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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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FEBRUARY, 1921

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## What is it to be Educated?

Life offers but one condition, activity, ceaseless, contemporary, creative activity. Each day the soul stands face to face with a wealth of possible experience so varied, so inexhaustible, so magnificent that the pulse beats with a divine excitement, and existence itself becomes a high adventure. To live in the spirit, to identify one's self with life, with eager, pulsating abundant life—this is to be educated. It is to live eternally. I say it reverently—it is to know God.

—C. Hanford Henderson.

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PITTSBURG, KANSAS

VOL. 4.

No. 2.

# THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

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VOL. 4.

FEBRUARY, 1921.

No. 2.

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## EDITORIAL COMMITTEE.

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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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## Interschool Competition for the Grade Schools.

DR. G. W. WEEDE, Physical Director, S. M. T. N.

Teachers in the elementary schools will find interschool competition in athletic enterprises a most potent factor in stimulating an interest in these activities in their own school. So often teachers complain that the children of the schools, after the first few weeks of outdoor running and jumping, tire of or lose interest in the same, and little or no real progress is made. Yet experience has taught them that these same activities are of great benefit in coordination and should be indulged in in the open air by all healthy growing children.

Interest in these exercises can, I believe, be more easily kept active by the cooperation of the teachers in several neighboring schools or some organization of the city, township or county schools for the purpose of holding interschool competition. This at least has been the experience of the teachers of the grades in Crawford county, Kansas. With the hope that others may inaugurate a similar plan and experience the same benefits, perhaps a little review of the Crawford County Grade School Track Meet and Athletic Day program may be of interest.

J. W. Miley, Crawford county superintendent of schools, acting with the Physical Educational Department of S. M. T. N., supervises this meet each year. It is held the last week in April, and more than one thousand children, representing thirty schools, usually compete. The program is divided into two parts. In the morning, starting at nine o'clock, playground ball tournaments for both boys and girls are the order, and in the afternoon from one o'clock to 5:30 a track meet for both boys and girls is arranged. The events for this meet are divided into three classes, as follows: below 85 pounds; between 85 and 110 pounds; and an unlimited class, those weighing more than 110 pounds.

Last year the playground ball tournament, in which twenty-two boys' teams and seventeen girls' teams competed, required sixteen diamonds on the campus for the preliminary rounds. The preliminary games were limited to one-half hour in length, and the winners of each round were decided by the score of even innings at bat. The semifinal and final rounds were allotted three-fourths of an hour to play. Drawings for all these games are arranged as soon as the entries have closed. The diamonds used are numbered, and each school is assigned a definite diamond on which to play at a given time. Umpires at each diamond are instructed where the winner of each match plays its next contest, and if details are properly arranged in advance, everything can be carried out without a hitch on a time-and-place schedule. In the above tournament sixteen competent umpires were necessary, and the teachers of each school kept the scores on separate sheets, which after each game were turned in to the umpire in charge. Each school should be instructed beforehand to bring its own ball and bats. The umpire may select the best ball with which to play the game and rule on the legality of bats. To avoid needless consumption of time we always count three strikes out. Individual medals were given the members of each of the winning teams.

Two months before the date of Athletic day notification of events to be contested and rules for each event are sent all the schools in the county. This familiarizes each teacher with the rules of each event. The practice of these events stimulates the enthusiasm which makes for increased effort day by day and keeps active the interest to the end of the school term. Were it not for the hope of competition in the big grade meet this interest would lag and die out. In the cities each building is considered a unit and competes by itself. Four weeks before the date of the meet entry blanks are sent out for the track events and playground ball tournament. A sample track entry blank follows:

## ENTRY BLANK,

CRAWFORD COUNTY COMMON SCHOOL TRACK MEET, SATURDAY,  
APRIL 24, 1920, PITTSBURG NORMAL FIELD.

Name of school.....

Name of contestant..... Weight.....

.....  
(If from a city, give name of ward building.)

