts but learn it as a whole.

37. In committing to memory, it is better to read aloud than to read silently and better to read rapidly than slowly.

38. If your work includes attendance at lectures, take a moderate amount of notes during the lectures, using a system of abbreviations, and rewrite these notes daily, amplified into a reasonably compendious outline, organized as suggested in Rule 32.

From the excellent manual, "How to Study Effectively."—*Whipple*.

The Educational Emergency.

(Suggestions at the Superintendents' Section, National Citizens' Conference on Education, May 19, 1920.)

Suggestions as to means of recruiting teachers:

1. Salaries must be raised to reasonable living wage.
2. Qualifications raised and salaries graded on training and experience.
3. Better housing conditions for teachers, and social recognition of the service.
4. Make profession attractive for more men teachers.
5. Furnish employment for twelve months in the year.
6. Certificates, based on training and experience, to be issued by the state.
7. Security of tenure.
8. Graded salaries, increasing with successful experience.
9. Pension system financed by the state.
10. Equalized support, assuring specific amount for each pupil.
11. Provision for training of teachers in service.
12. Subsidy for teachers taking normal training.
13. Teachers' participation in school administration.
14. Enforcement of compulsory educational laws.
15. Widespread publicity for need of trained teachers.

Suggestions as to means of raising school revenues to meet the emergency:

1. Give 50 per cent of all fines and forfeitures to support of schools.
2. Poll tax to be levied or increased.
3. Collect royalties on natural resources and public utilities.
4. Tax on banks and corporations.
5. Inheritance tax.
6. Proceeds of sale of school lands.
7. Fifty per cent of income tax and excess-profit tax to support of schools.
8. State to guarantee fixed sum per child to be educated.
9. Distribute school money on basis of ability and effort.
10. Federal aid for state school systems.
11. State to furnish 50 per cent of school revenues.

Outstanding Features of the Delaware School Code (1919).

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

Proper school organization is fundamental to an efficient school system. Some of our states are waking up to this fact and have completely reorganized their school laws to conform with the best school and business experience, and with the opinion of leading, unprejudiced educators. One of these states that has a new school code effective this year (1919) is the little state of Delaware.

The following are the outstanding provisions of this progressive legislation:

1. The State Board of Education is composed of five citizens of the state, appointed by the governor for a term of five years.

2. The State Board of Education appoints the state commissioner of education and fixes his salary.

3. The State Commissioner of Education must be a graduate of a standard college, have not less than two years of academic and professional graduate preparation in a standard university, and not less than seven years' experience in teaching and administration. There are no restrictions as to residence.

4. No public school with only one teacher, unless otherwise authorized by the State Board of Education, shall attempt more than the first six grades of elementary school work.

5. English shall be the only language employed and taught in the first six grades of the elementary schools.

6. The State Board of Education shall prescribe the textbooks to be used in all elementary schools and in all high schools of the state. The state textbook list shall be an open list, that is, a list from which the local school authorities may choose.

7. This list of textbooks shall be printed in such quantities as to provide each public school official and teacher with a copy.

8. The State Board of Education and State Commissioner of Education shall cooperate with county boards of education in the consolidation of the schools under the jurisdiction of county boards of education.

9. The State Board of Education is authorized, empowered, directed and required to contribute twenty per cent of the total first cost of the grounds, buildings and equipment of such consolidated school; provided, that in no fiscal year shall the amount so contributed exceed ten thousand dollars, and provided, the plans for such consolidation and the plans for such grounds, buildings and equipment be approved by the State Board of Education.

10. The general administration and supervision of the free public schools and the educational interests of each county, with the exception of the special school districts (cities), hereinafter created and designated, shall be vested in a county board of education.

11. The county board shall be elected from the residents of the county at a school election. Nominations are made by petition of not less than twenty-five qualified voters. Candidates shall be entered in the ballot alphabetically without party designation.

12. The county board of education shall appoint, as its executive of-

ficer, a county superintendent of schools, who shall also be the secretary of the county board of education.

13. The county superintendent shall attend all meetings of the board except when his own tenure, his salary, or the administration of his office are under discussion, and shall have the right to advise upon any question under consideration, but shall have no vote.

