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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.

APRIL, 1922

WHAT DO YOU THINK OF YOUR PROFESSION?

The story is current that two teachers refused to go to a teachers' convention because, they complained, little boys pointed them out on the street, exclaiming gleefully, "Teachers!" The objection, it is understood, was not that the little boys were rude enough to point. The trouble lay in the truth of the accusation, and, therefore, in the inability of the teachers to deny it.

Does a doctor stay within doors for fear some one may point him out as a physician? Does a lawyer object to being known as a lawyer? Does a clergyman assume a brigandish appearance to conceal the fact that he is a man of peace?

The teacher, says one educator, has gone about too long "with his hat in his hand." He has been too apologetic. At the Hartford high school the other day Professor Bagley said that he did not think of teaching as a profession nor as a trade, though it has characteristics of both. He said he thought of teaching as an art. Need an artist apologize?

The profession of teaching will never receive the consideration it deserves until public opinion is influenced *from within the profession*. The classification "men, women, and teachers" would never be countenanced for a moment if teachers did not, tacitly, at least, agree to it.

A person who is ashamed of a profession has the best reason in the world for keeping out of it. If you have drifted into teaching or "slid" into teaching and are remaining there from sheer force of gravity, or from, let us say, centripetal force, it is time either for a change of heart or a change of profession.

You will recall the reply of the speaker who, when a meeting was interrupted by a number of young men singing "We're here because we're here!" volunteered pleasantly, "Gentlemen, the excuse is not sufficient."

It is not enough to be *in* the teaching profession. We ought to be *of* the teaching profession.—*Connecticut Schools Bulletin.*

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THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5. APRIL, 1922 No. 4

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.

The Measure of a Novel.

MARY N. PORTER, Assistant Professor of English, S. M. T. N.

Life is so varied and complex a thing and our little day is so brief that we stand much of the time a-tiptoe at the edge of our work-a-day world, reaching out eager hands to grasp more and more of the vast experiences of life as the days go rushing by. We are bound in our place by duty; our horizons are circumscribed by limitations of physical strength, of initiative, of opportunity; but lest we be too much oppressed by the monotonous burden of the "here and now," we have escape through the magic of the printed page.

"And thus the sick man on his bed,
The toiler to his taskwork bound,
Behold their prison doors outspread,
Their clipt horizons widen round,
While freedom-giving Fancy waits
Like Peter's angel at the gates."

And we return from the world of books, as from any other journey, with eyes newly opened to the beauty of everyday things, with renewed energy for the attack of daily tasks, and with mind and heart more open and sympathetic toward the human creatures of our daily contacts, more just in the judgments of ourselves. In proportion as it has revealed life to us, the novel at hand is a wise book wisely read.

The novelist, like any other artist, is successful in proportion as he is able to see life and human relationships with clearness and to reveal his vision to his readers. He sees and interprets the reactions of certain characters to their social, moral or political environment; it is his duty to present, not theories and their effect on humanity, but humanity as affected by whatever social theories prevail. It is the function of the novelist to create characters that are true to life, and to show us how they shape life and are shaped by it. The characters of fiction are better understood by us and more kindly judged than are the men and women among whom we live, because the author has shown us why his hero was weak or base in the grasp of a temptation which we are made to understand. In life, too often, our hasty, overconfident judgment, warped by prejudice or by the friction of daily contact, fails to seek a reason for the apparent weakness of our neighbor or for the strength of his temptation. When a master has shown us how to sympathize in the conflict of certain men and women as they struggle with life, will we not become more kindly in our judgments of others, more exacting in our accounts with ourselves?

Since we may make this demand of the novel, it fails whenever it falls short of absolute fidelity to the truths of life. It is with this idea that George Eliot says:

"My strongest effort is . . . to give a faithful account of men and things as they have mirrored themselves in my mind. The mirror is doubtless defective; the outlines will sometimes be disturbed, the reflection faint or confused; but I feel as much bound to tell you as precisely as I can what that reflection is, as if I were in the witness box narrating my experience on oath. . . . I would not be the clever novelist who could create a world so much better than this in which we get up in the morning to do our daily

work, that you would be likely to turn a harder, colder eye on the . . . real breathing men and women who can be chilled by your indifference; who can be cheered and helped onward by your fellow feeling. So I am content to tell my simple story, dreading nothing but falsity. . . . Falsehood is so easy; truth is so difficult."