**85-pound Class.** (Not over 85 pounds.) Check here.

Boys' 50-yard Dash.....

Boys' Running High Jump.....

Boys' 440-yard Relay Race.....

Girls' 35-yard Dash.....

Girls' Baseball Throw.....

Girls' 440-yard Relay Race.....

**110-pound Class.** (Not over 110 pounds.)

Boys' 75-yard Dash.....

Boys' Running High Jump.....

Boys' Running Broad Jump.....

Boys' 880-yard Relay Race.....

Girls' 50-yard Dash.....

Girls' Baseball Throw.....

Girls' 440-yard Relay Race.....

**Unlimited Weight.** (Over 110 pounds.)

Boys' 100-yard Dash.....

Boys' Running High Jump.....

Boys' Running Broad Jump.....

Boys' One-mile Relay Race.....

Girls' 60-yard Dash.....

Girls' Baseball Throw.....

Girls' 440-yard Relay Race.....

NOTE.—Only one pupil to enter on a blank. Check each event a pupil wishes to enter. No pupil may enter more than one class. No pupil may enter a class if his weight is in excess of the weight for that class.

EXAMPLE.—A boy weighing 70 lbs. is in the 85-lb. class. A boy weighing 95 lbs. is in the 110-lb. class. Each contestant will be weighed on the day of the meet and rejected if weight exceeds that class in which he is entered.

Enter 5 for relays, 4 are allowed to compete. Enter 3 for other events, 2 allowed to compete.

POINTS.—First Place, 5 points; Second Place, 3 points; Third Place, 2 points; Fourth Place, 1 point. Relays count same as other events.

This blank should be filled out and returned to J. W. Miley, Girard, Kan., not later than April 10, so names can be printed.

Coach G. W. Weeda, of the Normal, is referee, and will fully explain each event just before the contest commences.

On the return of these entry blanks numbers are assigned each contestant, and these are pinned on their backs the day of the meet. If the entry list is around 1,000 it will be necessary to have three sets of officials for the track meet, and so arrange the plan of the field that three or more events can be going on at the same time.

Last year we had three separate jumping pits and standards and three sets of officials, and while the three classes of boys were high jumping the three classes of girls, under three other sets of judges, were contesting in the baseball throw. The same way three separate places for the races were laned off and all the classes were running their trial heats simultaneously. The drawings for the trial heats will all have to be worked out ahead of time. Great care will have to be exercised the day of the contest to see that only two of the three entered from each school compete and to keep representatives of each school in separate heats and the heats of an equal number of competitors. We ran twelve in a heat and qualified the firsts and seconds for a final heat.

Two systems of checking up on the weights of the contestants have been used. One plan is to have each contestant of each class, before the meet starts, step on the scales set at that particular weight. By this method a shifting of numbers can be made after weighing in order to cheat. So last year we waited until just before the finals in each event and had all who qualified for the finals weigh in. We found this plan more satisfactory all around and consumed less time as well, for fewer people had to be weighed.

Experience has taught us that the following instructions printed on the program of events are a great help. These programs placed in the hands of the teachers and contestants save a great amount of annoyance and confusion and answer questions oft repeated.

#### TRACK AND FIELD EVENTS—12:30 p. m.

(Read carefully.)

1. All competitors must be in charge of a teacher from the contesting school. All teachers in charge must be on the grounds at 12:30 p. m. Entrance for teachers in charge of contestants will be at the southwest corner of the field. Clerks will show teachers to booths as they enter. At no time during the contest should a teacher or any of his contestants leave the booth unless called by the clerks. The booths will furnish contestants a view of the entire meet.

2. Competitor's numbers will be handed to each teacher as he enters his booth on the field. Each contestant must bring four ordinary safety pins with which to attach his number on his back. (Don't forget these pins.)

3. The clerks will call for the competitors just before the events take place. Only two competitors for each event. No competitor will be allowed on the field except during the time he is actually in competition. When not competing he must be in his booth.

