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THE TECHNE

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

FEBRUARY, 1922

"I have been motoring about a little in Maryland and Virginia and I am astounded at the many miserable wood houses I see, hovels rather than houses, the abodes very often of white men. I am astounded at the wretched fences about the ill-kept patches of cultivation and by the extreme illiteracy of many of the poorer folk, white as well as colored, with whom I have had a chance of talking. I have to remind myself that I am in what is now the greatest, richest, most powerful country in the world. But with this country now as with every country, army, navy, contentious service, war debt charges and the rest of the legacy of past wars consume the national revenue. America is not spending the tithe of what she ought to be spending upon schools, upon the maintenance of a housing standard and upon roads and transport."—*H. G. Wells, in the Springfield (Mass.) Republican.*



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No. 2

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5.

FEBRUARY, 1922

No. 2

EDITORIAL COMMITTEE.

ODELLA NATION.

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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.

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

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The Intellectual Value of Home Economics Subjects.

LOUISE B. JORDAN, Assistant Professor of Home Economics.

We acquire knowledge largely through the senses, but pure sensation belongs to an early stage of development; for sensation rapidly becomes perception through its previous association with some object, being modified, increasing in complexity, and involving reactions and other sensations. In order to succeed in anything one must understand the facts pertaining to that thing, and be able to ascertain those facts correctly and quickly. As the other mental activities are based on this one, vagueness and indistinctness of the sensory starting point hinders the subsequent mental response. Observation, which is perception directed by a definite purpose, is the type of perception desirable to cultivate. Every one has his own favorable or unfavorable perceptive peculiarities, depending on his individual capacity, habit, and interest. We perceive what we are in the habit of seeing, expect to see, or are interested in seeing. By direct and indirect means an instructor should impress upon the mind of the student the value of training the perceptive powers both intensively and extensively.

All studies are good observation studies if properly handled; but Home Economics studies are especially well fitted to meet this requirement.

As in history, mathematics, or any other subject, so in home economics there is constant need for accurate perception of the oral and written words as a means of securing information.

As just suggested, we perceive that in which we are interested. The body of perceptions available as a result of home economics study are so intimately associated with the life of the student that the condition of interest is already present. These subjects, therefore, logically occupy an important place in the training of perception.

Economy of effort enters here also; for the results of the observations involved may be directly applied in the subsequent experience of the student, guiding his behavior and proving beneficial in his life.

Because of the range of interests involved in home economics studies, they are well adapted to extensive training in perception. To give a few specific examples: Food work includes some ideas of chemistry in regard to composition and reactivity; of geography, in relation to sources of material; of mathematics in connection with measures and computations; of physics English, history and economics. Likewise, in clothing studies a similar breadth of interest might be defined, as illustrating their fitness to be used in an extensive training of perception.

The demonstration designed to teach a new activity may also be planned to teach accuracy of observation coupled with accuracy of expression (involving English as just suggested). The instructor may execute the process step by step, at the end of each separate activity allowing the class to note just what has been done, each student preparing a written account of the entire process, and concluding the exercise with a comparison of the individual records with a well-formulated statement derived from the individual notes. Such an exercise will expose to the student her inaccuracies of observation

and statements, and at the same time demonstrate the possibilities open to her.

The habit of requiring students to grade their own products by using a score affords excellent training; in analysis, by isolating each characteristic from the others; in observation, by directing the attention to one part, excluding all others. With or without the use of a score, a critical attitude toward her own work, both during the process of making an article and upon its completion, may be developed in the student, if she is required to meet proper standards of achievement; and thus her power of observation is developed.

The value of the design phase of Household Art subjects in training perception need merely be mentioned.

That there tends to be some type of motor response to every sensation is a well-recognized fact. It is also true that the development of organized perception and the development of organized activity must go hand in hand, or the former will suffer. The converse also is true, that an expert in any line not only acts more skillfully but perceives more skillfully than another. A dentist's perception of teeth is more accurate than that of a musician's perception of the same thing, although the latter has a finer perception where his own interests are involved. A student in millinery remarked that she never noticed crowns until she had made one; she had received training in hat perception as well as hat-making. The relation of this truth to the discussion is obvious, since training in definite motor activities is part of our problem.