One feels that Howells strove toward that rigid standard of truth in his recently published book, "Mrs. Farrell," where he portrays a not uncommon human weakness—that selfishness which refuses to accept responsibility for the grief which it has caused. Mrs. Farrell is a beautiful young widow who destroys the ideal friendship existing between two men. Her motive is a selfish enjoyment in her power to persuade each young man to violate the confidence of his friend. She has grace enough to regret the misery which she has caused, but not sufficient grace to accept remorse as her rightful share of the suffering involved. You must despise her vain trifling, but you must pity her, too, for Howells, as he has portrayed her weakness, has shown at the same time the inheritance and the lack of training which leave her a creature of moods and impulses. She is not an ideal heroine, but a very human one. The character study which Howells presents in her ought to help us meet with more understanding that strange mingling of good and evil which we are constantly finding in ourselves and in each other.

If the interpretation of human nature is the greatest gift of the novelist, he has another faculty of no little worth—that of letting us live for a little while in an environment utterly different from our own, where we meet experiences quite out of the range of our ordinary course. The novelist becomes a magician with power to give us a manifold experience of life, and we share a range of adventure and emotion, an acquaintance with life as it is lived in time and place and circumstance very different from our own. Every such fresh experience of life ought to send us back to live more wisely in our own surroundings for having measured a little further the extent of life.

In "Pride and Prejudice" Jane Austen pictures country life in England a century and a quarter ago. Not only does she give a carefully drawn picture of the characters of her story, but she sets us living on an entailed estate where the anxious mother of five daughters feels that "the business of her life was to get her daughters married; its solace is visiting and news." We see Elizabeth, an independent and sensible girl, in an environment where good sense is a quality not often attributed to women. It is a sudden change from the formality of manners of Jane Austen's world to the swift-moving adventure of Stevenson on the rugged coast of Scotland or on stormy seas, or to Hawthorne's atmosphere of mysticism resulting from the early New England consciousness of the far-reaching effects of moral law. Dickens has presented for us many a picture of life among the poor and distressed of a great city; Meredith chose often to present his characters as they lived and moved amid the luxury and leisure of wealth. Joseph Conrad shows us life in the heart of Africa or in the islands of the Orient; last year Upton Sinclair set us talking as to whether or not he had truthfully interpreted the life of our own small towns. Thus it is that the novel may give us the measure of life in a wide range of time and space and circumstance; and reading wisely we may understand more clearly the underlying truths of life and of human nature, which are everywhere the same.

Again, the novelist multiplies our experience by presenting many types of problems. Some of these may be our own; others may be, except for the novel, entirely outside of our limitations. The problems of the novel may be summed up in the classification of Mr. W. B. Pitkin for the problems of the short-story plot: the conflict of man with nature, the conflict of two human wills, the conflict of man within himself.

The first of these furnish plots for many adventure stories, such as "Robinson Crusoe" and Joseph Conrad's "Youth." The conflict of human wills furnishes the plot of another type of adventure stories, of most novels of love, of business, of society. "Treasure Island" centers about a conflict of the wills, intelligence and physical force of villain and hero. In "The Ordeal of Richard Feverel" the interest centers in the love story; Richard and Lucy are separated by the conflict between Richard and his father. The third type, the conflict of two natures within the individual, gives rise to the psychological study; of this type "Dr. Jeckyll and Mr. Hyde" is the preëminent example. In current fiction, "The Squirrel Cage," by Dorothy Canfield Fisher, is a story of the inner struggle of the heroine to get at the realities of life in spite of the barriers of fashionable society. The same author in "The Brimming Cup" studies the inner conflict of one woman in determining how to achieve self-realization.

We may demand, then, that the novel shall present the study of a human problem of one sort or another, and shall so widen our acquaintance with life.

The material of the novelist is the study of a cross section of human life; therefore its high dignity demands embodiment in a style that is worthy. If the writer is a master of English his sentences will ring with the music of the chosen word; his connotations will create the elusive atmosphere in which his characters live. He must present within reasonable limits a definite plot on which every incident has a direct bearing. While we are reading we must be convinced that the characters portrayed really spoke and acted as the writer represents them speaking and acting.

The masterpieces of English fiction are rich in the wealth which the novel may claim as peculiarly its own: in the study of human nature, in the presentation of varied phases of life, in the analysis of human problems, in beauty of form. It is by a study of masterpieces that we acquire power to judge the individual work. These books, which have stood the test of generations of readers, furnish us with a standard by which we may judge the current fiction of our day. Without standards recognized and applied there is no judgment worthy of the name.

The success of the novel at its best lies half with the writer, half with the reader. He who reads, as someone says, "for the delightful sensation of the titillation of uncertainty," is sure to miss the best of what the author has to give, if the author be worthy the name. If the reader hastens on only to learn whether or not Jack marries Betty after leaping over a hurdle a chapter, the novel has given amusement, perhaps of a harmless nature, but it has failed to yield a deepened understanding of life.