4. No changes, alterations, additions or substitutions in entries permissible. Teachers in charge should observe the above strictly. All events exactly as scheduled. This event will be officiated to handle 1,000 contestants.

5. The winner in each event will be given a medal. Each member of each winning relay team will be given a medal. The schools winning first, second and third honors will each be given a loving cup.

#### PROGRAM.

- 1:00 p. m.—Boys' high jump, all classes.
- 1:00 p. m.—Girls' baseball throw, all classes.
- 2:30 p. m.—110-pound boys' 75-yard dash.
- 2:30 p. m.—85-pound girls' 35-yard dash.
- 2:30 p. m.—Unlimited weight boys' 100-yard dash.
- 3:15 p. m.—85-pound girls' 440-yard relay race.
- 3:30 p. m.—Unlimited weight girls' 60-yard dash.
- 3:30 p. m.—85-pound boys' 50-yard dash.
- 3:30 p. m.—110-pound girls' 50-yard dash.
- 3:30 p. m.—110-pound boys' broad jump.
- 3:30 p. m.—Unlimited weight boys' broad jump.
- 4:15 p. m.—85-pound boys' 440-yard relay race.
- 4:30 p. m.—110-pound girls' 440-yard relay race.
- 4:45 p. m.—110-pound boys' 880-yard relay race.
- 5:00 p. m.—Unlimited weight girls' 440-yard relay race.
- 5:30 p. m.—Unlimited weight boys' one-mile relay race.

The question of financing such a meet of course enters in, and doubtless most localities would do well the first year to play safe and perhaps limit the number of medals and cups more closely than I have explained. In the Crawford county meet all children below the ninth grade are admitted free, and a nominal charge of twenty-five cents is made to all other spectators. This money has always met the expense of medals and cups. It is surprising the way parents and brothers and sisters and friends will turn out to see the children compete in these health-building games. This fact only strengthens our claim that interschool contests will give that needed "punch" to keep up an interest throughout the year in these outdoor healthy games and activities.

"Doubling one's power to get and to use knowledge is doubtless worth far more than doubling one's knowledge. Knowing how to study is, in this sense, better than knowing other facts; and knowing how to apply all the knowledge one has is, in this sense, better than having more. But the contrast in words implies an opposition that may not really exist. One certainly rarely loses in intellectual power by getting knowledge. Indeed, an excellent rule for study is, 'So study that you get knowledge,' and an excellent means to gain power in applying facts is to learn some other facts about them. The opposition is really between haphazard, unrelated, verbal knowledge of details and selective, ordered, applicable knowledge of principles. The facts really contrasted are the inferior and the superior varieties of intellectual power."—*Thorn-like*.

## Questions by Which a Teacher May Test Her Own Work.

Prepared by FLORENCE M. HALE, Agent for Rural Education,  
State of Maine.

### I.—GROUNDS.

1. Is my flag flying every fair day?
2. Is my school yard free from scraps of paper, bags, and refuse?
3. What would be my impression of this yard if I were a stranger coming to this building for the first time?
4. Am I trying in any definite way to have my school yard graded, enlarged or otherwise improved to meet correct standards?
5. Could I have a garden of any sort? Could I secure trees and shrubs for it?

### II.—BUILDING.

1. Is my stove in the best possible place in the room? If not, can I do anything about it?
2. Can I explain to a citizen what a jacketed stove is? How can my stove be made into a jacketed stove? What improvement would this be? About how much would it cost?
3. Am I watching the ventilation of my room? Am I having it thoroughly flushed out with fresh air in the morning, at noon, at night, and at recess?
4. Is the lighting of my room correct? If not, why not? How could it be changed so it would be correct?
5. Is my coat room clean, with no cluttered corners?
6. Is there a hook, or at least a nail, for every child's garments? Am I seeing that each uses his own hook?
7. What suggestions may I make to my pupils in regard to keeping mittens and rubbers safely together?
8. Is my closet as orderly as my schoolroom? How may I obtain more closet room by making a homemade set of shelves?
9. Am I keeping the room clean? Is my floor clean all day? Have I done away with untidy, old material on the walls?
10. Is my water pail or water cooler clean? Am I having fresh water in it twice each day? Has each child his own drinking cup?