Accustomed as we are to particular kinds of motor response, I wonder if we secure as many types of response as we may. Reactions in oral and written expression furnish not only experience in an important mode of behavior, but also a means of correlating Home Economics to English. A standard of clear, definite, simple, logical style should be encouraged, the instructor providing a worthy example in her own expression. In writing, special attention should be directed to spelling, correct form in sentences, and unity of paragraphs. Subject matter should be organized according to an outline, in which topics and subtopics bear the proper relation to each other and to the subject as a whole. An oral or written description of some motor process, as making a felled seam or putting in sleeves, demands clear thinking, raises the activity almost entirely from a physical to a mental reaction, and provides an exercise in abstraction if expressed in terms applicable to any similar situation. It is unnecessary to cultivate a new vocabulary for such an exercise; one needs only to learn to use the one she already has.

While many other kinds of reaction might be discussed, as collecting samples, preparing budgets, shopping, drawing, weaving, etc., we will conclude the remarks concerning perception by repeating these thoughts: We interpret the world in terms of our own perceptions; the range of our perceptions is determined by the range of our possible reactions; Home Economics studies provide training in the power of organized perception with its accompaniment of organized reactions.

As suggested, our previous experiences determine what our subsequent reactions will be; that is, the emotions which have been aroused as the result of a given stimulus will tend to recur under similar conditions, and to give

rise to the same kind of behavior. Since we have to deal with our reaction to our experience rather than with the experience itself, the important thing is, what we think about the experience, what emotion does it arouse, what is our attitude in regard to it. We recognize, then, the necessity for developing proper emotions, and that Home Economics subjects must have an emotional value.

We have already mentioned the close relation existing between Home Economics studies and other subjects. This relation may be the means of stimulating broader intellectual interests. In the discussion of clothing construction, one needs to know the meaning of such geometrical terms as perpendicular, parallel, isosceles, 45 degrees, coinciding, acute, and obtuse, and in construction notes it is convenient to know the geometric signs of some of these terms; such glimpses of a subject may awaken in one the desire to know more of the subject. When in food study one discovers the practical application of principles of bacteriology, chemistry or physics, the truth so revealed may impel one to a more thorough acquaintance with these subjects. By choosing illustrations from varied sources, broadened interests may be developed. In these ways Home Economics, of all subjects, has superior opportunities of stimulating intellectual emotions.

Because of the close connection of Home Economics interests with bodily needs, it is natural and logical to make suggestions regarding physical habits, involving a limited but essential instruction in physiology and hygiene; such a practice on the part of the instructor, when reflected in the lives of students, will prove of great benefit in securing their welfare and happiness—a worthy educational achievement.

It is said that we know objects through our sympathies with them. If one will avoid finality in any discussion, remembering that the last word has not been said on any subject, and that much remains to be revealed which may change our present beliefs, the sympathy so fostered is an emotion well worth cultivating. If, on the other hand, by failing to keep an open mind, we meet experience with prejudice, we may close important educational avenues.

Displays, exhibiting the work of Home Economics classes, always arouse a feeling of admiration which may develop into emulation.

Of the varied intellectual faculties which may be developed, incidentally or specifically, in a study of Home Economics, æsthetic emotion, love of the beautiful in its visual phase, takes second place to none. Love of the beautiful is, in itself, probably the highest form of aspiration of which the human soul is capable. It is manifested in all peoples, in all times, in all forms. It is necessary that it be developed early, at a plastic stage of impressibility, lest its power be inhibited. Through illustrative material, as well as the immediate projects which are being made, the angles of approach are limited only by the number of forms in which visual beauty finds expression—basketry, pottery, textiles, pictures, architecture, sculpture, and natural forms. The training so received will greatly enrich the emotional life of the individual and will leave a valuable impression on whatever she may create; for she will be satisfied only with what is beautiful—but that does not necessarily mean what is costly; she will have learned the beauty of simple, durable, serviceable things.