Most of our great novelists might say with Wordsworth:

"The moving incident is not my trade;
To freeze the blood I have no ready arts.
'Tis my delight alone in summer shade
To pipe a simple song to thinking hearts."

It is only when we read with "thinking hearts" that we are competent to measure the book which we have read. So reading, we may ask ourselves concerning the novel at hand: Has it widened the horizons of life? Do we understand human nature better than we did before? Do we know life a little better as it is lived beyond our limits of place and circumstance? Have we learned something of the solution of human problems from the demonstration which we have followed? Has the material been embodied in a style worthy of the dignity and beauty of life? The novel which measures high in these respects when it is compared with the standard work of literature is worthy of note, for the writer has succeeded in interpreting in some measure the world in which we live.

Practical Plans for Language Teaching in Grades Five and Six.

SARA WOLFF, Public Schools, Ottawa, Kan.

After listening to a lecture on the newest methods in education I have often said to myself, "Well, that is all very fine, but I do wish our modern educators would quit soaring about in the rarefied atmosphere of the clouds and come down to earth and the atmosphere of the average schoolroom." I believe in the old adage, "Hitch your wagon to a star," but I also believe that too many of the plans suggested to us are suitable only for *specially* trained teachers working with *small* groups of *ideal* children under *ideal* conditions. How much happier we, the *average* grade teachers, teaching large groups of average children under far from ideal conditions, would be if our well-meaning leaders would give us a few new ideas that were thoroughly practical in spite of the handicaps of the overcrowded and often poorly equipped schoolroom so universally found.

These few little plans for the language work in the fifth and sixth grades are capable of being reduced to practice under the commonplace conditions that exist in most schools.

I. Last year my pupils carried on a regular correspondence with the children in grades five and six of the Training School at Emporia. Of course they thoroughly enjoyed writing and receiving the letters, and they at no time lacked interesting material about which to write. Letters written in class and then thrown into the wastebasket at the end of the class period have very little real training value. The children knew their letters were to be sent and that they would be answered; therefore, none of their writing was purposeless. This letter writing furnished the channel for various kinds of composition. The boys and girls described our building, the playground, our room, the new pictures, their homes, our town, and even themselves. They wrote accounts of our parties, picnics and contests, and there was really no limit to the useful kinds of composition that grew out of this correspondence.

We took advantage of every opportunity for writing real letters. We decided to collect some geography exhibits such as the pencil chart sent out by the Eberhard Faber Pencil Company, the chocolate exhibit sent out by the Hershey Chocolate Company, and others. The children did all of the correspondence necessary for this. They ordered a geography game for the fifth grade and a history game for the sixth. They wrote "thank you" letters for courtesies extended to us by our patrons, and several letters to sick pupils or

pupils who had moved away. Thus the several types of letters were studied as the need for them arose.

II. Our little friends in Emporia publish twice a semester a little magazine called *The Searchlight*. When we received a copy of *The Searchlight* the children were very eager to make a similar book. Having our little book printed was out of the question on account of the expense, so we decided to make the covers in industrial-art periods and have the pages typewritten. We christened our book *Scraps from Scribblers;* and such is the naive conceit of childhood, when the book was finished it was pronounced equally as fine if not finer than *The Searchlight*.

The material in the book consisted of original "poems," articles on "How to Make Things," "Our Favorite Pictures," "What We Want to Be," "Famous Men Whom We Admire," etc.

When we wrote our poems we first wrote on the board a number of words that suggested themselves to us in connection with the subject of the poem. Then we listed words that would rhyme with these, as spring, sing, ring, wing, etc. The following by a sixth-grade girl was written entirely without help except for a suggestion of one line:

SWEET SPRINGTIME.

When the little birds begin to appear
We are all aware that spring is here.
The flowers lift their dainty heads
And rise up from their earthen beds.

The modest violet, tulip and pink
Lift up their tiny heads to drink
The gentle rains that fall so soft
From the fleecy clouds that sail aloft.

The air is filled with a sweet, fresh smell,
Filling every dale and dell;
O'er all the earth a green veil creeps;
Up from the earth each green point peeps.

The old world changes to fairyland,
And there's always a fairy near at hand,
The trees begin to don their dresses
And shake out their soft and pale-green tresses.

This one is by a sixth-grade boy:

HALLOWE'EN.

Hallowe'en is coming—
  The goblins will surely be out;
The witches will ride their broomsticks,
  And ghosts will be about.

The bare trees standing leafless,
  The chilly winds moaning about—
The goblins will get you
  If you don't watch out!