### III.—EQUIPMENT.

1. Am I seating my pupils to the best advantage?
2. If there are any whose feet do not touch the floor, am I providing a block or wooden box to remedy this fault?
3. Am I keeping my blackboards clean? Am I observing the right way to wash a blackboard?
4. Am I using my maps and globes? Are they in good condition?

### IV.—OUTBUILDINGS.

1. Am I making a daily inspection of the outbuildings?
2. Do I fully realize that I am responsible for the condition of these buildings?

### V.—INSTRUCTION.

1. Am I making a definite effort to improve my efficiency? If so, in what ways?
2. Am I ready to try out new methods and new features in my school, or do I assume an indifferent or even scornful attitude toward these?



3. Am I remembering each day that the way I do my hair, the way I arrange my dress, is likely to be copied by the girls in my school?
4. Am I making an effort to keep my pupils so busy that problems of discipline will not arise?
5. Am I planning my seat-work and study period definitely each day?
6. What about providing new material for my primary seat-work?
7. Am I as good a housekeeper in my schoolroom as in my own home?
8. Am I taking at least one good teachers' magazine? Am I doing any professional reading?

#### VI.—ORGANIZATION.

1. Am I keeping my register up to date? Have I read over the instructions in the front of the register? Am I sure that I am indicating absences, etc., in exactly the way required by the state?
2. Do I know why my pupils were absent or tardy?
3. Do I realize that many absent marks, and especially many tardy marks, are reflection upon my efficiency?
4. Have I a program neatly and legibly made out and displayed in plain sight? Am I following it?
5. Am I studying carefully which classes may be combined, thereby minimizing the number of classes?
6. Am I on the playground with my pupils? Am I able to suggest games and direct their play?
7. Am I staying at the noon hour with my pupils, realizing that this is one of the danger times morally for restless, unemployed children?
8. Am I doing anything to make a hot noon lunch possible? Have I taken time to study into this matter carefully, and am I honestly making an effort to see how I can have it in my own school?
9. Have I a School Improvement League?
10. What efforts am I making to get in touch with the parents?

### Adequate Supervision for All the Schools.

There is no more important school worker in the state of Texas than the county school superintendent. As long as it is necessary for men and women to enter a political contest in order to gain this office, so long will they lack the real freedom to carry on their work without fear or favor in the interest of the children. In comparison with their more favorable coworkers in the cities and towns, it is utterly unfair to the county superintendents not to enact a law placing them on the same professional plane as is enjoyed by other principals and teachers. In each of the past three legislatures the law placing the office of county superintendent on a strictly professional basis has come within a vote or two of breaking this remnant of political bondage over public-school work, and the task of completing this undertaking for the placing of the county superintendent on a professional and adequate basis is still before us and without question is one of the big victories yet to be won.—*W. F. Doughty, State Superintendent of Texas.*

## Iowa State College Personal Efficiency Test.

EDWARD EARLE PURINTON, *The Independent*, November 30, 1914.

Directions: In answering questions write 100 for "yes," 0 for "no." If the answer is a partial affirmative write the number between 0 and 100 that expresses the degree of assurance. Then add the column of percentages, divide the total by 30, and the answer will be your approximate grade in efficiency. The value of the test lies in the honesty of the answers.

