3-1-1921

The Techne, Vol. 4, No. 3: State Manual Training Normal

State Manual Training Normal School

THE TECHNE

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

MARCH, 1921

WERE THERE NO LITTLE PEOPLE.

A dreary place would be this earth
Were there no little people in it;
The song of life would lose its mirth
Were there no children to begin it.

No babe within our arms to sleep,
No little feet toward slumber tending,
No little knee in prayer to bend,
Or lips the sweet words lending.

The sterner souls would grow more stern,
Unfeeling natures more inhuman,
And man to stoic coldness turn,
And woman would be less than woman.

Life's song, indeed, would lose its charm
Were there no babies to begin it;
A doleful place this world would be
Were there no little people in it.

—*John G. Whittier.*

PRINTED BY
KANSAS STATE PRINTING PLANT
IMRI ZUMWALT, STATE PRINTER
TOPEKA 1921
8-5934

Published by
STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 4. No. 3.

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 4. MARCH, 1921. No. 3.

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

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

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

CONTENTS.

Mathematics: Is It Necessary?

J. A. G. SHIRK, Head of Department of Mathematics, S. M. T. N.

Every child has a right to question the necessity or advisability of every subject in the school curriculum which he is required to take, and the teachers and administrators should be able to show definite reasons why each requirement is made. It is not enough that certain subjects have become established through traditional usage as the main ones about which the others are grouped in building up a course of study. Possibly there are new branches of learning being developed which should not only be allowed to enter the list of school subjects, but perhaps some of them might even displace those which many have thought absolutely essential.

It is the purpose of this article to attempt to discuss the situation concerning the requirement of mathematics in our public schools realizing at the same time the difficulty of doing so in an impartial manner, owing to the number of years which the writer has spent either in the study and teaching of mathematics or of engineering and scientific subjects which need mathematics as a fundamental prerequisite. The main reason for making this attempt is the firm conviction that better modifications of the subject matter of any branch of learning could be made by persons who have had the advantages of knowing considerable of the benefits to be received from such subjects, rather than have these modifications and changes made by others who might be actuated by selfish motives in advocating such changes. Many times we have heard proposals to eliminate something from the school curriculum, and upon careful investigation we have discovered that perhaps the reason for urging such change was merely the desire of some person in authority to be doing something new and different, or to make the course more popular by eliminating something difficult and substituting something easier.

However, it is undeniable that the school administrator, who is closer to the parents and the general public than the individual departmental teachers, is in a position to discover more quickly any unrest or dissatisfaction with any conditions existing within the school system. Also, the average teacher is very conservative about making any changes in the plans of doing anything, since any modifications which could be made necessarily demand a change in the attitude of the teacher, with considerable readjustment and sometimes even an abandonment of a chosen field of labor and the securing of training in a new and different line.

As an example of the necessity of a complete change, the writer has been personally acquainted with a number of teachers of Latin and Greek who have changed to the teaching of English, history, modern languages and other subjects. This change required a considerable expenditure of time and money in many cases, and consequently the necessity for such changes should be made as small as possible by properly guiding the young men and women who are beginning their

preparation into fields of activity which will not likely prove diminishing in returns during their years of activity.

It is for this reason that courses in vocational guidance should be required of everyone who is either a teacher or administrator, and this subject could well be substituted for some of the traditional courses in education which are being required of our prospective teachers.

Now as to the antagonistic attitude of many parents and children towards the present mathematical requirements, especially in the upper grades and high schools, it is not sufficient to say that such opposition is wholly or mostly due to a lack of appreciation of the essential qualities of a well-trained mind, or to a failure to utilize to the fullest extent the content and training derived from mathematical study.

It is the writer's belief that most of the adverse criticism brought against mathematics is because of the artificiality and formalism of the present mathematical subjects. These subjects were developed when only a small per cent of young people acquired an education, and before child labor and compulsory school-attendance laws retained many in our public schools who would otherwise have dropped out quite low in the school system.

Most of the higher mathematics of our public schools was developed for the purpose of mental development. Without question the study of mathematics leads to clearness of thinking, an appreciation of the fundamental difference between conditions given and the results or conclusions derived therefrom, and the development of a conception of the fact that there are in life things which cannot be achieved by guessing or bluff.