And the little children's parties—
  Oh, what fun will there be!
And a big old, fat policeman
  Hiding behind a tree!

And this by a fifth-grade boy:

CHRISTMAS TIME.

Christmas will soon be here;
Nearly the end of the year.
The ground is all bare
And snow's in the air.

The sleigh bells are ringing;
The children are singing.
Santa has a big pack
On his big, fat back.

The articles on the subjects named were all quite short, as—

"WHEN I GROW UP.

"When I grow up I want to be a motor mechanic, because I like to take cars apart. I also like to work in grease. I like to have our car hitting on all six cylinders."

III. In written compositions an excellent plan for the correction of errors is to have the child bring his paper to the teacher, read it aloud, and as far as possible find and correct his own mistakes. Of course this takes time, and compositions corrected in this way must be short. But one short paragraph corrected in this manner will give more valuable training than a dozen others corrected solely by the teacher and then mechanically rewritten by the child. Another good plan is to have the paragraph written on the board and have the children correct it.

IV. Oral-composition day is always one we enjoy. The children select their own topics so that they may have something they really want to talk about. There is a tendency at present to insist on a child's using strictly his own language, and if he uses the language of the book it is looked upon with disfavor. I think there is grave danger of carrying this idea too far. I do not think a child should ever recite in parrot-like manner something he has gotten from a book, something he does not understand, and that is decidedly not his own; but if he can catch new words, phrases, and even whole sentences, and make them his own he has broadened and enriched his vocabulary. In telling the story of Daniel Boone one of my children said, "He was so impressed with the beauty of the surroundings that he decided to make his home there." It was the exact language of the book, but said in a perfectly natural manner, and I welcomed it as a decided improvement over something like, "He thought it was such a pretty place around there that he would like to live there."

Splendid opportunity for exercising their own present vocabularies is afforded by letting children write and tell about things that they have not read about, as "How I Made My Rabbit Pen," "The Funniest Thing I Ever Saw," etc.

After an oral composition has been given, the class gives its criticisms. The favorable criticisms are always given first, and then suggestions as to how it might have been better. The children know they will be criticized on such points as posture, voice, enunciation, coherence, clearness, and good English, and I have never found that the criticism offered by the class in any degree tended to lessen the spontaneity of the speakers.

V. As far as possible I believe children should make their own rules and definitions. In a paragraph placed on the board for correction I found the words "an artist." Here was the opportunity for making our rule for the use of "a" and "an." When asked what a peninsula was one boy said, "A piece of land sticking out into the water." I suggested that "jutting" or "projecting" would be a better word than "sticking," and the idea was readily accepted, for they enjoy using new words.

VI. One day we decided to dramatize the story of Jean Val Jean, found in our Fifth Readers. In writing it out into the form of a play we found occasion for the use of all the punctuation marks.

VII. I once heard a teacher say, "When I grade geography papers I am grading geography, not language." I believe it is a serious mistake to overlook the language work in any lesson, for if we teach possessives on Monday afternoon and in Wednesday's arithmetic lesson allow a child to write a statement saying, "Johns allowance is one dollar a week," and omit the apostrophe, we might just as well never have taught Monday's language lesson.

Many an adult may never have any use for knowing the capital of Ohio; who discovered the Pacific ocean; how to solve a problem in percentage; but every day as long as he lives he will have use for oral language, and many times he will find himself handicapped if he cannot express himself in writing. Therefore I believe too much emphasis cannot be placed upon the teaching of language.

The Kindergarten: Its Value.

FLORENCE EVANS, Public Schools, Salina, Kan.

Until recently the period of early childhood was not rightly valued nor rightly understood. The only activities of young children considered of value were those that prepared for later life. Children were given food they could not digest; education was a slow and painful process.

Of late years scientific methods have been used in studying young children; child study and child psychology have made clearer their needs and characteristics. It is now an accepted fact that what a man is in mature life depends upon the way his earlier years are spent.

The fourth and fifth years of a child's life are of more vital importance than any to come, because during these years he is more impressionable and more easily influenced by his surroundings. During this time his habits are formed, and because right habits are the essence of character building it is the duty of the kindergarten to make habit formation its principal issue. The child who continues to say "Ain't got none" at five will continue to say "Ain't got none" through all the years to come. As kindergartners we must be persistent in our campaign against bad English.

In my experience I have found that the more effective way to lead children to retain proper grammatical phrases is through the medium of verse. A song sung again and again, in school and out, is bound to make a lasting impression. Our "Don't Song," which we originated for our own benefit, has become quite popular and has had good results.