|  | Answers<br>in per cent. |
|--|-------------------------|
| 1. Do you like your work?.....   | .....                   |
| 2. Have you learned the best, quickest way of doing it?.....   | .....                   |
| 3. Are you thoroughly informed on "scientific management"?....   | .....                   |
| 4. Do you know where your greatest power is?.....  | .....                   |
| 5. Have you a fixed goal, in line with your supreme talent?.....   | .....                   |
| 6. Do you believe absolutely in your own future?.....  | .....                   |
| 7. Are you in perfect physical health?.....  | .....                   |
| 8. Have you learned how to get well and keep well?.....  | .....                   |
| 9. Can you be optimistic, under all circumstances?.....  | .....                   |
| 10. Do you realize which of your habits, thoughts or emotions<br>make you efficient?.....                          | .....                   |
| 11. Have you made an inventory of your mental and moral traits?  | .....                   |
| 12. Are you correcting your known weaknesses: mental, financial,<br>social, or spiritual?.....                     | .....                   |
| 13. Have you discovered which foods, baths and exercises increase<br>your energy and heighten your mentality?..... | .....                   |
| 14. Do you breathe deeply and hold an erect posture?.....  | .....                   |
| 15. Is your sleep long and dreamless and refreshing, with your<br>room well ventilated?.....                       | .....                   |
| 16. Do you drink three pints of pure water daily?.....   | .....                   |
| 17. Do you eat slowly, moderately, regularly?.....   | .....                   |
| 18. Is all your clothing made loose, to allow blood and nerves free<br>play? .....                                 | .....                   |
| 19. Are you independent, fearless, positive?.....  | .....                   |
| 20. Are you tactful, cautious, courteous?.....   | .....                   |
| 21. Have you secured the best possible advisers and associates?..  | .....                   |
| 22. Are all your co-workers eager to help make your plans a suc-<br>cess? .....                                    | .....                   |
| 23. Do you wish your rivals well, and never speak ill of them?...  | .....                   |
| 24. Do you work harder than any one else in the business?.....   | .....                   |

- 
25. Have you learned the science of planning your day ahead? . . . . .
  26. Can you relax entirely in your leisure hours? . . . . .
  27. Are you saving money systematically? . . . . .
  28. Do you enjoy art, music, literature, and the presence of little children? . . . . .
  29. Does your highest ambition include some real service to humanity? . . . . .
  30. Have you a great love in your life, to study, cheer and comfort you? . . . . .

Divide the total by 30. The quotient shows your percentage of efficiency.

NOTE.—A complete efficiency test would include other vital questions, but answers to these will furnish a self-analysis of approximate reliability.

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### Suggestions for the Play Hour.

There is no more important hour in the program of the school day than the recess, or play hour. Since the aim of all education is to teach a child to live, it is quite as important to teach him how to live in his hours of leisure as in his hours of labor. It is said that in no way can the character of a nation be more accurately determined than by the way in which its people employ their leisure time. Therefore, to train a child through his play to choose healthy amusements and to observe the "rules of the game" when restraint is largely removed from him is an essential part of his training for citizenship. This is true of all schools but of none more than the country school, where too often the grounds present a barren, unlovely appearance, and where children often stand about in groups, "fooling" rather than playing healthy games with a purpose, and too often taking the first steps toward the colorless personalities which are developed in isolated regions by the policy of "all work and no play." Country playgrounds, too, by the very nature of their isolation give an opportunity for the development of bad habits and practices which may affect disastrously all the after lives of these pupils. Therefore it should be as much a part of the teacher's duty to be on the playground with her pupils at recess time as to be in their midst when they are in the schoolhouse. Suggestions will be given herein as to the teacher's part in directing the games, but whether she does this or not the fact remains that she should be present on the playground throughout the recess and that she should know where each of her pupils is and how he or she is employing this leisure time. Such a teacher will find her work doubled in efficiency through this closer touch with the real boy and the real girl, for neither at home nor in the schoolroom do children show their real selves to any such extent as they do when among their fellows on the playground.