14. All the governing and administrative school boards and committees of every school district in the state, except special school districts (cities) designated, are abolished, and the jurisdiction of the free public schools in such districts shall pass to the county board of education.

15. The county board of education is authorized, empowered, directed, and required to maintain a uniform, equal and effective system of free public schools throughout the county.

16. The school year in all regular day elementary schools and all regular day high schools of the county, outside of the special school districts, shall be not less than 180 days.

17. The county board of education is authorized, empowered, directed, and required to provide ample, appropriate, and suitable grounds, buildings, and equipment for all the needed schools of the county.

18. Schools in or near the division line of two counties shall be free to the children of each county.

19. The county board of education shall not maintain any single one-room school, without the written approval of the state commissioner of education, which during the three preceding school years has had an average daily attendance of less than twelve pupils. But when such a school is closed, the county board of education shall arrange through the county superintendent of schools, and shall pay, when necessary, for the transportation of the children concerned to and from the nearest school maintained by the board.

20. The county board of education shall, on the written recommendation of the county superintendent of schools, appoint all principals, teachers and all other regular employees, and fix their salaries.

21. The county board of education shall purchase and distribute free of charge to all day elementary, and all day high-school pupils, such textbooks as are necessary to carry on the adopted courses of study.

22. The county board of education of each county shall appoint a county superintendent of schools. No person shall be eligible for appointment to the office of county superintendent of schools who does not hold from the state commissioner of education a certificate in administration and supervision.

23. The county superintendent of schools shall receive such compensation as the county board of education shall direct; provided, that no county superintendent of schools, appointed to office under the provisions of this section, shall be paid an annual salary of less than \$2,700.

24. The county superintendent of schools shall nominate in writing for appointment by the county board of education, and fix their salaries, all principals, all teachers, and all other regular employees of the board, shall assign to them their positions, transfer them as the needs of the schools require, recommend them for promotion, suspend them for cause, and recommend them for dismissal.

State Aid for Country Schools.

WHAT TEXAS IS DOING.

The purpose. The purpose of the appropriation of two million dollars by the thirty-fifth legislature for the aid of the country schools is to promote the country school interests of the state by aiding and encouraging the people of the rural districts to support their schools liberally by local taxation, to provide attractive school grounds and erect modern school buildings, to improve the sanitary and hygienic conditions for the sake of the health and morals of the children, to install the equipment necessary for effective teaching, to employ better trained teachers and have longer school terms, to establish a high ideal of what a country school ought to be, and finally, to have confidence in the country school as an effective agency in the making of better citizens.

Education the duty of the state. In a democracy it is the duty of the government to educate its citizens; and the purpose of a public free school system is to inculcate and perpetuate democratic ideals. The thirty-fourth legislature, in response to a popular demand, and actuated by a desire to continue the good work so well begun, showed wisdom and foresight by making a more generous provision for the purpose of encouraging better country schools.

The principle of state aid is correct. It seems to be generally accepted that the principle of state aid is correct and that the children of the rural communities should be given an equal educational opportunity with the children of the towns and cities. With the immense resources which this state possesses, there is no legitimate reason why the children of the country districts should not be the most fortunate in the land. With their free outdoor air and rural environment, they have many advantages over the children of the urban communities, and with adequate school facilities it ought to be easy to develop them into strong, intelligent, moral men and women.

State aid as a perfect equalizer the ultimate aim. Since the passage of the million-dollar appropriation for country schools many questions have arisen as to its function and possibilities in the improvement of the schools of the state. These questions usually have been directed to important points—one as to the amount of money that should be appropriated for rural school purposes, and the other being a question of distribution. The state superintendent of public instruction has made a very careful study of state aid from every standpoint affecting the interests of the schools. It is his opinion that state aid should be extended in the amount necessary to make the term of school in any district in the state nine months where it is possible for the children to attend that period of time. There should be no distinction made as to size of district, wealth of the community, or number of children to attend school.

Under present conditions state aid is most effective of good results when granted as a premium, so to speak, on local effort. Public sentiment at the present time is much stronger in support of good country schools

on account of the million-dollar appropriation than it could possibly have been without it. State aid, therefore, extended as a perfect equalizer of educational opportunity to all the children of all the people would be and must necessarily be the ultimate aim of the friends of education in this state.—*Biennial Report, State Superintendent of Public Instruction, Texas.*

The District School.

