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State Manual Training Normal School

THE TECHNE

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

JANUARY, 1922

THE TEACHER.

I deal with the most potent, the most elusive, the most interesting thing in the world—the human mind.

Without me there would be no progress; future generations would relapse into savagery; civilization would perish from the earth.

Of all the professions, mine is the least paid in money and the most richly rewarded in satisfaction.

I am soon forgotten because what I achieve is written, not with ink on paper, but in human lives.

I am a builder, but I do not build bridges. I build the builder of bridges.

I am often unpopular because I must try to please so many people.

My work is often undervalued because it is not understood.

The beginning of my work is service; the essence of my work is service; the reward of my work is service.

I am the teacher.—*Bulletin, Connecticut State Board of Education.*

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VOL. 5 No. 1

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5 JANUARY, 1922 No. 1

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.

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

CONTENTS.

Making Biology Interesting and Practical in the High School.

W. E. RINGLE, Associate Professor of Biology.

After several years' experience in teaching biological sciences in high schools and in the Normal College the question that comes to my mind more forcibly each year is, how to make the teaching of biology so interesting and practical that the pupil will elect the subject for the training and information he can get out of it rather than in a purely perfunctory manner for the mere credits needed for graduation? You know what it means to have in one's classes students who are but semi-interested in the subject of biology and who find it difficult to say without embarrassment why they chose the subject, or were compelled to take it, save that it was a required subject and they had to take it in order to graduate.

It so often happens if you speak of biology to the average high-school boy or girl that they at once shrug their shoulders in an attitude of aversion and think of slimy earthworms or the cutting up of cats, or the long tedious analysis of fifty plants pasted in an herbarium to be laid away as so much junk. Now, what's wrong? Why is it necessary for the teachers of biological sciences to be so embarrassingly rebuked? I think one of the principal reasons for this attitude to the subject of biology is the teacher himself. He has not seen the vision of a real biologist. His teaching lacks human interest. He is too much of a machine-made creature molded by Huxley's Crayfish, dominated by Sedgwick and Wilson's Fern and Earthworm, and patterned by Gray's Structural Botany and Plant Classification. Some college-entrance requirements may be additional causes for this sad state of affairs. But be the causes what they may, they have squeezed the juice out of an otherwise most interesting and profitable subject. To overcome this we need a crop of biology teachers with a large fund of constructive imagination who bow less reverently before the shrine of research and realize rather that the kingdom of heaven can be found in the lives of growing boys and girls.

It frequently happens that the biological course of the average high school has a strong resemblance to hash. It too often consists of warmed-up left-overs; for example, a little nature study from the grades, some large indigestible chunks of college zoölogy, and a little botany and hygiene. Sometimes the teacher will stick unswervingly to the textbook and assign a specified number of pages in advance each day. She would better exchange the book for an almanac or a Montgomery, Ward & Company catalogue; otherwise she is inflicting an intellectual injury upon her pupils. Then, too, I feel that laboratory work as often conducted in the high school, and often in institutions of higher learning as well, has little value. It often penalizes ingenuity and the tactics are often similar to those employed in fattening a goose. We cage our student and ask him to do no constructive thinking. We supply the learner with a full set of directions regarding his work, state exactly what is to be done and how, what materials to use, conclusions to reach, and what to do with the materials when he has finished. Sometimes his time has been wasted in counting tail-feathers or fin-rays or the joints in the *antennæ* of a grasshopper; or he has been lost among cell-theories and drowned in staining fluids; or he has become exhausted bending over his oculars, trying

to discover the *pseudopodia* of the *omœba*, or the *cilia* of the *paramoecium*, or the *flagellum* of the *euglena*, or the contractile stalk of the *vorticella*, and for what purpose the Lord only knows. Too much of our laboratory work has little or no connection with the common everyday things with which the children and the community have to deal.

It should be our first task to get the pupil started really to study the thing itself and to depend on his own reasoning powers to get at the facts and principles involved. The greatest value of biology lies in its application to life. A knowledge of health of body and mind, the law of life and heredity, the cause and prevention of disease and premature old age, is the most valuable foundation which we can give to the individual for health, morals, and good citizenship. The teacher should stimulate the pupil to ask and to answer his own questions. She should aid him to observe accurately and to draw conclusions. The public to-day is demanding a more practical education and is not satisfied with the method of instruction that prepares the student primarily to enter a college. The interests of the pupil and the community to each other should be dominant.