Perhaps these same characteristics of mind may be acquired through the study of other subjects, but generally such training comes only from an older branch of learning which has been in existence long enough to be exact and have its laws and phenomena expressed in quantitative terms. Whenever this condition is reached, mathematics becomes an indispensable companion and forerunner to the subject in question. For this reason mathematics will not only continue to be one of the fundamental subjects needed in public education, but it will become the key which unlocks the doors to so many branches of knowledge, that more and better-trained teachers of mathematics will always be in demand.

However, although the writer has a firm belief in the absolute necessity of mathematics, still at the same time he feels that the adverse criticism directed against mathematics is not wholly unjustifiable, and that it is due mainly to the fact that our present mathematical subjects are not wisely meeting the needs of the problem of the universal education which the human race seems now about to attempt to achieve.

Formerly almost all who entered high schools or academies did so with the desire to go to college and secure a liberal education. But the high school has indeed become the people's school, and an increasingly large number of boys and girls now enter its courses who never expect to continue their education in a college or university. Also the curricula of the colleges and universities have become so varied that there are many great fields of education which do not demand an extensive mathematical preparation.

The solution of the problem probably lies, as before stated, in a careful and conscientious vocational guidance, applying psychological tests to determine whether the child's type of mind actually agrees with the vocation which he thinks he will pursue. There are so many kinds of training for which mathematics is an absolute prerequisite that it would be unwise to debar the child from those vocations by the simple process of not impressing upon his mind that mathematics is vital to them, and thus carelessly allowing him to take the line of least resistance and select other subjects because they might contain a little less what might seem as drudgery to him.

In view of all that the writer has attempted to set forth as the general problems confronting any one who has the responsibility of outlining a school curriculum, the following scheme is tentatively suggested as a plan that might meet the conditions of the mathematical course of study of our public-school system.

First: The organization of the seventh, eighth and ninth grades into a junior high school, with departmental teaching conducted by well-trained teachers.

Second: The adoption of a uniform course of mathematics during these three grades as far as possible, leaving, however, sufficient latitude in the problems presented to make the course adaptable to various industrial and social conditions.

Third: To develop during the junior high-school period an appreciation of the scholastic requirements for the successful entrance into the various professions, trades and vocations.

Fourth: The organization of the tenth, eleventh and twelfth grades into a senior high school, in which the students are encouraged to prepare for some definite profession involving collegiate training, or to follow some business or vocational career for which a fairly adequate preparation may be made by the senior high school itself.

The reasons for having a uniform course of study in the junior high school is that this period is too early to expect any definite vocational aim to be manifest, and therefore the mathematical course should be sufficiently general to allow of an entrance into any special field developed in the senior high school, or to enter some vocation directly at the close of the work of the ninth grade.

Wherever the junior high school is large enough to divide the classes into sections, it would be wise to make the division according to ability, so that the better ones in mathematics may do more thorough and comprehensive work. In general the students who would be in this better group would likely be the ones to enter later into definite preparation for vocations needing a large amount of mathematics. In smaller junior high schools this would not be possible on account of the limited number of students in each grade. The mathematical course in the junior high school should cover the following topics in mathematics:

1. Such business arithmetic as every man and woman must have for conducting the ordinary operations of business.

2. Enough algebra to acquaint the student with the solution of simple equations of the first and second degree, and enable him to use formulas in a fairly accurate manner.

3. Graphs of a statistical nature should enter very prominently. The data for these graphs should partly be secured by the students themselves from familiar natural phenomena or industrial operations with which they are perfectly familiar.

4. Enough of constructive geometry to give the students the ordinary geometrical construction which are generally used in the shop, drafting room, and decorative design.

5. An introduction to the use of the simple trigonometric functions as applied to the right triangle.

With such a foundation as this it will be possible to build an excellent course in mathematics during the senior high school, varied enough to meet the entrance requirements for a technical or liberal education, or for business life immediately following the completion of the high-school course.

In order to accomplish this result it would obviously be impossible to have any uniform mathematical course required of all in the senior high school. The students could be divided into groups, with a special outline of mathematical work designed for each group:

1. Those expecting to take up collegiate work in mathematics, physical sciences or engineering.

2. Those expecting to pursue collegiate courses requiring very little mathematics, as English, history, languages, etc.

3. Those who expect to take up a business career, either immediately after graduation or after further special training in schools of commerce and administration.