Now that school days have come round again, you may find that your class wishes to give an entertainment that will bring in money to help some school organization. Give a scene from an old-fashioned school. It will interest older persons and so insure a large attendance, and it will not entail expensive costumes or much preparation of any kind.

All that you will need for the stage setting is a plain wooden table, some benches without backs, a big clock, a sheaf of hickory sticks, a water bucket, a map, a blackboard and some chalk, books, paper and pencils.

Introduce various characters that your audience will recognize. Have one of the girls take the part of the star pupil; the teacher should favor her on all occasions, allowing her to pass the water, sit in the back seat, and so forth. Let one boy play the part of the dunce and another that of the bad boy. They should keep the teacher busy with their pranks, tease the girls with toy bugs, set the clock ahead and take bites out of the other pupils' luncheons.

The girls should wear print dresses, the boys, overalls and shirts; but it is well to have a few citified pupils—girls dressed in stiff-starched dresses and large, bright-colored hair ribbons, and boys in white shirts, dark trousers and Eton collars. They will serve as butts for the mischief-loving bad boy and his friends. All the pupils should carry dinner pails.

To show a routine school day of your grandmothers' time let the pupils recite in singsong voices, and, if possible, from schoolbooks that are fifty years or more old; such books contain mistakes that will amuse an up-to-date audience. Introduce recitations of the multiplication tables, a singing geography lesson and a spelling bee.

For the afternoon session show various extras, such as a visit from the school committee, who examine the pupils. Then have the pupils lock the teacher out until he promises them a treat. Or represent the familiar Friday afternoon program, when every child has to speak a piece. Choose the old-fashioned poems in the old readers; the grandparents in the audience will probably recognize the selections and be able to recite them perfectly, for in the old days books were so scarce that the pupils were taught to memorize the verses printed in the readers.

The teacher should use as long words as possible, and should punish the pupils severely for all mistakes.

When recess is announced have the pupils eat their luncheons of pie, cake and sandwiches from dinner pails and baskets, wander from one desk to another, visit one another and keep up a continuous chatter. Serve the audience at the same time, but in more orderly fashion.—*The Youth's Companion.*

Cheerfulness.

A cheerful man extracts all the innocent joy he can out of the time as it passes, and does not worry. He does not fret and forebode and spoil life's sunshine to-day, in the fear that there may be no sunshine to-morrow. He is not disturbed by small evils, for he knows that the chief secret of comfort lies in not suffering trifles to vex him and in prudently cultivating an undergrowth of small pleasures, since great ones rarely come to any of us, and never last long. It is the little everyday pleasures and enjoyments that are the most satisfying. Live to-day, instead of living in anticipation of a good time to-morrow. Do not grumble, but use to the full the resources of happiness that are available. Happiness depends upon the treatment of what we have, and not of what we have not. Happiness is made, not found; it comes from within and not from without. If we will keep well and live long and be happy, we must open our hearts to the healing influences of nature and cease to despise simple pleasures. Let us adapt ourselves to existing circumstances and use the opportunities of enjoyment that come our way, cultivating small pleasures, making the most of our blessings and always trying to look on the bright side of things, and happiness will surprise us unawares. The world is like a looking-glass. Laugh at it, and it laughs back; frown at it, and it frowns back. "Each of us," says Ruskin, "as we travel the way of life, has the choice, according to our working, of turning all the voices of nature into one song of rejoicing, or of withering and quenching her sympathy into a fearful withdrawn silence of condemnation, or into a crying out of her stones and a shaking of her dust against us." Nothing is better understood than that there is a connection between cheerfulness and good digestion. What an astonishing amount and variety of food can be disposed of and perfectly digested at one sitting of two or three hours by a company of cheerful and happy, not to say jolly and merry, old friends. This one fact is worth more than all else to show the dependence of the digestive powers on the state of the mind.