I believe that high-school biology should trend more strongly toward living biology, which shows the interdependence of all things living and their interactions each to the other, requiring an extensive study of the life-habits of plants and animals, rather than to dead biology which requires an intensive study of the internal structure of plants and animals. It seems to me that here is the dividing line, the parting of the way that will either make the subject of biology interesting and practical or repulsive and meaningless to the average pupil of high-school age. The vigorous work in minute dissection and elaborate microscopic interpretation is capable of comprehension by mature intellects only and should find its place principally in the college. In the high school the work should be largely macroscopic instead of microscopic in character. There are enough important facts to be discovered with scalpel and hand-lens, thus dispensing with a lot of expensive equipment which is impractical and seldom used.

The pupil should be brought in touch with creatures whose problems are similar to his own, if we are to arouse an interest in the subject. It makes comparatively little difference to the average pupil whether his head is stored with the Latin names associated with animals or those with plants. But it does make a vast deal of difference whether the pupil has gathered in the short years of his school course that width of perspective and breadth of understanding which enables him to meet the vital problems of the environment into which he is soon to be thrown. Only when the pupil senses these larger values and has an appreciation of these larger and underlying principles will he be stimulated to enter into his work with the enthusiasm of a true scholar, and the subject of biology cease to be petty, stupid, and dry, and neutral acquiescence gives way to aggressive interest.

The laboratory-workshop of the dead biology should give way for more of the work itself, which is the laboratory of the living biology. The dead bee and ant are nothing to the pupil, but from the living, active ant or bee colony he learns community life, the strength of the many as contrasted with the weakness of the few. From other simple studies of plants and animals he learns the close influence which plants and animals exert on man's supply of

food and raiment; cotton from the cotton plant, silk from the cocoon, the relation of the wheat midge to the size of the loaf of bread, and of the cotton weevil to the cost of cotton. He learns that a better understanding by man of plant and animal life and their relation to soil and climate is absolutely necessary if man's needs are to be met. It will be easy for the student to see the relation of the ladybird beetle to the fruit-tree scale, of the *ichneumon* fly to insect pests, of the cactus plant to the desert, of certain crops to dry farming. He learns that not only his comfort but his very existence itself is jeopardized by animal and plant life, by the fly carrying typhoid fever, by the mosquito carrying malaria, by the rats carrying the bubonic plague, and by various disease-producing bacteria.

The dead biology which limits its observations mainly to the microscope, or at best extends it to the four walls of the laboratory, does not relate itself to the present life of the child. The living biology does relate itself to the present life of the child, because it extends its observations and investigations to the filtration plants which supply him with water, to the dairies which furnish him with milk, to the fly-infected shops which supply his meat, to municipal hospitals, to quarantine stations, to day nurseries, to uncovered garbage cans, to markets and shops with loathsome vermin, to gutters and drains with dangerous breeding places, to the city trees devastated by pests, to the reclamation of waste lands by irrigation and drainage, and to a host of other practical subjects.

I believe that a large part of the high-school course in biology should be informational in character and administered in good, stiff, honest doses. It should give the student a rounded and definite view of the world of living things, that the student who pursues the subject no further may carry with him an adequate knowledge of and interest in the world of living beings, and that the student who intends to make a more intensive study of the biological science may have sufficient background for the choice of his electives as his interest or needs may demand.

Education is meant to prepare for living, and biology has an important part in this preparation. There should be personal application to the pupil's own body and life of those hygienic measures which prevent inefficient living on his part. The pupil as a living individual is either well or ill, happy or miserable, efficient or useless, largely as a result of the conduct and management of the delicate physical machine which is in his charge. He may be ignorant of historic fact, of the multiplication table, and of syntax and yet be a useful and contented citizen. He cannot be either long without observing the laws of hygiene and sanitation.