Plato said that education is the process of weeding out and selection more

than of creating. A modern psychologist expressed a similar thought when he said that memory involves forgetting as well as remembering.

Whether or not we acknowledge transfer of training although to a less exaggerated extent than did educational psychologists of earlier days; and whether or not the cultivation of memory in one line adds little power in others; nevertheless Home Economics studies may offer something of later as well as of immediate value in regard to training of the memory. They can aim to teach the value of concentration, of repetition, and of short periods of effort so as to avoid fatigue; they can teach the value of organization, selection, discrimination, or whatever you wish to call it. It is poor pedagogy to warn students not to try to memorize certain data, but to reason about it; for certain fundamental facts, serving as a basis for reasoning, must be remembered, and so, memorized, before there can be any reasoning. Rather should the attention be directed toward the value of knowing leading facts, toward finding them, and arranging them in an orderly and logical way. Memory is then reduced to recalling a limited number of items, which tend to suggest their attendant, subordinate items, in place of trying to remember each separate item. We have an example of order in the universe in which we live, where all natural phenomena are subject to law. It is a drawback not to know what one knows. We should keep our thoughts in order, so that we will know where to find them. Some one suggests a classification comparable to a card index system.

Of course reasoning is involved in the selection or discrimination. By comparing values one learns to discriminate. Thought elements are constantly pouring into the mind. We cannot retain all—some must be rejected. The study of Home Economics offers to the teacher as favorable an opportunity as any subject to direct the students' efforts in the field of memory and reasoning.

Although we deal so largely with concrete things in Home Economics studies, we have some opportunity to engage in abstract thought.

There are two phases of any activity—the theoretical, and the practical; the one tells about the process, the other does the process; the former is in the realm of the abstract, the latter, in the realm of the concrete. If I take Mary's white voile in my hands and show her how to make a French seam, the experience is practical, concrete.

If I present to an individual or to a class a plan for making French seams, with the plan couched in general terms, applicable to all types of materials and widths of seams, the experience, expressed in words or symbols, being separate from an exclusive application to a single object, is a theory and an abstraction, and remains so until the individual makes a practical, concrete experience of it. The student may read over the words of the instruction, but that is mere repetition and not the highest type of behavior possible. To do the process calls for a higher type of internal organization. For this reason, class instruction is preferable to individual instruction of the type indicated. If the process is analyzed, and the theory presented in logical steps, the students taking careful notes to refresh their memory, and later executing the process, the experience will bring to practical life all the advantages of abstraction, and to abstract life all of the advantages of concrete application. Furthermore, such a procedure throws the student upon her own responsibility.

making for independent work, and affords training in perception. You remember the previously mentioned exercise in abstraction, in which the student describes a process in general terms.

In addition to the training in perception, the emotions, memory, reasoning, abstraction, we mention in passing the possibility of training in habits of neatness, by requiring the student to leave the classroom in perfect order, and of promptness, by requiring work to be presented as scheduled. These habits afford training also in learning to assume responsibility. By adapting her methods the instructor of Home Economics may afford for her students training in all of the types of the learning process, and at the same time add interest to the subject itself.

It is probable that the most of us are in Home Economics work because of the practical appeal which it made to us, and that is a perfectly legitimate reason. But we should be willing to recognize the full intellectual possibilities, and strive to make the most of them. It is not a question of changing our subject matter; it is a question of adapting our methods. With their intellectual value added to their practical value, Home Economics subjects can occupy one of the strongest places in any curriculum. How can we secure more general recognition of the fact?—by having intellectual as well as practical standards, so requiring intelligent work; by planning our courses so that time for thinking as well as for doing is allowed; by respecting thought products as much as concrete, material products.

We cannot create intellect, but we can try to prevent waste and to develop the powers and capacities there. Our practical aims need not suffer on account of increased interest in our intellectual aims—rather, the latter will benefit the whole, and the position of Home Economics as an educational factor will be greatly strengthened.