Emerson says: "The more of cheerfulness or good temper that is spent, the more of it remains." Cheerfulness is helpful every day and every minute. It grows upon itself and is contagious. It gives elasticity to the spirit; specters fly before it, difficulties cause no despair, for they are encountered with hope, and the mind acquires that happy disposition to improve the opportunities which lead to success. Without cheerfulness you cannot enjoy perfect physical, mental or moral health. The best tonic in the world is that which is imparted to the body through the mentality. Just to be glad—this is the cry of the human heart. Gladness is the power to live in the present; to make the moment rich either with work or contemplation. To dwell on the care and vicissitudes of life is to court sorrow, ill health, despondency and death. The mind that considers too closely the evils of the world comes finally to partake of the character of those evils.

Learn to laugh. Cultivate the "nonsense" in you. Cultivate that part of your nature that is quick to see the mirthful side of things, to the end

that thus you shall be enabled to shed many of life's troubles as the plumage of the bird sheds rain. Fun is better for a sick child than medicine; and, after all, we are but grown-up children. Whether sick or well, we should endeavor to be cheerful. So, cheer up! Our misgivings may not be true. Remember that cheerfulness is one of the best tonics in the world.

Learn how to live.—From the *American Journal of Clinical Medicine*.

NOTE.—Other quotations in this number from same journal as above.

State School Fund.

There should be established an adequate school fund based upon the principle that the state is to share in the support of education in every town and city. It is not enough that a state educational fund should be raised and expended on the principle that the strong should bear the burdens of the weak. The question should not be approached with the idea that every locality is finally responsible solely to itself for the education of its youth, and that the state enters the situation only when it finds some towns too poor to maintain schools. As a matter of fact, the state is as much responsible for the quality of educational opportunity in one town as in another, and it should have the means of pursuing an educational program that will result in making every community of the state answerable to the commonwealth as a whole for the education it gives. This result cannot be secured unless the state itself participates in the maintenance of education throughout its borders.

The question is largely one of responsibility for education. The district system, abolished long since, rested upon the principle that the local neighborhood was responsible alone for the education of its children. That system was found to be entirely inadequate as a just means of providing educational opportunity. The people now have no hesitancy in recognizing their responsibility for the quality of educational opportunity afforded within the limits of a town or city. The arguments for extension of this responsibility to the state as a whole are precisely the same and equally as good as those that were made for the extension of responsibility from the school district to the town. A state school fund based on the principle of the participation of the state in the support of schools would at once raise the level of educational opportunity in those places where it is now below a standard that will be acceptable to public opinion of the state, and would at the same time equalize the burden of maintaining public schools.—*State of Massachusetts Report, 1919*.

Smiles are little things, cheap articles to be brought with so many blessings, both to the giver and the receiver. They are the higher and better responses of nature to the emotion of the soul.

There are great advantages in the way of health that come to the person who is cheerful, buoyant and happy, seeing the bright, even the ludicrous, side of the affairs of life.

S. M. T. N. News.

The Home Economics sorority of Phi Epsilon Omicron and other students and teachers in the Department of Home Economics contributed fifty dollars towards establishing a similar department in the Constantinople College for Women. It is the intention of those backing this movement to send an American woman to Constantinople to teach these branches.

S. M. T. N.'s commercial department reports an unusually successful season of evening school work. Not only is there a large enrollment, attendance is regular, which counts far more, and the students are working hard. Typewriting, shorthand, bookkeeping, and penmanship are taught.

All back numbers of THE TECHNE except the issue of December, 1918, are available and any of them will be mailed on request.

The Department of Home Economics is beginning the publication of a quarterly bulletin that will record in permanent form for the advanced students the findings of their laboratory work and offer to alumnae and other teachers of the household arts useful materials for the classroom and many practical suggestions for school and home. Department students will receive this bulletin free; the subscription price for all others is fifty cents.