Then to make high-school biology interesting and practical let us put a human interest into it. Let us make it something more than the resurrection of embalmed specimens, minute dissections and drawing, or mounting of a bunch of wild flowers. Let us leave the major part of this phase of biological science for the colleges and universities, for it has been shown that students who have never had technical laboratory work in high-school biology make more rapid progress in their college biology than those who have had a smattering of it in the average high school. Let us arouse an interest in biology by presenting it from a broader perspective. Biology in the high school should not go begging, for it is a powerful factor for social uplift. It

increases mentality in the abstract by its classroom work, it increases efficiency in the concrete by its increasing application of scientific laws to the daily happenings of life. It raises the moral tone by its applied lessons on the interdependence of society and by the responsibility which it thrusts upon its adherents of carrying out their lessons by right living. It not only gives its students lessons in ethical standards but it gives them ways and means whereby such ethical living is made possible.

In conclusion, then, I would say that we should teach biology so as to train the pupil in observation and reasoning, to acquaint him with his environment and with common forms of plant and animal life, and especially with the structure, functions and care of his own body, together with the general biological principles derived from the study, and, lastly, to show him his place in nature and his share of the responsibility for the present and future of human society. If we will do this I believe that we shall see a marked increase of interest in the subject of biology.

Changing Our Conceptions of Home Economics.

Mary Ruth Fisher, S. M. T. N., 1917.

Of course, we might go back to the time of the Renaissance, or even before then, and relate the very beginnings of home economics, for Comenius and Luther found a place in school theory for the common activities of the home and farm. We all know the belief Pestalozzi had in such training, and everyone is familiar with the cooking and sewing taught in the charity schools of England and to the Indian girls by the Ursuline sisters at Quebec as early as 1668. But it is not with this very early history we are most interested at this time. Let us turn our attention to the beginnings of the early "domestic-economy" movement in this country and take a brief look at the purpose of such an undertaking.

Mrs. Emma Hart Willard, in 1818, addressed the New York legislature, pleading for a state grant for girls' education as well as for boys'. It is interesting to note in this connection her plea for a curriculum that would include domestic instruction, and the following paragraph taken from that address might well have been spoken in 1919: "It is believed that housewifery might be greatly improved by being taught, not only in practice, but in theory. There are right ways of performing its various operations, and there are reasons why those ways are right. Why may not rules be formed, their reasons collected, and the whole be digested into a system to guide the learner's practice?" Thus "Mrs. Willard discovered domestic economy as a subject of instruction," and Miss Catherine Beecher did much to develop the idea.

Parallel to this time Count Rumford was devoting much energy to scientific studies of domestic problems, and later, in the person of Ellen H. Richards (1842-1911), we have the "founder of the home-economics movement" in the United States. Her life is too well known to warrant my spending any time in reviewing it.

In this mention of the outstanding founders of the home-economics movement we in the profession are greatly gratified that they were so much in

favor of home economics in its broad sense and began it upon a scientific basis.

But what about the "laity" (if we may use that term)? They were not so broad-minded. The idea was prevalent in those early times, as it is even to-day in some localities, that "it doesn't require any special brains to keep house, and that all this talk about foods having any influence on growth, development, etc., is just the pet idea of some educational cranks." Thus we find the first schools established were principally cooking schools, and they were usually established to teach servants to cook.

About 1872 some of our Middle Western universities opened their doors to women and established courses in cooking and sewing. Later our public schools began to form classes, but here again it was merely cooking and sewing—mere manipulation. In some localities this work was appreciated and encouraged; in others the people were indifferent, considering the subject to be merely a fad; while in still other localities the feeling was quite general that "Waal, I guess her maw can learn her all she needs to know about cookin'."

When mere cooking was the content of a home-economics course something had to be given that would hold the interest and attention of the students, so we found fancy dishes, expensive foods and unusual ingredients used, with the result that many teachers went into our public schools and taught the same things. Hence has arisen the criticism—and justly, too—that home economics is too expensive in its teaching; that there is no connection between the home and the school; and that home economics does not function in the life of the students. These criticisms have to a great extent died, but the teaching of home economics in many communities is still confined to cooking and sewing. Are we, as teachers, living up to our big opportunities if we plan our courses merely for these two subjects?

As our conceptions of home economics have changed, so has our terminology. Cooking and sewing were the terms used for the first work offered. Domestic art and domestic science followed, and these terms are still largely used. Domestic economy, household arts, household economics have all served their time, but home economics seems to be the one most suited for the broadness of the subject.