The History of a Rural School District.

IS THIS RECORD TYPICAL?

Reprinted from *Education*, FRANK DEERWESTER, State Normal College, Pittsburg, Kan.

The writer of this article recently had the privilege of going over the records of a rural school in a distinctively rural section of western Missouri, and while the opportunity, because of the personal connections, was more interesting to him than it can possibly be to others, yet he is of the opinion that the facts thus brought to light have sufficient educational value in one way or another to warrant their publication.

The district is exactly three miles square and is more than three miles at its nearest point from any village, six miles from the nearest railroad, and eight miles from the "county seat" town. The nearest village, a hamlet of two hundred souls, was the trading and mail post for a portion of the population of the district in the early days, as was the larger county seat, with a population of some twenty-five hundred, for the remainder of the district. This latter town, the largest in the county, has had a railroad since 1881. Prior to that time, for some six years, the district under consideration had depended for railroad privileges upon a small town situated some sixteen miles away in the opposite direction, on another railroad. Earlier than this,

the nearest railroad point had been thirty-five miles away. These facts are sufficient to show the remoteness of the community from things of an urban nature, in short, it was distinctly rural. Of course, the advent of the automobile has annihilated distances, and small towns, though nearer, are at a disadvantage in drawing power as compared with larger ones much more remote.

This district was organized as a school unit in 1870, and, therefore, has just passed, though without "celebrating," its fiftieth anniversary. It is this fact of semi-centennial that suggested to the writer the present survey. In many sections of the United States, a school unit counting only fifty years of life would be comparatively new. But this district has been in its origin and life coincident with the period of American educational history which followed the Civil War. This has been a period in many ways wonderful, and the study of a unit contemporaneous therewith should have a value and an interest.

At the time of organization the district contained a population of 113, 48 being adults, 40 of "school age" (six to twenty-one), and 25 under the age of six. Of the 48 adults, 6 are still living in the district, the others having died or moved away. Of the 65 under the age of twenty-one, 5 only are still living in the district. The present population of the district numbers 171, with 105 adults, 42 of school age, and 24 under the age of six. The "school population," as these figures show, began with 40 and to-day numbers 42, but the clerk's records show that in the eighties the enumeration ran from 90 to 100. The average school attendance for the current term to date is about 20, but the writer remembers a term of the district's school in which the average for the entire term, without the aid of a compulsory attendance law, was 50, with a maximum of 76.

The first settler located within the bounds of the future district in the year 1867, and at the organization in 1870 the district contained a total of 20 families. These were mostly emigrants from older sections of the same state or from the trans-Mississippi regions of Kentucky or Illinois. The only foreign element of the district's population has been the German, represented by 5 of the original 20 families and by a few later accessions. The children of these families, however, were in no instance foreign born.

Politically the district has been unbrokenly Democratic, even 1920 not marking an exception, although politics has never figured in the choice of school directors or teachers. In the early days the religious wants were supplied by itinerant and nonresident preachers, who held services in the school-house or in residences. The Baptists early effected an organization and later built a church near the center of the district and still maintain there a working unit. Three boys have gone into the ministry from this church, one now being a missionary in South America. Nearby churches of the Disciples, Lutherans, and the Methodist Episcopal Church South, have each a good following in the district.

No minister has ever resided in the district. Three "country doctors" have at various times lived within its boundaries. Through perhaps twenty years of its history blacksmiths have maintained shops. The earliest of the physicians kept a store for a little while, but for the last twenty years a store has been continuously conducted. For a few years preceding the universalizing of the rural delivery of mails a post office was maintained in con-

nection with the store, but this was displaced by the free delivery service, which reaches every home in the district. The first telephone connection was made in 1902, and at the present time more than 70 per cent of the homes have telephone service. Fifty per cent of the homes maintain automobiles at the present time and two have lighting systems.