4. Those who expect to enter some trade.

Group number one should have mathematics through at least two years of the senior high-school course, completing either as separate branches or in courses in general mathematics; one and a half years' work each in algebra and geometry, with special courses in advanced algebra and plane trigonometry in schools where the number of students would warrant the teaching of these subjects.

Group number two should be advised to take about at least one year's work in a general course in mathematics, which would place emphasis on the methods of obtaining statistical data and the representation and interpretation of the same. Many times we see individuals failing to grasp the significance of certain relations, mainly because of their inability to think in terms of quantitative relations. This type of work could be included as a part of the two years' mathematics required of group one, and both groups combined in schools of moderate size.

Group number three should have special courses in mathematics, which might be called elementary courses in the mathematics of investment, where not only the usual drill in common business arithmetic would be conducted, but also more advanced computations in annuities, life insurance amortization, building and loan, and other topics of similar nature. This could probably be arranged so that only the business arithmetic would be required of all taking the commercial course, and let the remainder be included in at least one further year's work for those

boys and girls of real commercial ability, and who would more likely engage later in those types of business in which advanced mathematical computations are necessary. Those taking this latter course would be the ones who should enter colleges which maintain special departments of commerce and administration, and get a broad preparation for leadership in business. The time is near at hand when leaders of commercial activities will be specially college-trained men, just as now are the lawyers, doctors and engineers. Several prominent universities have already developed separate schools of commerce and administration, and judging from the numbers of students enrolled in them, it would seem likely that in another decade we will see the idea universally adopted, and such schools would be as common as are now our schools of engineering, law and medicine; in fact, they should be more common, as we need many times more trained leaders of business than we do engineers or lawyers or doctors.

Group number four should be given such practical shop mathematics as will relate very closely to the trade for which they are making preparation. If we class home-making as definite trade, the large number of young women who enter it should be classed with this group. They should receive special mathematical training in topics with which the housekeeper should be somewhat familiar, but which, like so many other matters pertaining to this vocation, have been left to be acquired through the school of experience, which in so many cases costs quite high for the small amount of information really obtained. The computations involved in keeping household accounts, making budgets, household decorative design, simple architectural planning, and others of a similar nature, would make an attractive and valuable course for any young woman to pursue. Books for this work are gradually being developed, but they have not yet reached the point of general acceptability, like the texts on mathematics for machinists, for carpenters, for electricians, for agricultural students and other trades followed by men.

The conclusion of the preceding suggestions is that the mathematical course of the junior high school should be a general course in mathematics required of all students and leading to no definite vocation. In this work in larger schools the class divisions should be made on the basis of mathematical ability. In the senior high school there should be, wherever possible, a varied mathematical curriculum, requiring each student to take the type of mathematics which best applied to the objective of his course. In smaller schools, where this specialization would be quite difficult to secure, it will be necessary somewhat to combine the mathematical courses which would probably best function in the vocations prominent in the community. However, as specialized courses are more generally offered in our high schools there will be a large growth in attendance and the problems of the smaller school will thus partially become eliminated.

What the Home Economics Department is Doing in Nutritional Work in the Normal Training School.

JANE CAPE.

This fall the department of home economics, with the coöperation of the education and physical education departments, declared war on malnutrition. The first step was a preliminary weight and height survey of all the grades of the training school. This gave results sufficiently accurate to serve as a working basis, indicating that our own school had an average per cent of undernourished children.

This statistical report showed that 175 children were weighed and measured and only 12 per cent of them were in the normal zone. Nearly one-half of the children were underweight and more than 20 per cent were 10 per cent or more below normal weight. The average number of pounds underweight was 6.3 pounds, while the average overweight was 9.8 pounds. These figures compare with those of schools in different parts of the United States where surveys have been made in both country and city schools. More than 6,000,000 school children are suffering from malnutrition in this country.

The weighing and measuring was followed by a medical and dental inspection to detect any physical defects which might be the cause of malnutrition. In cases of defects the parents received a notice and recommendation in the form of a personal letter.

The Child-Health Organization plan was adopted as a basis for the preliminary work. Each child was sent home with the yellow tag stating his or her actual weight, height, and the normal weight, with the health rules on the back of the card. The child is impressed with the fact that underweight is a sign that he is breaking some of the health rules.