In just what way have our conceptions changed? As stated in the beginning of this paper, home economics first made its appearance as cooking and sewing—mere preparation of some dish or the making of a specific garment. Now we teach principles! Then we taught the poaching of an egg; now we teach the cookery principle back of the cooking of all eggs. Then we taught the making of one garment; now we teach the changing and adjusting of patterns so as to make all garments. Then our subject matter stopped with these two subjects; now we embrace all that has to do with foods, clothing, shelter, and household management. Yes, we go farther than that, for we take into consideration the life, atmosphere and spirit of the home.

We are beginning to realize that the schools that are becoming famous throughout the country are those schools that take into consideration the needs of the home and the community. We are beginning to understand that it is just as "cultural and just as intellectual for a student to use her abilities in solving some practical home or community problem as it is for her to solve

mathematical conundrums," and that she will probably never use these latter problems in her later life, but she most assuredly will the former.

"As soon as a girl leaves school she will be called upon to solve many problems, a wrong answer to which means much more than a low grade on her report card. It might mean loss of social standing, loss of health, unhappiness and misery, not only to her, but often to her family as well. Incorrect solution of school problems can be corrected, but incorrect solution of home problems cannot always be revised; neither is there always a second attempt possible." Therefore, the problems of life demand a more careful consideration than any of her school problems!

It requires just as much hard work, just as much brains and just as much study to become an efficient home maker as it does to become a lawyer, a doctor, a nurse or a stenographer. How many people would ever consider entering one of these professions without special training and instruction, yet the profession of home making is accepted every day by people without bat of an eye or the slightest training for the job!

Since the demands of life have become so exacting we must change our conception of home economics if we are to train our girls to adequately meet these demands.

Home economics deals with clothing—the selection and use, the care and repair, the making of new and remodeling of old garments, the knowledge of materials, and the training for good taste in dressing.

Home economics deals with the food problem—the selection, preparation, use and care of foods; the body needs for all ages, as well as for all stages of health and growth; the mastery of nutrition principles and the technique of cookery; the composition and combination of foods and the serving of foods.

Home economics deals with the care of the sick, with the care and feeding of children, and with the care of our own bodies, or personal hygiene.

Home economics deals with the arrangement and furnishing of the house; with sanitation, ventilation and care of the home; with organization of the household from the standpoint of labor expended and with the management of the home from the standpoint of finances.

Home economics not only deals with the scientific and practical side of the home, but with the spiritual side as well. Home economics stands for high standards of living; it aims to develop a sane attitude of the individual towards home and community life and to emphasize coöperation, good-fellowship and mutual helpfulness.

Home economics stands for the development of character.

If we could instill into a community the real meaning of home economics and what it stands for, the millenium would be here.

May I pull back the curtain of the future and bring to view another change necessary in our conception of home economics?

If home economics deals so vitally with life, the home and home problems, is the feminine part of our population to be the only ones who will really live? Why should not boys as well as girls learn something of home problems? Will our boys be made effeminate if they take a course in home economics? Not a cookery course, as is sometimes given now, in the same classes and the same courses as the girls, but a course for upper classmen.

Why shouldn't a boy be taught something of food values? He will probably eat three meals a day as long as he lives. Why not select them intelligently?

Why shouldn't a boy be taught something of the care and feeding of children? He will probably have a home of his own some day, and it is to be hoped he has children in that home. If he knows something of the care of those children will he be any less efficient as a father?

Why shouldn't a boy know something of the duties of a host? Wouldn't he be saved many an embarrassing situation if he had such knowledge?

Why shouldn't a boy know something of the care of the sick? Many a man during our awful influenza epidemic would have given all he possessed for some such knowledge.

Recently I had occasion to give a talk in one of the high-school buildings of a Pennsylvania city. On the board were the questions evidently used for an agricultural quiz, and two or three of them made a lasting impression: "Discuss the feeding of young calves," "Discuss the price of a well-balanced ration for a dairy cow," "Discuss hog cholera from the standpoint of sanitation." I ask you, in how many schools have you ever seen as examination questions, "Discuss the feeding of your children," "Discuss the price of a well-balanced ration for a workingman or a growing boy," or "Discuss infant mortality from the standpoint of sanitation"? Not very many, I am quite sure—and why not? Are not we and our children just as important as the calves, the cows and the pigs? If knowing how to care for and feed them is of value to a student, doesn't it stand to reason that some such knowledge about ourselves would prove beneficial?