Through the first twenty-five years of the district's history, land tenantry was virtually unknown. Each farmer held title to his own tract of land, although a goodly number of the farms were more or less encumbered with mortgages. But the year 1892 marks the entry of the most influential and far-reaching factor in the history of the district. This was a system of non-resident land-ownership of almost nation-wide notoriety. Beginning with that year a certain moneyed interest began the purchase of farms in the county and rapidly increased its holdings, until in the county (approximately thirty miles square) they reached a total of about 70,000 acres, or 12 per cent, and in the district a total of 1,600 acres, or more than 25 per cent of the whole. A few of the early settlers had sold their holdings after a residence in the district of only a year or so. But with the advent of the big land-owning interests, there was a tremendous exodus and, from that time onward, a constant flow of tenantry through the district. Sometimes these tenants have remained in the district or its immediate environs for a period of years and some have eventually purchased land in the district or nearby. But in the main, they have been birds of passage. Only occasionally do they become members of churches, serve on the school boards, or enter seriously into the community life. The large total enrollment of pupils in the school of this district through its half century of history and likewise the large number lost from the view of the historian are due to the fact of this floating element in the population.

The school is in its second home, the first having been erected in 1870, the second in 1886. Each at the time of its construction was a "fairly good" specimen of the type of architecture then prevalent among rural schools. Through more than half of the fifty years the district has "kept school" nine months of the year, and never more than this, nor ever less than eight, even when neighboring districts were content with five or six. In the matter of teachers' salaries the scale has not been so satisfactory, although "cheap teachers" for the sake of cheapness have never been sought. In short, the district has, in the main, been interested in having a good school, though it has not striven zealously to have "the best."

The accompanying statistical summary sets forth in a numerical way certain phases of this unit of educational history. The three main items of the summary are:

1. A comparison of the district populations at the beginning and the close of the fifty-year period.
2. The present status of the entire list of 436 individuals who in the fifty years have attended the school, so far as their history can be followed.
3. Some figures dealing with the school attendance of those who, by their membership in the school, passed under its influence for a time, brief in some instances, longer in others.

In dealing with certain items under "present status" it has been possible, and was thought worth while, to make a three-fold division according to geographical location: "In the district," "elsewhere in the county," and "out-

side the county." These three geographical units are supposed to stand for three increasingly-widened zones of dissemination of the school's influence. The summary follows:

DISTRICT POPULATION.

	1870.	1920.
Adults	48	105
School age	40	42
Below six	25	24
Total	113	171

PRESENT STATUS.

Attending elementary school in district	25	
Elsewhere	7	
Attending advanced schools	5	
Total		37
Farming in the district	21	
Elsewhere in the county	22	
Outside of county	34	
Total		77
Farmers' wives or daughters in district	27	
Elsewhere in county	26	
Outside of county	32	
Total		85
Business in the county	8	
Outside of county	9	
Total		17
Wives of business men in county	2	
Outside of county	7	
Total		9
Laborers (skilled and unskilled) in county	5	
Outside of county	40	
Total		45
Wives of laborers in county	4	
Outside of county	19	
Total		23
Clerical and government workers	12	
Wives of same	2	
Total		14
Professional:		
Teacher	1	
Ministers	2	
Missionary	1	
Physician	1	
Wives of professional men	5	
Total		10
Convict		1
Lost from sight		65
Deceased		53
Grand total		436

SCHOOL ATTENDANCE.

In district altogether	436
At organization	35
At present	25
Elsewhere:	
Elementary—Too incomplete to estimate.	
Secondary, in past (estimated)	18
At present (estimated)	5
College and professional	20

The perusal of the figures contained in this summary creates certain "impressions" in the mind of the writer. But to him it seems that these impressions are worth less than the answer to the title question. It is in the hope that this question and the figures herein submitted may stimulate investigation and result in such discussion as will yield an answer to his question, that the writer submits his paper.

Stunts—Suggested for Supervised Play.

From "Athletic Games and Physical Education."—"MEL" W. SHEPPARD.