Monthly weighing is a part of the regular work of the school to determine any loss or gain. The record of the actual weight of each child is sent to the parent on the regular report card. Such a plan stimulates an interest on the part of the child and parent in securing normal weight.

A grey wall chart bearing the age, height, normal weight and actual weight of each child hangs in each room within easy reach of the child's eye and pencil. At the bottom of the chart are the tables for determining normal weight and normal rates of growth according to the Bureau of Education. Already the charts show a gradual gain in two months among the malnourished children.

Children suffering from malnutrition are not only much below weight, but they gain more slowly than they should. The growth of children is not watched. To grow in height and gain regularly in weight is just as much an index of health in school children as in a baby. Mothers have learned to weigh their babies, and they must learn to watch the weight of their boys and girls. This can best be done in school and child health centers where monthly weights of all children should be taken and recorded.

Malnutrition exists in every age and class of society. It is irrespective of person or place. The causes are in general not difficult to determine. Some of the most important are:

The child does not get the proper kind of food; the diet lacks the protective foods, as milk, eggs and leafy vegetables.

He does not get sufficient food.

He drinks tea or coffee, instead of milk or water.

He eats irregularly, "piecing" between meals and spoiling his appetite for simple foods.

He never takes time to chew his food at meals and does not rest after meals.

He does not get enough sleep with windows open.

He gets too excited over "movies" and serials.

He does not have regular bowel movement.

Such physical defects as bad teeth, adenoids, tonsils, and obstructed breathing, poor eyesight, faulty posture and overfatigue may be conditions needing attention and correction to combat malnutrition.

One of the most effective and constructive measures of the health program was the introduction of health talks as a part of the school curriculum. Twenty minutes a week is given to each grade to teach and establish good food and health habits among the children. These habits are emphasized by illustrated health stories, songs, posters, compositions and pantomimes.

The whole plan works. The fact that the report card goes home every month with "teacher says" each time—teacher says "I need to eat some vegetables"—has a real effect. The monthly weighing creates rivalry and game spirit. The health talks appeal to the children's natural interests and imagination.

It is recognized that all health measures which lead to permanent results must rest upon an educational basis. The greatest need is the development of systematic courses for health teaching for children of all ages from primary grades up to normal schools.

Material concerning the work of the Child Health Organization and tables showing correct relation of height and weight of children may be had by writing to Child Health Organization, 156 Fifth avenue, New York City.

Extracts from President Brandenburg's Biennial Report.

Extracts from President W. A. Brandenburg's biennial report to the State Board of Administration are printed below. A number of the statements made are so significant as to be of general interest. Space forbids more complete quoting from the report, consequently no topic below is given in its entirety; only such portions are included as supplement reports in other numbers of TECHNE and in S. M. T. N. bulletins:

ATTENDANCE.

We take it that the chief business of our normal schools or teachers' colleges is that of furnishing, at all times, as adequate a supply of efficiently prepared teachers as possible for our public schools. During

the last four or five years particularly, there has been an increasing shortage of teachers. In order to serve our mission as far as possible, and to provide teachers for our schools in the face of this shortage, the normal schools and teachers' colleges have experienced, perhaps suffered, a great drain upon their student body.

In most states the normal schools and teachers' colleges are permitted by law to certificate persons who have been in residence attendance a certain length of time, and who have met certain requirements respecting courses taken. Due to this plan hundreds of persons thus certificated drop out from time to time for the purpose of teaching a few terms, returning as opportunity affords to continue their college courses, so that the crowd on the campus by no means, and at no time of the year, really represents the student clientele or patronage of these institutions. Our records show that there are 2,757 persons holding teaching credentials issued by this institution of lower rank than the degree. Practically every one of this large number is now teaching, but during the summer session and other times during the year a large per cent of them will return to the institution to continue their preparation. Even many of this group may be carrying work by correspondence or extension study, so that from a very consistent point of view the student body being served and being carried by the institution is the campus attendance plus those in extension and correspondence study, plus those who are out temporarily holding teaching positions, and who will in the near future return to carry forward their work. Thus counting the patronage of this institution, or those working toward the degree with us, our enrollment to-day would be approximately 3,700.

SALARIES.