Home economics must be more vitally connected with the life and the home of the student, as well as with the life of the community, if it is to hold the position it so rightfully deserves.

In closing may I quote from P. P. Claxton, ex-commissioner of education: "Of all the arts, those pertaining to the home are the most important; and of all the sciences, those which find their application in the home, making us intelligent about the home and its needs, are the most significant. For most people the home is the beginning and the end of life. All their activities proceed from it and return to it, and in the home must be established the physical, mental and moral health of individuals."

A High School Cafeteria.

EFFIE HACKNEY, S. M. T. N., 1920.

Last November a cafeteria, which serves luncheon on school days, was started in the Crawford County (Kansas) High School. It has proven successful in a number of ways.

(1) Teachers report students doing better work than when they ate cold lunches.

(2) Girls in food-study class can prepare foods in larger amounts than the individual serving.

(3) Students learn to buy and eat well-balanced meals.

(4) A chance is afforded for social good fellowship.

(5) Relieves parents of preparation of cold lunches.

(6) Offers luncheon on stormy days for those who usually go home at noon.

(7) In some cases supplements lunches carried from home.

Conditions in this school differ somewhat from those found in many high schools. Many of the students come on the interurban cars from near-by towns. It is necessary for them to leave home at seven o'clock in the morning and often they cannot reach home before seven o'clock in the evening. A large number of students from the surrounding country have rooms in town and prepare their own meals. These two classes comprise a large per cent of those who eat at the cafeteria. For this reason a heavy meal is provided, it being in many cases the only warm meal the student has that he takes time to eat properly. There is also provision for those who desire a lighter luncheon.

Typical menu with price of each article. (Everything sold at cost.):

Tomato soup	.05	Pineapple	.05
Meat loaf and gravy	.10	Cottage pudding with chocolate sauce	.05
Mashed potatoes	.03	Roll	.01
Scalloped corn	.04	Cookie	.01
Creamed cabbage	.03	Butter	.01
Waldorf salad	.05	Milk	.04
Fruit salad	.05		

A cook is employed by the school who, with the assistance of the Home Economics teacher and the girls studying foods, prepares the meal. Four students work an hour each day serving and washing dishes, for which they receive their lunch.

The meals are planned so there is but little waste, thus keeping expense at a minimum. All expenses are paid from the sale of food, except the cook's wages. These are practically paid by saving the expense formerly incurred by the school for experimental purposes in food classes.

Those persons desiring lunch are expected to sign their names on a provided list when arriving at school, so that the number to be served is known by 8:30. The place on the list determines their place in the waiting line. The average number served each day is 45, but it often reaches 75 in bad weather.

The equipment used in the cafeteria is as follows:

1 large enameled stock pot.
1 14-qt. enameled kettle (covered).
3 10-qt. enameled kettles (covered).
1 1-qt. aluminum double boiler.
4 aluminum measuring cups.
1 large coffee percolator.
2 6-qt. enameled kettles (covered).
3 5-qt. enameled double boilers.
1 enameled colander.
1 sink strainer.
4 enameled serving pans.
6 enameled basting spoons.
1 enameled 2 c. dipper.
1 enameled 1 c. ladle.
1 large aluminum roaster.
2 6-qt. aluminum pans.
1 large food chopper.
1 small food chopper.
1 hammer.
1 ice pick.
1 iron kettle for deep fat frying.
1 wire basket for deep fat frying.
20 large serving trays.
30 japanned serving trays.
4 square cake tins.
12 pie tins.
4 bread pans.
1 large dripping pan.
1 tin colander.
2 iron skillets.
1 meat fork.
2 paring knives.
2 meat knives.
1 bread knife.
2 Dover egg beaters.
1 ice cream dipper.
1 ice mallet.
9 dozen glasses.
9 dozen pie plates.
9 dozen sauce dishes.
2 dozen cups.
2 dozen dinner plates.
4 dozen soup bowls.
3 cream pitchers.