Following is a list of the thirty-one extension classes that were under S. M. T. N. supervision November 1. The list does not include the many opportunity courses given in the evening school. A number of these classes are very large. Enrollment was not complete at the date the list was compiled, hence attendance figures would have been too small by the date of publication and are not included:

<i>City.</i>	<i>Subject.</i>	<i>Instructor.</i>
Columbus, Kan.	Sociology	G. W. Trout.
Carthage, Mo.	Sociology	G. W. Trout.
Joplin, Mo.	Economics	G. W. Trout.
Pittsburg, Kan.	Sociology	G. W. Trout.
Baxter, Kan.	Industrial History	O. F. Grubbs.
Girard, Kan.	Modern History	O. F. Grubbs.
Galena, Kan.	Economics	O. F. Grubbs.
Pineville, Mo.	Economics	O. F. Grubbs.
Arma, Kan.	American History	J. H. Bowers.
Chanute, Kan.	American Government	J. H. Bowers.
Pittsburg, Kan.	American Government	J. H. Bowers.
Coffeyville, Kan.	American History	Anne Caseley.
Independence, Kan.	English History	Anne Caseley.
Fort Scott, Kan.	English History	Anne Caseley.
Fort Scott, Kan.	Child Psychology	Frank Deerwester.
Neosho, Mo.	Child Psychology	Frank Deerwester.
Oswego, Kan.	Measurements	Edgar Mendenhall.
Joplin, Mo.	Nature Study	Dr. O. P. Dellinger.
Pittsburg, Kan.	Anatomy and Physiology	Dr. O. P. Dellinger.
Olathe, Kan.	Nature Study	W. E. Ringle.
Fort Scott, Kan.	Nature Study	W. E. Ringle.
Joplin, Mo.	Literary Criticism	Ermine Owen.
Joplin, Mo.	Astronomy	J. A. G. Shirk.
Parsons, Kan.	Heating and Ventilation	J. A. Yates.
Mulberry, Kan.	Basketry	Vivian Atwood.
Coffeyville, Kan.	Spanish	S. J. Pease.
Pittsburg, Kan.	Household Management	Annie Marriott.
Pittsburg, Kan.	Nutrition and Dietetics	Jane Cape.
Pittsburg, Kan.	Food Hygiene	Jane Cape.
Pittsburg, Kan.	Bacteriology	Elizabeth Pleeson.
Scammon, Kan.	Geography of South America	Eulalie Roseberry.

Although cheerfulness of disposition is very much a matter of inborn temperament, it is also capable of being trained and cultivated like any other habit.

The Trend.

Approximately 6,400 schools in the United States are equipped with motion picture machines.

An educational survey of Wilmington, Del., has been planned. It will be made by the Bureau of Education.

In the most recent investigation of "school survival" in 80 city school systems, the Bureau of Education finds that out of 100 pupils that start to school in the first grade, 17 complete the fourth year of high school.

The shortage of teachers is reported still to be acute. Inquiries were sent out to 3,468 superintendents by the National Education Association and 1,492 replies were received. A tabulation was made October 12. Every report was signed by the county or district superintendent. The number of teaching positions included was 211,668. The actual shortage was 14,086. The number of teachers below standard was 23,318. Kansas reported a shortage of 185 with 491 below standard.

The report of this investigation closes with these stirring words: "The drive should be for a competent, well-trained teacher for every boy and girl in America. Until this shall have been accomplished, approximately, it cannot be said that the teacher situation is not a serious problem."

The educators of the state of Washington have gone on record for the county-unit plan of school organization. Under this plan the county and not the small school districts are made the unit of school taxes. There will be a county board of perhaps five or seven who shall choose the county superintendent on a nonpolitical basis, from anywhere, as city superintendents are now chosen, and fix his salary. Washington educators evidently realize that this is the only solution of the rural school problem.

State Superintendent of Education Sam A. Baker, of Missouri, in a recent circular, submits the following definite recommendations for improving educational conditions in his state:

1. A county unit for taxation and maintenance and equal school privileges.
 2. Larger revenue for rural schools.
 3. Mandatory physical education.
 4. Higher qualifications for teachers.
 5. A minimum-wage law for teachers, based upon training, experience, and efficiency; minimum to be \$100 per month.
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The Lincoln School of Teachers' College has issued a very attractive illustrated booklet of mathematical talks by pupils of this school. The making of graphs has received much attention even in the grades.

Massachusetts has a law passed in 1919 which provides for the determination of the number of children retarded in mental development and making provision for their instruction. The fundamental purposes of the law are: (1) To discover those children of school age who are so retarded in mental development that they can derive but little benefit from the regular academic work of the schools; and (2) to provide for them a practical type of training and supervision which will enable them, so far as possible, to become safe and self-supporting members of society.