We further wish to call, through your honorable body, the attention of our state to this important factor on the part of the public affecting the attitude and patronage of the teachers' colleges. Many states, in fact a decided majority, are paying the men and women who teach in our universities and agricultural colleges much larger salaries than they are paying the men and the women who teach in our normal schools or teachers' colleges. These states are making appropriations for the erection of finer buildings, appropriating much larger sums of money for equipment, and generally speaking, for all things connected with the universities and agricultural colleges.

Are the services of a person giving his time to the preparation of a student who expects to follow the work of engineering, journalism, farming, law or what not, of more value to society than are the services of an equally efficient person giving his time in the preparation of students for the work of teaching? Is it not as important and as valuable to society to develop a human mind or rear a child as it is to raise a good hog, do good engineering, or, in fact, anything which constitutes a part of the social life of our people?

We would not be misunderstood. We are merely pleading for the same support respecting salaries, buildings and facilities for our teachers' colleges, and, by this means, for the same expression of appreciation regarding the importance of the work and mission of these institutions that this same public attaches to the importance and the work of our universities and agricultural colleges.

During the last four years we have lost, on account of low salaries, at least twenty-five members of this Faculty. In many cases we have found it impossible to replace these losses with equal efficiency with our available funds. Many of the efficient members of our faculty have remained largely as a result of their devotion and their loyalty to the institution and to the state which they have come to love; but no matter how great the devotion, the loyalty or the love, there does come a time when people in the teaching profession feel that they must accept, or even, if necessary, seek places of greater financial advantages. It is a fact, that many high schools are paying their teachers better salaries

than our state is paying the men and women who train these high-school teachers. Indeed, it is not an unusual thing for a graduate from our institution, and who has had no experience in teaching, to accept a position at a greater salary than the men who have helped to prepare him are receiving.

EXTENSION SERVICE.

We received a number of requests to organize classes in other centers but could not supply the instructors. On account of the large amount of extension-class work we were unable to offer as many courses by correspondence as should have been offered. Also, the enrollments in some of the classes became so numerous—some of them reaching as many as 75, it became necessary to close enrollments in such classes before the end of the first semester.

As a Faculty we became deeply impressed several years ago as to the need of some sort of practical educational work among the occupational classes of people in this immediate vicinity. In order to respond to this feeling of opportunity and responsibility, opportunity courses were organized, being conducted for the most part through evening schools organized here at the institution, and extending into nearby communities. Through the efforts, as organizers, of Professors J. A. Yates, J. A. G. Shirk and A. H. Whitesitt, with many others of our Faculty, the evening school has been carried on during the past three or four years.

SUMMARY OF ENROLLMENT, CERTIFICATES AND DEGREES BY YEARS.

School Year.	One-year certificates.	Three-year certificates.	Life certificates.	Degrees.	Special.	Enrollment.	Total number credentials issued.
1903-'04	14	.....	.....	.....	.....	143	14
1904-'05	40	.....	.....	.....	.....	184	40
1905-'06	23	9	.....	.....	.....	276	32
1906-'07	31	14	.....	.....	.....	351	45
1907-'08	21	11	.....	.....	.....	325	32
1908-'09	16	44	.....	.....	.....	467	60
1909-'10	26	38	12	.....	.....	723	76
1910-'11	20	18	80	.....	.....	1,066	118
1911-'12	41	74	96	.....	.....	1,183	211
1912-'13	49	80	113	13	.....	1,416	225
1913-'14	88	138	153	22	.....	1,650	400
1914-'15	83	123	208	51	.....	2,159	445
1915-'16	75	127	240	52	.....	2,514	494
1916-'17	156	149	224	73	.....	2,745	602
1917-'18	302	148	207	49	.....	3,433	706
1918-'19	462	120	178	66	.....	3,088	846
1919-'20	461	166	195	90	23	3,187	935

CREDENTIALS ISSUED DURING YEAR 1919-1920.

Degrees	90
Life certificates	195
Specials	23
Three-year	166
One-year	461
Total	935

CREDENTIALS IN FORCE SEPTEMBER 24, 1920.

Degrees	416
Life certificates	1,706
Specials	78
Three-year	445
One-year	863
Total	3,508

CAFETERIA.