2 wire cake coolers.
2 wire dish drainers.
2 wire egg whips.
1 piano wire egg whip.
2 large wire strainers.
1 potato masher.
4 pyrex baking dishes.
4 earthenware mixing bowls (4-qt., 6-qt.)
3 vinegar cruets.
9 sets salt and pepper shakers.
4 dozen soup spoons.
6 dozen teaspoons.
1 dozen tablespoons.
9 dozen knives.
9 dozen forks.

The "Teacherage."

From "New School Buildings, State of Delaware" (*American Architect*).

By JAMES O. BETELLE, A. I. A.

One of the most serious problems in connection with efficiently regulating the schools in small communities and suburban localities has centered around the proper housing of its teachers. The problem in many places has indeed become acute and has adversely affected the grade of teachers that might be secured and retained. Many of the causes at present reducing the number of workers on the farms and in the small communities are also effective in the case of teachers; and just as better housing would be the chief factor in adjusting the farm labor problems, so would the whole community life be improved if its teachers might find surroundings in keeping with their work and temperament. Teachers themselves preach the doctrine of the importance of proper environment. Their own development is not immune from its influence, and a proper regard for community welfare demands that such environment be made available.

While we are all familiar with the recent housing problem in our cities, it has always been and always will be a problem for the teachers in our rural schools. The teacher is usually a stranger in the district, and the farmhouses are in scattered locations, often remote from the schoolhouse. The type of family with whom the teacher would desire living will not take in a boarder; families who will accept a boarder are not congenial to the teacher. The duties of a teacher necessarily make her working hours and habits different from the ordinary farmer's family. She may have study or work to do in the evenings, and the only warm, comfortable place is in the combined dining room and kitchen around the stove, where the rest of the family is gathered discussing the latest neighborhood scandal and gossip. These conditions do not promote serious work or study, yet if the teacher went to her own room she would find it uncomfortable and without heat. Furthermore, she would run the chance of being misunderstood and accused of being exclusive and unsociable.

The real solution of the problem has been the teacher's cottage, or "teacherage," as it is often called. It fills the purpose for the school that the "rectory" does for the church, only it is really more necessary. Foreign countries have long recognized and met this need, but only recently have we in this country done anything toward its solution. An attempt has been made to build the school with living quarters for the teachers on the upper floor. This has been found to have many undesirable features, and some state laws forbid any living quarters to be combined with the school building. With these things in mind, the architect of the present development has provided for the construction on the school property of small houses so designed as to afford housing for teachers that would attract dignified and worthy representatives of

that important profession. As would naturally be inferred, the design of these cottages has followed along the lines of the school buildings of which they become a part.

A great many advantages are served by an innovation of this kind. The teacher is lifted above the petty annoyances of finding a living place and being subjected to the sordid cares of rent paying and housekeeping. She is provided with dignified quarters that inspire the respect of the student body and of the community. She is spared the long and tiresome walks in inclement weather, at present necessary between the usually remote "third floor back" and the school, and is permitted more time to avail herself of the library, laboratory and gymnasium facilities of the institution with which she is identified.

With the added time at her disposal and with the mental wholesomeness so secured, she is able to be the source of stimulation and help to the entire community, and over a longer daily period than is otherwise possible. The school in the small town is more and more the social center for community life. The proximity of the teacher puts her in a position of influence. She may be readily consulted; her well-trained mind will not be omitted from the general councils because she must be sought in a room miles away from the center of activities.

This closer intercourse puts her in better touch with the needs of the community. It insistently demands that she apply the practical, common-sense attitude toward her work, for her intimate knowledge of community problems will prevent her from disregarding them or dealing only in far-away theories. She will thus make the school a living, growing thing, with tangible bearing on the needs of the people in it. Her nearness to the school puts her in friendlier relation with her colleague teachers, and a better spirit of coöperation among the teaching staff is made possible.

The outlook for the school children in the state of Delaware is a bright one. In a few years' time they will all be housed in new school buildings, where it will be possible to give proper instruction under first-class teachers. While the present conditions are not all they should be, the defects are known and the remedy is available. The results will justify all the labor and money spent and make healthier and better educated citizens for the "Diamond State," and indirectly benefit the nation as a whole.

CAMPUS NOTES.