In a well-organized school 'then' the teacher will become a playground leader—not as an autocrat, nor in a manner to cause her to lose her

dignity, but rather as an interested and sympathetic companion, whose presence is welcome because she always knows "a new game" and can be relied upon to act as a just and efficient referee. Young teachers sometimes make the mistake of confusing playing with the children with "fooling" with them in the aimless way that the children undirected will themselves employ, and it is this kind of playing that injures the teacher's influence with her pupils and causes neighborhood criticism. On the other hand, the teacher must take care not to oversupervise the play of the children to such an extent as to discourage individuality and enthusiasm. Experience in getting out on the ground with the pupils will soon show the teacher who is a careful observer just about how far it is wise to supervise the games of her pupils.—*From "Suggestions for the Play Hour," Florence M. Hale, State Agent for Rural Education, Maine.*

### Why Country Children Need Physical Training.

It is commonly thought that country children do not need any kind of physical training, as the work on the farm provides all the exercise that is necessary. This is a fallacy, for the work on the farm has changed materially within a generation. The clearing of the forests and the coming in of machinery have revolutionized the modes of muscular activity. The healthful exercise of swinging the axe to fell the trees of the forest, or to clear away the underbrush, is a thing of the past. The vigorous exercise of ploughing among stumps and stones or swinging a scythe in the hay-fields is no longer a characteristic of farm life. The ploughs, cultivators, rakes, mowing machines, binders, headers, and other implements convey the farmer over his land and diminish the amount of his physical exercise. The work that the boy does with his hands is frequently pulling weeds, hoeing, or the like. Such work tends to cramp the chest and bring the shoulders forward. If he drives a team he sits on a seat that has no back and assumes a cramped position. Children on the farm may develop considerable muscular strength, but this is becoming less important each year. There is little exercise which develops vital strength, vigor of heart, lungs, and digestion. Curtis says: "Country boys and girls are apt to be round-shouldered and flat-chested, with forward-slanting heads. Boys who have done much hard work are usually awkward and clumsy, almost without that grace and suppleness that are characteristic of a child who has been trained through play. Country children generally have more stable nerves than city children. Their digestion is commonly good. But they are apt to be deficient in lung capacity and heart development."

Physical education should therefore have a vital place in the rural school.

#### THE VALUE OF PLAY.

Fortunately for the child and his teachers there is an inborn tendency in children to be physically active. The baby just beginning to creep is obsessed with the inclination to touch, handle, and experiment with things. Children, when forced to remain inactive, go to sleep. Activity

is the fundamental law of childhood. As children grow older they pass from individual play experiences to those involving groups of children and highly organized games like baseball and football.

Play has many values, for play embraces all the life of the child. First of all, play, especially if it is in the open air, is of hygienic value. Fresh air, sunshine, muscular activity, freedom, buoyancy, joy—all these fundamentals of healthy living are found in play. Racing, romping, happy children, through a variety of mental and physical activities, are developing better hearts and lungs and better appetites and are thus laying the basis for a sound body and a healthy mind.

Then, too, children in play come in contact with their fellows, learn to control their tempers, to accept defeat with good nature, to be loyal to their playmates, to subordinate themselves to rules, to strive to gain the approval of their companions. On the playground children learn these great lessons of self-control, self-mastery, sympathy, coöperation, honor, love of heroic deeds, and helpfulness that help to make them the truest kind of citizens. The boy or girl who has not played has only half lived.

Play is not only constructive, making positively for health, morals and general education, but it is a preventive of many evils. City schools that have introduced playgrounds have found less trouble with discipline, fewer cases of truancy, and better school work. Communities where playgrounds have been established have had a reduction in juvenile crime. Children are so constituted by nature that they crave action, excitement, and sociability. If these instinctive tendencies do not have a legitimate outlet through play, they are apt to be diverted into harmful and lawless activities. The playground in the city has abundantly justified its existence; it will do likewise in the rural school and rural community if given a fair chance.