The cafeteria at this institution up to the present time has been operated without expense to the state, save water, light and gas. For the last six years it has been housed in the most inadequate and undesirable quarters imaginable, for any part of a state institution. We have purchased and paid for, out of the small margin of profits, between $6,000 and $7,000 worth of equipment. This equipment is to-day housed in a sort of pine-shed construction, thereby endangered by fire 24 hours in the day. It is unnecessary for me to emphasize the great need of a permanent structure for housing eating accommodations; as a matter of fact, I am unable to see how it is possible for us to continue boarding our students in a place so undesirable, so inadequate to the demands, and so wholly inappropriate. In addition to materials which we have on our grounds, $20,000 would build us a very satisfactory dining hall, and certainly for this small amount the state of Kansas should not hesitate.

BOARD OF ADMINISTRATION.

It has been our privilege to be connected, in a rather direct and vital way, with the educational work of three states, and to observe and study state educational administration in many states. I do not believe a more desirable and effective method of control of state institutions is in vogue anywhere in the United States than our state has at the present time. It is a matter of continual encouragement and inspiration to work with a Board of Administration which entertains as broad-minded and as liberal views regarding the work of state institutions. The business department of the administrative control of our institutions as conducted during the last four years has been to this institution, as I believe it has to all others, a source of utmost satisfaction. As a result of the efficient operation of this department, thousands and thousands of dollars are being saved annually to the state; and this is being accomplished, not only without the least embarrassment or handicap to the administration of our respective institutions, but in such a manner as to be of the greatest assistance to the local management. We cannot overestimate the value of the work of this department, or overstate our appreciation of its efficiency. While we appreciate the system of state control of our institutions, we fully realize that no method of state control over institutions is much better or much worse than the personnel composing the governing body; and, in full recognition of this fundamental principle, the president and Faculty of this institution wish to extend their most genuine and sincere expression of appreciation to you—the governor, the Board of Administration and the business manager of our institutions.

Respectfully submitted.

W. A. BRANDENBURG, *President.*

Spring and Summer Calendar, S. M. T. N.

March 28, Monday	Mid-semester spring term opens.
April 25 to April 29	Spring music festival.
May 25, Wednesday	Commencement.
May 31, Tuesday	First term, summer session, opens.
July 29, Friday	First term, summer session, closes.
August 1, Monday	Second term, summer session, opens.
August 26, Friday	Second term, summer session, closes.

MID-SEMESTER, SPRING TERM.

The spring schedule is so adjusted that the large number of teachers whose schools close the latter part of March or early in April can do, by enrolling immediately, a full half-semester's work before the summer session begins.

This means that if you can enter at the beginning of the spring term

and stay through both summer sessions you can complete at least twenty-two hours of college work or two-thirds of a regular year's work, or you can get work needed for the completion of your high-school requirements and work towards your one-year state certificate.

It is possible to earn eight or nine hours of college credit during the spring term. New students will be permitted to enroll in many courses already under way, and other new courses will be organized. All legitimate demands will be taken care of, and it will be possible for students to receive individual attention and complete work they have heretofore begun. Write for the Spring Term Bulletin.

1921 SUMMER SESSION.

The sixteenth annual summer session of the State Manual Training Normal School will open May 31, 1921. The attendance in the summer sessions has increased from 750 in 1913 to almost 1,900 in 1920. This remarkable growth in attendance is the result of the following causes:

(1) The richness and variety of the curricula offered.

(2) A realization that the summer sessions offer an opportunity for intensive work under the most practical and capable instructors.

(3) That ten to fifteen hours college credit may be secured toward certificate, life diploma or degree where one attends both summer sessions (thirteen weeks).

(4) That the summer sessions offer the greatest opportunity to teachers holding regular positions for increasing their efficiency and success in the schoolroom.

(5) That promotion, both in point of position and of salary, is more and more being determined by educational preparation and increased efficiency in the schoolroom.

Two years ago the State Manual Training Normal School initiated the second summer session plan—a four-week session immediately following the first or nine-week session. One hundred teachers took advantage of this lengthened opportunity in 1919. Two hundred twenty-eight took advantage of it in 1920. The plan will be continued for 1921. Present indications are for an attendance of four or five hundred at the next August session.

Every one of the S. M. T. N.'s numerous departments will be in full swing during the summer session. In fact, summer is the season of their maximum activity. Not only the complete regular Faculty is kept at work; it is necessary every summer to employ a group of city superintendents and other teachers of reputation to help take care of the large student body.