Madame Emily Destinn, one of the world's greatest sopranos and former member of the Metropolitan Opera Company, is the top-liner for the Annual Spring Music Festival, of which the dates are April 24-28. Yet her name is only a hint of the wealth of music to be heard in the eight programs that will make up the week. The "Messiah" soloists will be: Myran Sharlow, soprano, Chicago Opera Company; Elsie Baker, contralto, widely known through her Victor records; Radamski, tenor, who pleased so greatly last spring as soloist with the Hambourg Trio; Gallagher, basso, former member of the Scotti Opera Company and very popular in the East as soloist with choral societies. Contracts for an instrumental attraction of the first merit remain to be made. The program for the festival follows:

Mendelssohn's "Hymn of Praise," festival chorus, April 24, night.

Pageant, direction of Department of Physical Training for Women, April 25, night.

Artists' concert, April 26, afternoon.
Concert recital by Emily Destinn, April 26, night.
Solos in interstate music high-school contest, April 27, afternoon.
Concert by instrumental artists (to be engaged), April 27, night.
Group numbers in interstate contest, April 28, afternoon.
Handel's "The Messiah," by festival chorus and orchestra, April 28, night.

Seven or eight hundred high-school students, representing all the larger high schools in this part of the country and from four states, will take part in the interstate music high-school contest. The contest is, from every point of view, one of the biggest events of the year for high schools. It brings out each year an astonishingly high grade of talent. High schools should make their entries as early as possible. Particulars may be had from Dean G. W. Trout.

Dr. A. E. Winship, the famous lecturer on education, spoke to students and Faculty at a special assembly December 12. "Money," he asserted, "is the controlling factor in education these days. When people really realize what a first-class education is worth, they will have a first-class education," he stated in this connection. Doctor Winship also addressed the Faculty at a special meeting that afternoon. He has long been one of the most popular speakers that visits S. M. T. N.

One hundred seventy-five persons attended the ninth annual football banquet in the cafeteria, December 15. Three ex-captains of the squad were present—Le Roy Scott, 1919; C. H. Hill, 1920; Jack Doty, 1921—besides the captain-elect for 1922, Fred Vehlow. The banquet was served by the classes of the Home Economics department.

The choral clubs of Joplin and Fort Scott gave concerts early in December with Prof. Walter McCray as their director. Miss Nora Neal of the piano department was accompanist for both concerts, and Miss Helen Kellog, head teacher of voice, sang in the Fort Scott program.

Schools wishing the services of S. M. T. N. Faculty members for commencement addresses next May should take the matter up soon, as there are always more calls than can be answered.

Trade courses in machine-shop practice, automobile mechanics, linotype, printing, furniture upholstering and repair, and pattern making and drafting, all of which have been taught for some time here, are to be expanded from now on, more thoroughly outlined, and more closely correlated with related subjects.

A committee of college teachers, of which Prof. Edgar Mendenhall of the local Faculty is a member, is making a state survey of pupil achievement in the various types of schools. The work was undertaken by the State School Code Commission. The committee recently studied consolidated schools in Iowa.

Spring Term Approaching.

S. M. T. N. makes special arrangements for students who can enter school in the spring by offering them a term (half a semester) beginning Monday, March 27, and continuing through the semester, which closes May 24. A high-school graduate, for instance, may thus, through the eight hours of credit earned in nine weeks, gain a one-year state certificate. By entering in March and remaining in school through the first summer term, which closes July 28,

any student may complete an entire semester's work. Four or five additional hours may then be had by remaining through the four-week August session.

It is a fixed policy at S. M. T. N. to offer all teachers every opportunity for self-improvement. As the institution has grown, its curricula have expanded more and more, and each spring a greater opportunity for choice of studies and the most satisfactory arrangement of work is available to new students. More than one hundred students were enrolled at that season last year; from 150 to 200 students are expected to enroll in March. In the main, these students are assigned to courses with students who have been here through the year; they thus feel themselves at once to be regular members of the college.

THE TREND.

Connecticut has 654 one-teacher schools. In 1900 the number was 1,077; in 1910 it was 900. Many of these schools are merely primary. The upper grade pupils are in many instances transported to central schools. "As the need for trained teachers and a more flexible curriculum becomes more and more apparent," states N. S. Light, director of Rural Education, "the demand for consolidated schools will become stronger."