These stunts may be practiced in very limited quarters. They are either individual in character or are competitive stunts in which one individual matches his skill against that of another.

Hand Wrestle. The wrestlers stand with the right foot advanced, clasping right hands. The object is to make one's opponent move a foot from its position on the ground. This constitutes a throw.

Indian Wrestle. The wrestlers lie upon their backs, side by side, with arms locked, feet extending in opposite directions. The right feet are raised and lowered twice. At the third raising they lock heels together and each endeavors to bring his opponent's leg down to the ground, thereby turning him upon his face.

Dual Contests. (1) Mark out a circle six feet in diameter. Two stand within the circle, clasping hands or wrists. Each endeavors to push his opponent from the circle. Pulling may be allowed if desired. Several circles may be drawn and sides chosen. The sides having the largest number of players left in the circle win; or the game may continue until only one player is left in possession of a circle. (2) The game may be varied by drawing two parallel lines six or more feet apart. The sides stand within the lines, facing each other. At a signal each player endeavors to push his opponent outside the lines. When a player succeeds in doing this, both he and his opponent are out of the game. When all are out count is made to see which side had the most victories. (3) A large circle is marked off. The players choose sides and all station themselves within the circle. Three minutes are given to play. Each player tries to force a player outside the circle. When one is forced out he must remain out, but his opponent may now turn to help his mates, the side having the greatest number of players in the circle at the end of three minutes wins. (4) Two take hold of a stick and each tries to twist it from the other.

Cock Fight. A circle is drawn upon the floor. Two players squat within it and place a stick under their knees, the arms under the stick and hands clasped in front of the knees. Each endeavors to tip his opponent over.

Pulling Sticks. Two sit upon the floor, toes against toes. A broom handle is grasped by the players and at the signal each tries to pull the other up off the floor.

Twisting Sticks. Two grasp a broom handle high over their heads. At the word the stick must be brought down between them, thereby twisting within the hands of one of the players.

Push Pole. Two stand within a small ring marked upon the floor, grasping a small pole. At the signal each tries to force the other to step outside the ring.

Knuckle Down. Place the toes against a chalk line and kneel down and rise again without the help of the hands and without moving the toes from the line.

The Palm Spring. Stand some distance from and facing the wall. Lean forward, supporting the palm of the hand against the wall. Now spring back to place without moving the feet.

Prostrate and Perpendicular. Fold the arms across the breast, lie down on the back and get up again without using the elbows or hands.

The Long Reach. Mark a line on the floor or ground. Toe this mark and with a piece of chalk or stick mark the floor or ground as far as possible from the line, rising again to the position without having moved the toes from the mark. In returning to position, the hand which has supported the body in stooping to make the mark must not be drawn along the ground or placed a second time to the ground.

The Triumph. Place the hands behind the back, palms together, fingers pointing downward. The hands are now to be turned so that the fingers point upward, the change being made without taking the fingers apart.

Dot and Carry Two. A stoops between B and C, passing his right hand behind the left thigh of B, whose right hand he grasps, and his left hand behind the right thigh of C, grasping his left hand, B and C place an arm around A's neck. A rises himself gradually lifting B and C from the ground.

Tumble-down Dick. Tip a chair forward upon the floor, the back being up. Take hold at about the back of the seat and, balancing the body with the hands and elbows, lean forward and touch the head to the top of the chair without letting the chair tip to the floor.

Take a Chair from Under. Arrange three chairs in a line and place the heels in one and the head in the other, the middle one being under the back. Now, sustaining the weight of the body by the heels and the head, take the middle chair from under you with your hands, without falling.

Can Walk. Take a stick three or four feet in length, grasp one end with both hands and place the other end on the floor, a little distance from the feet. Bend over until the head rests upon the hands. Stay in this position and make four or five complete circles. Lift the head and try to walk straight across the floor. Watch out for falls.

Rooster Fight. A ring six feet in diameter is drawn on the ground. Two players are placed in this, who stoop and grasp their ankles. In this position they try to displace each other by shouldering. The player who is overthrown or who loosens his grasp on his ankles, loses.