But work is not all at the summer school. Numerous social functions help the students to widen the circle of their acquaintances, and pass their leisure pleasantly. Special entertainments of the highest quality are provided. A corps of lecturers chosen from the nation's most eminent educators and educational experts is always employed to bring that inspiration and broadened outlook that only such men can give.

A special bulletin describing in full the 1921 summer session has just been published. If you have not already received it, it will be worth your while to write for it. This announcement gives detailed information about courses of study, expenses, credit hours, diplomas, certificates and degrees, transfer of credits, equipment, etc. It is a valuable manual of reference, even though one were not planning to be in school this summer. If there are any questions that this manual does not answer, please address inquiries to

W. A. BRANDENBURG, *President.*

Spring Music Festival.

Monday, April 25.....	Pageant by Department of Physical Education.
Tuesday, April 26.....	Chorals, "Hiawatha's Wedding Feast" and "Old Plantation Days." Festival chorus and festival orchestra.
Wednesday, April 27.....	J. Campbell McInnes, baritone, and Hambourg Trio.
Thursday, April 28.....	Afternoon: Artists' recital. Night: Florence Macbeth, coloratura soprano.
Friday, April 29.....	"The Messiah." Festival chorus and orchestra.

The interstate high-school music contest will be held Thursday and Friday afternoons.

The spring music festival is one of the most important events of this type in the Middle West. Last year's program was a triumph in every respect, the acme of several seasons of hard work on the part of Conductor Walter McCray and the committees in charge. A most attractive variety and high quality of talent is offered for this season. The festival promises to be even more successful than it was a year ago. The chorus will be made up of Manual Normal and Pittsburg singers, choral groups from Columbus and Cherokee, as well as a number of singers from Joplin. The orchestra will itself be worth a trip to hear. It is the fruit of several years' steady training, and is professional in its artistry.

"The Messiah" soloists, who will also give the artists' recital, will be Royal Dadmun, baritone; Lotta Madden, soprano; Allen McQuhae, tenor; and Ellen Rumsey, contralto. All four are experienced oratorio singers as well as concert artists of high rank. Florence Macbeth, coloratura soprano, will be a rare treat in her concert recital. She is a member of the Chicago Opera Company. Campbell McInnes is an aminent English baritone who won immediate recognition upon his American debut in 1919. The Hambourg Trio, which supports him, consists of a Russian violinist, a Russian cellist, and a South American pianist.

The high-school music contest, interstate in its range, is so big an event that two full afternoons are regularly required to complete it. High-school music organizations of every type, as well as soloists, compete and learn through watching the achievements of others. Several hundred high-school students make their first acquaintances with Manual Normal in this way every spring. High schools that have not yet entered their musicians and glee clubs should communicate with Prof. Walter McCray.

About the Campus.

Three women of the faculty resigned at midwinter to enter the business world. They were Miss Anne Casely, assistant professor of history; Miss Winona McLatchey, instructor in public-school music and harmony; and Miss Edith E. Casseday, assistant professor of home economics.

Miss Lillian Luehrs is a new member of the history faculty, with the rank of assistant professor. She came to S. M. T. N. from the University of Minnesota, where she was teaching English constitutional history.

The "Pre-Medics" in the student body now have a club all their own, known as the The Carrol Medics. John Wiedenman is president; Gerald Smith, vice-president; and John Beltram, secretary-treasurer. The weekly meetings will frequently be addressed by local physicians.

The first semester of the school year ended January 21; enrollment for the spring semester was made Monday, January 24, and regular work was again under way the following day. Thus the only break between semesters was that which the week-end would normally have brought. All students in attendance the first semester were required to reënroll on the day set for that purpose.

Dean Hattie Moore-Mitchell has closed a contract for a two-week lecture engagement in Colorado in August.

Several faculty members attended the meeting of the State Educational Council held in Topeka in January. Professors L. A. Guthridge and E. N. Mendenhall were official delegates. Prof. D. M. Bowen was there as chairman of the council committee of legislation, and President Brandenburg and Professor Bowen were speakers at the banquet to which the council invited the legislature. Dean G. W. Trout, Miss Bowman, and Professors J. A. Yates, O. P. Dellinger and A. H. Whitesitt were also there as unofficial representatives of S. M. T. N.