#### WHY COUNTRY CHILDREN NEED TO PLAY.

Until quite recently play has been entirely neglected in the rural schools. It was easy to understand why children in the crowded tenements of the city needed to play, but the reasons for play in the country have not been clear to teachers and parents. Curtis goes so far as to say that play is more needed at the country school than at the city school. The farms are getting farther and farther apart and the children are decreasing in number each year so that it is becoming increasingly difficult for children to play except at school. This applies in particular to the team games. Parents in rural regions are likely to think that their children do not need to play ball because they have so much exercise at home. This is not true, as we have pointed out, because the exercise at home is not always conducive to vital strength. Then, too, mental health is almost as important as physical health. Life has grown too hard and serious on the farm; it too often descends to the humdrum. It is the lack of the spirit of play, with enthusiasm, abandonment of self, sanity, and optimism, that is making boys and girls, and even the older people as well, dissatisfied with the country. The rural school can do much for the rural communities by bringing into their lives the spirit of play.—*From Health Education in Rural Schools, Playground and Recreation Association of America, New York city.*

### Educational Progress in the State of Maine.

1. Revision of the law relating to education in the unorganized towns of the state so that the children of any man who finds it advantageous to go into the remotest section of the state to earn an honest living need not suffer from a lack of educational privileges.

2. Placing in operation a law providing for professional supervision of schools.

3. Providing a state course of study which unifies instruction in the schools of the state and advances the efficiency of instruction through a better classification.

4. Establishing by law a rural teaching profession, with special training for rural leaders, and a more adequate compensation.

5. Strengthening the smaller high schools of the state by such a change in organization and through financial encouragement as to safeguard the work of every pupil and guarantee to him a credit which will pass current among the stronger high schools of the state.

6. Placing in operation schools and departments for vocational education, including courses of instruction in day and evening schools for the teaching of home economics, the trades and industries and agriculture.

7. A state-wide physical education law, now permissive, but to become operative in all schools of the state in September, 1920, in order to safeguard physical fitness to the rising generation. The instruction will include health lessons, general physical training, and supervision and encouragement along recreational lines.

8. Americanization through day and evening schools. Classes are provided for the purpose of assisting persons of foreign birth or extraction to a knowledge of the English language and to an appreciation of the fundamental duties of citizens in a free government. This law, through providing facilities, supplements the constitution of the state as amended in 1892, which provides that no person shall become a voter or hold office who cannot read the constitution of the state in the English language.

9. By the introduction into our schools of a course of study in the history and resources of the state of Maine and the duties of citizens under the traditions and laws of the state.

10. The installation of a program to wipe out juvenile illiteracy over the state, and also to assist adults who are unable to read and to write to such a knowledge as will enable them to increase their earning capacity, to give better opportunity for advancement in their occupations, as well as a better appreciation of the duties of citizens.

The above items were furnished the editors of THE TECHNE by Augustus O. Thomas, state superintendent of public schools of Maine. In a letter accompanying these items Superintendent Thomas says, "I am handing you herewith a brief summary of ten of the most important measures passed by the session of our legislature. There were twenty-seven measures passed in all, but these ten are the most pertinent, and many of them new to educational systems."

### The Trend.

In an article in the February, 1920, number of the *Journal of Educational Psychology*, Ralph S. Roberts draws these conclusions: (1) The problems of training men for positions where they can accomplish most for society and attain greatest happiness is vital and should be met by persons trained in the interpretation of mental processes. Skill in influencing men comes from knowledge of the mental processes and factors which determine the behavior of men. (2) Classification of individuals can be accomplished by use of intelligence tests, trade tests, and expert interviewing. (3) A man must be selected for specific lines of training in terms of what he can now do, and assigned only after an exhaustive analysis of his qualifications. (4) Vocational guidance can be scientifically conducted. Psychology supplies a large part of the foundation in which the successful vocational structure must be built.

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A prevocational school for boys and girls of the grammar grades has been established at Topeka, Kan. The school will be a part of the public school system and will offer academic subjects, manual training and industrial work.

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The ten sets of data upon which Dr. L. P. Ayres constructed the index number for rating state school systems were as follows:

1. Per cent of school population attending school daily.
2. Average days attended by each child of school age.
3. Average number of days schools were kept open.
4. Per cent that high-school attendance was of total attendance.
5. Per cent that boys were of girls in high schools.
6. Average annual expenditure per child attending.
7. Average annual expenditure per child of school age.
8. Average annual expenditure per teacher employed.
9. Expenditure per pupil for purposes other than teachers' salaries.
10. Expenditure per teacher for salaries.