A minimum salary of \$1,200 a year for rural teachers, commencing in 1921-'22, is receiving support in Idaho.

Indiana is reported to have at the present time 1,002 consolidated schools, being 45 per cent consolidated. Kansas has approximately 140.

Bad roads are no longer regarded as obstacles to consolidation. This is evidenced by the fact that public transportation has been established all over the country, regardless of road conditions. It has well been pointed out that in spite of the fact that many roads have been bad and at times impassable, it can hardly be said that they form any greater obstacle to school consolidation and transportation than they do to local, social and business communication; in fact, consolidation will assist in directing public attention to the needs of permanent road improvement. All over Indiana, Minnesota and North Dakota where, due to severe winters and the kind of soil, road conditions are not always the best, transportation is universally giving satisfaction. It is related that at Brewster, Minn., where they have two auto busses and four horse hacks, there has been no failure this year of a bus to arrive. But what if an occasional day is missed? Do not the children who have to attend the one-room school have to stay home days and even weeks on account of impassable roads? In the spring of the year, when the thaws come and the roads are broken up for about two weeks, schools can arrange, as many do, to have their spring vacation at that time.

Two resolutions of the National Education Association should be made outstanding: (1) To furnish all children of the nation, whether *rural* or urban, equal educational opportunities; (2) to pay equal salaries for equal service to all teachers of similar training, experience, and success.

Alumni News.

Married, at Muskogee, Okla., October 10, 1920, C. M. RUSS and MISS MAMIE VIVIAN SCHIEBERL. Mr. Russ is an old S. M. T. N'er and the son of R. S. Russ.

Married, at Alva, Okla., MR. WILLIAM PERRY and MISS KATIE MORGAN.

Married, at Kansas City, Kan., October 28, 1920, ROE E. CLARK and MISS EDNA NICHOLS. Mr. and Mrs. Clark are both 1920 degree graduates and members of the alumni association.

WHERE THEY ARE LOCATED.

ELLEN CAREY is teaching domestic science in the seventh and eighth grades at St. Paul, Minn.

ROBERT BROADLICK is superintendent at Mound Valley, Kan.

JULIA MCQUISTON teaches mathematics in the Cherryvale, and BERTHA LANCE in the Liberal, Kan., high schools.

FRANK VIETTI is located at Orange, Texas.

The linotype machine which the printing department had been waiting for for several months has arrived, been set up, and is in use in the printing classes.

Manual Normal College is the first normal school to have a chapter of Phi Upsilon Omicron, a national professional fraternity for students of the household arts. The other chapters are at the state universities of Minnesota, North Dakota, Ohio, Wyoming, Idaho, and the Montana State College. The local chapter, now counting twenty members, was installed in July by the national officers. Only junior and senior girls are eligible, and their grades must rank them in the upper two-fifths of their class. Admission to the fraternity is considered the highest honor that can come to a student of home economics. One main purpose of the fraternity is to place household arts on the same scholarship basis as other studies and to keep them there. Miss Edith E. Casseday, assistant professor of home economics, is a charter member of the mother chapter.

OUR RURAL SCHOOLS.

WHEN the general policy of the nation is to build consolidated schools wherever feasible, we shall be able to train teachers effectively for the rural schools. When we provide buildings and equipment which are the equal of those provided in the villages and cities; when we maintain schools in the country for a period of time equal to that which prevails in villages and cities; when we offer courses of study equal in every respect to those offered in the villages and cities, then we shall be able to accord equal justice to the eleven million boys and girls living upon the farms of America, by affording them educational opportunities which shall be the equal to those afforded the eleven million boys and girls living in the villages and cities of America. Then we shall redeem the shortcomings in America's policy of education and comply with the fundamental laws of the several states as expressed in their constitutions.—HON. THOMAS E. FINEGAN, *State Superintendent of Public Instruction, Harrisburg, Pa.*



THE legislature shall encourage the promotion of intellectual, moral, scientific and agricultural improvement by establishing a uniform system of common schools, and schools of a higher grade, embracing normal, preparatory, collegiate and university departments.—*Constitution State of Kansas.*