Strength Test. Take a piece of board about thirty inches in length and eight or ten inches wide, one-half inch thick. Place it on the table with one end projecting half way. Take several newspapers and open them and place them on the table over the top of the board, pressing them firmly down with both hands. Have some one hit the end that protrudes a quick blow, trying to raise the newspapers.

Blindfold Boxing Match. Two men are blindfolded, a book is laid on the mat, both men get on their knees, laying their left hands on the book. Each man has a coach and is permitted to strike when the coach says "hit." The men may have long paper wads instead of the boxing gloves.

Bottle Balancing. Place a round bottle on its side on the floor, then have a person sit down on the bottle, extending the legs full length. Put the right foot on top of the left toe, afterwards giving the person a pencil and cardboard or a heavy piece of paper, and tell him to write his name on it without his hands touching the floor.

Prostrate. Cross your arms on your body, lie down on your back. Try to get to the standing position without using your hands or your elbows in the attempt.

Tantalus Trick. The performer stands with his back to the wall. Place a piece of money on the floor and tell him that he may have it if he can pick it up without moving his heels from the wall.

Hand Push. The players stand facing each other, and have one foot advanced. The hands are held about shoulder high with the palms facing outward. At a given signal they try to make their opponent move one foot off the ground or to throw him off balance. The one who succeeds in doing this to an opponent wins.

THE TREND.

The 1921 report of the state superintendent of Oregon makes this pertinent statement: "The rural one-room school in Oregon, *as does the one-room school in every state*, remains the weakest link in the educational system."

"The key to rural school improvement to a large extent lies in better and more intelligent supervision of the work of country teachers. To accomplish this under the present system is almost impossible. The county superintendent's office in many of our counties is almost a joke. Next June 55 per cent of the county superintendents of the state will automatically go out of office to make room for beginners and their two or four years' experience and the training which has been given them at the expense of the state will be, to a large extent, lost to the schools. No business could survive and make adequate headway under such a system."—Supt. Fred L. Shaw, South Dakota.

Questions: How many of the foregoing statements apply to Kansas? What are you going to do about it?

Supt. Frank E. Alsup, Frontenac, Kan., gave the standardized tests in his schools last September and in December. He will give a third series next April in order to measure scientifically the results of instruction.

The state of Maine employs lighthouse teachers. Each teacher has an average of four light stations to visit.

A course of study in farm shop work for rural and village high schools has been prepared by Mr. Ray Fife, state supervisor of agriculture in the State Department of Education, of Ohio.

The course sets out four primary aims of a farm shop course:

1. It should give practice in all the common tool operations with special emphasis on those operations which the boy will use most on the farm.

2. It should be planned so that each article can be put to practical use on a farm in the community when completed.

3. It should be correlated with the agricultural interests of the home, particularly with the projects of boys enrolled in agricultural classes or in boys' agricultural clubs.

4. It should result in a farm shop on every farm with the necessary tools to do the farm repair and construction work.

The secondary schools of Iowa may give one-half to one credit for Bible Study. The course may consist of a half year's work in either Old Testament history, Old Testament narrative or New Testament history. The course must be pursued under the same conditions as credit work in the regular courses in history and English.

Four methods of Bible teaching are in vogue in the schools of the state:

1. The pupils are segregated along denominational lines, and the instruction is given, once a week, or oftener, by pastors or by such persons as they may designate as instructors.

2. In cities in which are located colleges or secondary schools that offer courses in Bible Study, pupils may be dismissed for an hour weekly, or oftener, to receive Biblical instruction for high-school credit.

3. Some person in the community is chosen who may be trusted to rise above sectarian bias who will teach the Scriptures to high-school pupils regardless of denominational lines.

4. In planning courses in English Classics, a half semester is devoted to intensive study of suitable selections from the great discourses of the Bible.

In all cases the work must conform to the following requirements of the State Board of Secondary Relations:

The instructor must have the equivalent of a Bachelor of Arts degree.