Upon the above points the states rank in the following order: Montana, California, Arizona, New Jersey, District of Columbia, Washington, Iowa, Utah, Massachusetts, Michigan, Connecticut, Ohio, New York, Colorado, North Dakota, Nevada, Indiana, Idaho, Minnesota, Oregon, Pennsylvania, Nebraska, Hawaii, Illinois, Wyoming, Rhode Island, Kansas, Canal Zone, South Dakota, New Hampshire, New Mexico, Vermont, Wisconsin, Missouri, Maine, Oklahoma, Maryland, Delaware, Texas, Florida, West Virginia, Porto Rico, Virginia, Tennessee, Kentucky, Louisiana, Georgia, North Carolina, Alabama, Arkansas, Mississippi, South Carolina.

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It is your duty to be cheerful and enjoy the blessings bestowed on you.

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Winfield received the \$1,000 prize offered by Dr. William A. McKeever, of Kansas University, for the best city in the state in which to rear a family. The ten points upon which competing cities were rated were:

1. Play facilities, parks, playgrounds and the like.
  2. Equipment and management of schools.
  3. Health inspection, hospital service and the like.
  4. Industrial training for juveniles under sixteen.
  5. Scout craft, girl scouts, facilities for activities, etc.
  6. Moral safeguards.
  7. Facilities for sociability.
  8. Religion, management and methods in Sunday school.
  9. Service rendered by organizations dealing with juvenile problems.
  10. Comfort, health and sanitation of homes.
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The vocational education bill passed by the last legislature of Michigan makes mandatory upon communities of 5,000 population and upward the maintenance of vocational education for children between the ages of sixteen and eighteen.

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"It is true that the money-price which an act or quality of mind or body brings in the world is not a right measure of its real value to the world. For instance, the discovery of truth and the bearing of worthy children, the two things most essential to the world's welfare, are, as a rule, not paid for at all. A writer of advertisements is paid more than a poet, and a crafty trader in soap more than the best physician. But it is also true that in many cases the money-price paid is a symptom and a partial measure of real worth. The graduate who has learned nothing for which the world will pay may in a few rare cases be a great scientist or poet or social reformer, but he will far more often be a mere incompetent."—*Thorndike*.

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### Books Received.

ELEMENTARY MACHINE SHOP PRACTICE, by T. J. Palmateer; ELEMENTARY FORGE PRACTICE, by R. H. Harcourt. Manual Arts Press.

These books are a splendid treatment of the subjects as practiced in the respective trades and as they should be practiced in public school work. The books are well graded, are written in plain and simple style, and are well illustrated. Both are good books to be put in the hands of students.

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The library is doing its full share of extension service. Many books are loaned by mail, debate materials are sent out to high schools, and women's clubs are furnished the literature on which programs and discussions are based. A number of schools have been furnished with lists of books recommended for their libraries, and in some instances the order has even been made for them. Teachers' clubs, parent-teachers' associations, teachers in need of entertainment materials, and persons preparing papers and talks on educational and current topics, are invited to avail themselves of the library's resources.



## **RULES OF HYGIENE.**

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### **I. Air.**

1. Ventilate your room for working and for sleeping. If the air is cool, see that your clothing is warm enough.
2. Seek outdoor recreations and occupations.
3. Breathe deeply.

### **II. Food.**

4. Eat slowly and chew thoroughly.
5. While eating take no liquid while food is in the mouth, to moisten the food or to help in swallowing.

### **III. Poisons and Infections.**

6. Evacuate the bowels regularly, frequently and thoroughly.
7. Keep the teeth and gums clean.
8. Wash the hands before eating.

### **IV. General Condition.**

9. Stand, sit, walk erect.
10. Bathe often.

### **V. Activity.**

11. Work, play, rest, and sleep in moderation.
12. Keep serene.

*—From Health Training for Teachers, Bureau of Education.*