E. M. Jones is a new member of the faculty of physical sciences. He teaches electrical engineering. Professor Jones comes to S. M. T. N. from the Junior College at Kansas City, where he taught for several years.

J. B. Quig is a new instructor in industrial chemistry and closely related branches. He is a graduate of a Pennsylvania college, and resigned a position as chemist with the Dupont Powder Company in order to take the one here. His employment with the powder manufacturers began before the war.

Ex-service men on the campus for vocational training under the auspices of the Federal government totaled 128 on February 7. Their number is being increased almost every day, with the result that S. M. T. N. has become one of the country's important centers for this type of education.

Several new classes in mechanical engineering are being taught this semester. Prof. J. A. G. Shirk teaches those in steam turbine, hydraulic machinery and refrigeration, while Prof. L. E. Curfman teaches those in reënforced concrete and the slide rule.

The extension department of State Manual Normal had an enrollment of more than 1,200 during the semester that ended January 21. Figures for the school year will in all probability total about 1,500. This total will represent that number of different individuals enrolled, not the number of individual enrollments, which will be much larger.

The schedule of new extension classes organized up to February 7 for the spring semester is as follows:

Prof. D. M. Bowen, school administration, Joplin and Pittsburg.

Prof. Frank Deerwester, social psychology, Joplin, Pittsburg and Columbus.

Dr. O. P. Dellinger, hygiene and public health, Galena; and neurology, Hutchinson.

Prof. J. A. Yates, geology, Fort Scott and Coffeyville.

Miss Eulalia Roseberry, geography, Parsons and Independence.
Miss Bessie Ashton, geography, Baxter Springs.
Prof. E. N. Mendenhall, educational measurements, Arma and Oswego.
Prof. J. H. Bowers, ethics, Arma and Chanute; government of United States, Chicopee.
Prof. O. F. Grubbs, English history, Girard.
Miss Jane Cape, food hygiene, Pittsburg.
Prof. J. A. G. Shirk, astronomy, Joplin.
In addition to these new extension classes several that were in operation continue. They are as follows:
Prof. W. E. Ringle, nature study, Olathe and Fort Scott.
Prof. O. F. Grubbs, history, Baxter Springs and Pineville.
Dr. O. P. Dellinger, anatomy and physiology, Mt. Carmel.
Miss Fleeson, bacteriology, Mt. Carmel.
Miss Cape, food Hygiene, Mt. Carmel.

Assimilation.

There was a child went forth every day;
And the first object he looked upon, that object he became;
And that object became a part of him for the day, or a certain part of the day, or for many years, or stretching cycles of years.
The early lilacs became a part of this child,
And grass, and white and red morning-glories, and white and red clover, and the song of the phœbe-bird.
And the school mistress that passed on her way to the school,
And the friendly boys that passed—and the quarrelsome boys,
And the tidy and fresh-check'd girls—and the barefoot negro boy and girl,
And all the changes of city and country, wherever he went.
His own parents—
The mother at home, quietly placing the dishes on the supper table;
The mother with mild words—clean her cap and gown, a wholesome odor falling off her person and clothes as she walks by;
The father, strong, self-sufficient, manly, mean, anger'd, unjust;
The blow, the quick, loud word; the tight bargain, the crafty lure;
The family usages, the language, the company, the furniture—the yearning and swelling heart.
Affection that will not be gainsay'd—the sense of what is real—the thought if, after all, it should prove unreal.
The doubts of daytime and the doubts of nighttime—the curious whether and how,
Whether that which appears so is so, or is it all flashes and specks?
These became part of that child who went forth every day, and who now goes, and will always go forth every day.

—*Walt Whitman.*

Book Review.

A recent publication, entitled *Stenciling*, by Miss Adelaide Michel, contains just what one needs to know in regard to that work. It is clear, concise and amply illustrated with graded problems, practical and of generally good design. It will appeal especially to teachers, but will be valuable for any one interested in the art of stenciling. It is published by the Manual Arts Press, Peoria.

Cheerfulness is helpful every day and every minute. It is not necessary not to feel deep emotion and sorrow to exercise it, but it implies a power to rise from depressing influences and to exercise reason and courage in overcoming them.