Ohio laws provide for the teaching of dangers from fire in public, private and parochial schools. The state fire marshal and the state superintendent are required to prepare a course of study for this purpose. This course recently issued certain lessons upon such subjects as, "Carelessness with Matches," "The Coal Oil or Kerosene Lamp," "Fires from Chimneys," "Dangers from Leaking Gas," "The Danger from Christmas Trees," "Electricity," "Deadly Fireworks." The course is attractively bound in red cloth.

A petition to the President of the United States for a Department of Education has been submitted by the presidents of the National Education Association, the American Federation of Labor, American Library Association, National Federation of Musical Clubs, the General Federation of Women's Clubs, the National Society of the Daughters of the American Revolution, the National Congress of Mothers and Parent-teacher Associations, the National Council of Jewish Women, the Woman's Relief Corps, the Woman's Christian Temperance Union, and the chairman of the Committee on Education of the Sunday School Council of Evangelical Denominations, and the International Sunday School Association.

Central Missouri State Teachers' College, under the direction of Prof. George R. Crissman of the training schools, has made an interesting study of the following problems: (1) How build good speech habits; (2) The use of moving pictures; (3) Children's characterization of the best teacher; (4) High school work of rural and town school children; (5) The vocabularies of high-school students; (6) School virtues and business virtues; (7) What health examination of your school would show; (8) Measuring teaching by the aims; (9) How vaulable is it for children to sit erect, look at the teacher, keep both feet on the floor, and hold books correctly while studying?

A recent issue of the *Mail and Empire*, Toronto, Canada, gave an entire column to advertisements for teachers needed in the various Canadian provinces. The usual salary offered for rural teachers was $1,000 for the school year.

The entire educational system of Illinois will be studied by a commission recently appointed by the governor.

The motto of the Coöperative Education Association of Virginia is: "Every public school in Virginia a community center where the citizens may unite for improvement of their educational, moral, physical, civic and economic interests." The work of this association is substantially carried on through what is known as the Community League. The state now has over 1,300 such leagues with a membership of 40,000.

In a study of "Educational Publicity in Daily Newspapers," by R. E. Garlin and B. F. Pittenger, of the University of Texas, it was found that more space is given to athletics than to any other item. "In fact," the study states, "from one-fourth to one-fifth of the total news space used for education is given to athletics. This subject is given twice as much news space as is given to courses, nearly forty times as much as is given to equipment, more than twenty-five times as much as is devoted to enrollment, more than twenty-five times as much as is given to attendance, more than five times as much as is given to finance, nearly three times as much as is given to other student activities, more than fifteen times as much as is given to honors, nearly nine times as much as is devoted to legislation, more than eight times as much as is devoted to salaries, and nearly three times as much as is given to teachers."

Every teacher, every citizen should be alive to the importance of the office of the state superintendent of public instruction as a factor in educational progress. The incumbent of this office should rank in educational ability and leadership with the president of our State University and the presidents of our State Normal Colleges. This leadership is too seldom secured when this office is political and thus lends itself too frequently to appeals to prejudices and passions. Until the office is made appointive every citizen and every teacher should be active in securing the best possible official as our state superintendent. To neglect this duty means to sacrifice the interests of the children of Kansas.

In line with the march of progress, Louisiana's new constitution removes the schools from politics by making provision for a long-term State Board of Education and by making the office of state superintendent appointive rather than elective, as under the old constitution. The salary of the state superintendent of education has been raised from $5,000 to $7,500 per annum.

A TEACHER'S CREED.

"I believe in boys and girls, the men and women of a great to-morrow.

"That what the boy sows, the man must reap.

"I believe in the curse of ignorance, the efficacy of the schools, the dignity of teaching and the joy of serving others.

"I believe in wisdom as revealed in human lives as well as in the pages of the printed book; in lessons taught, not so much by precept as by examples; in ability to toil with the hand as well as to think with the head, and in all that makes life large and lovely.

"I believe in love and laughter, and truth, and all the ideal and distant hopes that lure us on.

"I believe in the present with its opportunities, the future and its promises and the divine joy of living."

—Better Schools Bulletin, Ohio State Department of Education.