Each recitation must be at least forty-five minutes in length.

Each lesson must require on the part of the pupil at least an hour and a half preparation.

In Maine hearing and sight tests were given to 120,265 pupils during the year ending July 1, 1920. Of this number 11,017, or 9 per cent, were defective in vision, and 2,934, or 2 per cent, had defective hearing.

The state superintendent of Oregon has recently issued a course of study in fire prevention. Much emphasis is given to the prevention of forest fires. Oregon has one-fifth of the standing timber of the United States.

The School Code Commission of the State of Washington, after an exhaustive study, has recommended for the state: (1) The county unit of school organization and administration, (2) the appointment by a state board of lay members of a state superintendent of public instruction without restriction as to place of residence or political affiliation and for such a term and at such a salary as the board may determine, (3) a larger per cent of the cost of common-school education raised by a state-wide tax. Reorganization along these lines is just as badly needed in Kansas. It is hoped that the School Code Commission of this state will make the same recommendations.

The request has come for the correct pronunciation of "Techne." Phonetically spelled it would be "Tĕk-nĕ." The Greeks used the word to designate trades, crafts, arts and professions, there being no distinction.

ABOUT THE CAMPUS.

Enrollment for the second semester was made Monday, January 23, and classes organized the following day. There was a considerable number of new students.

Miss Elizabeth Moulton, assistant professor of biology, resigned at the close of the first semester because of her impending marriage to W. Scott, teacher in State Teachers' College at Cedar Falls, Iowa.

The Alumni Service Bureau is issuing a roster of all S. M. T. N. graduates. Any alumnus failing to receive a copy should write for one.

Two thousand people heard John McCormack sing in Carney Auditorium the night of January 27. Large delegations from neighboring towns were present. McCormack came to Pittsburg directly under S. M. T. N. auspices.

The cafeteria has occupied its new home, the gift of the 1921 legislature. Heretofore it has been housed in a temporary frame building in which patrons shivered in winter and roasted in summer. The new building is pretty and spacious, and the equipment is the best that could be had.

Rev. E. L. Williams of Chicago, known as "the fighting parson," addressed the student body in a recent session of the Y. W. C. A. and Y. M. C. A. In a forceful speech he presented his gospel of civic righteousness.

Professors J. A. G. Shirk and Frank Deerwester were the delegates of the S. M. T. N. faculty to the meeting of the State Educational Council at Topeka in January. Several other members of the faculty attended also.

Dewey Price, Normal's left end, has been named by Cochran of the *Kansas City Journal* as the best football player in the Kansas conference.

Chorus and orchestra rehearsals of the annual music festival are being held every week. Festival dates are April 24-29.

A demand for elementary courses in German is again manifest at S. M. T. N. Second and third semester courses are now being taught.

Latin is on the increase in the Kansas high schools, if one may judge from the fact that S. M. T. N. was asked to furnish last fall many more teachers of Latin than were available.

The Art Club of S. M. T. N. has secured for the last two weeks in April exhibit III of the American Federation of Arts. This exhibit consists of thirty original oil paintings by contemporary American artists and is one of the finest exhibits obtainable. Coming as it does during the Spring Festival, many out-of-town visitors will find it convenient to attend.

Equalizing Educational Opportunity.

"In the South almost one-half of the negro children never see the inside of a schoolroom. In the North there is hardly a city that has adequate school facilities for all its children. In some rural communities and factory districts the value of the property is so small that local taxation cannot support the schools. On an average the country boy has two months less school than the city boy. Unfortunately, it is found that where the educational needs are greatest the schools are most inadequate. All over our land the poorest schools are in the poorest communities—just where the best schools are most needed. To equalize educational opportunities is a task the nation is especially qualified to undertake. To encourage and aid the backward states, to bring their deficiencies up to a reasonable measure of efficiency and service, is apparently a national duty. By such stimulation and co-operation we may be able to give to every child in America the advantage of at least a common-school education."—*Hon. Horace Mann Towner, Representative in Congress, Corning, Iowa.*