Hasn't any, hasn't any, hasn't any, hasn't any;
Don't say "Ain't got none."
I came, I came, I came, I came;
And do not say "I come."
I did, I did, I did, I did;
Never say "I done."
Children, children, children, children;
"Kids" is very wrong.
If you say "I saw" and not "I seen,"
We'll end this little song.
Oh, I forgot! There's one thing more,
Just one thing more I see—
Say "It is I, it is I, it is I,"
And don't say "It is me."

As important as good English are the physical, mental and moral habits acquired. During the kindergarten years it is determined whether a child will be self-centered and selfish or social and charitable; whether he will be a sneak and deceitful or frank and open; whether he will be physically and mentally slow, or eager, active and interested. Every day in our kindergarten we have games and activities the aim of which is training in politeness, kindness and consideration for others. Often the "Polite" family (father, mother, Paul and Helen) perform for our benefit. They sit at a table eating imaginary food from real dishes, and exhibiting manners which would be acceptable in the most polite society. Paul, the very essence of politeness, also tips his hat to the ladies, helps them across the crowded streets, or offers them his seat in a crowded car.

The modern kindergarten differs greatly from one of the old type. No department of education is more permeated with the spirit of progress. The modern kindergartner is busy studying the children under her care, learning their characteristics and special talents and seeking ways of meeting their needs. She makes experiments and listens to educators, psychologists, scientists, artists, musicians, physicians and others in the quest for the solution of her problems. The kindergartner of the old school accepted without reservation the theories of Froebel—theories made from the standpoint of one lone adult who had neither the experience with child life nor the insight into child nature necessary for perfecting the theory.

To-day education demands that children be trained to lead a more efficient life in this modern, complex world, and that in school they be allowed to do as well as to think. The kindergarten, where much opportunity exists for free, educative play, where interests and instincts are fed and directed, fits into the modern scheme of education.

The results of kindergarten training, though less tangible than those of the higher grades, are among those we realize to be the real products of education as it is understood to-day. The kindergarten child is trained in good habits and right attitudes; in power of concentration and attention; in habits of industry and self-reliance; in motor control, neatness and dexterity; in habits of observation and thoughtfulness. He is trained to put himself in the right attitude toward the social group, he is given a right attitude toward work, home, his companions, and his teacher; he is given a large amount of experience and much knowledge of his environment and of his fellows—all of which make a firm foundation for an efficient life and for right future development.

An Organized Playground.

KATE FERGUSON, Principal McKinley School, Parsons, Kan.

In the olden days play in children was looked upon as a necessary evil. To-day we believe that children exist chiefly that they may play; that it is essential for the health of the child, and that it is through play that children learn to control their mental faculties.

Play is the practice school for future conduct. "The glorious thing about life," says Dr. Luther H. Gulick, "is that the great work is play. Children learn their habits of courtesy or discourtesy, of kindness or unkindness, of fairness or unfairness, of honesty or dishonesty, primarily in play."

All play, being a form of social conduct, is either moral or immoral, and offers the same opportunity for the development of right habits and principles that life itself offers. It develops enthusiasm and a sense of the joy of life.

The supervision of games has come to be an important factor in the play activities of the average school grounds of the present-day school. A few years ago when the question of supervision came before the public the old timer said: "Why, the very idea of teaching a child how to play! Give him plenty of room and he will play all right." It was a far cry from the reckless, unorganized moblike exercise to that of the well-organized playground of to-day.

In a school with an enrollment of about 400 pupils, when the organized play period is a part of the school program we find many difficult problems of discipline solved when the children can work off their superfluous energy in a game. This fact is brought home to us forcibly when we are compelled to remain indoors for a week at a time during extremely cold weather. Our playground occupies a block 400 feet by 250 feet. Eight teachers are on the grounds during all play periods when supervised games are being played. Over 100 boys are engaged in playing baseball upon six baseball diamonds. The regular playground ball is used, as it is safer than the hard baseball. Seventh-grade boys play basket ball. Boys not interested in these games exercise upon the giant stride and rings.

The girls' ground is separated from the boys' section. Seventh-grade girls play basket ball. Sixth-grade girls play playground ball or baseball. Two teams play basket ball one day and baseball the next day, thus giving all girls of these grades an opportunity to play basket ball. The girls of the fourth and fifth grades play volley ball. With three courts we are able to accommodate all the girls of these grades. I consider volley ball one of the best games for girls of this age.

Pupils below the third grade are supervised upon a separate part of the grounds, where they play at all times. Here we have the slippery slide, teeter boards, and sand pile. Group games are also played by pupils of this age. The folk games are played in the spring when the days are warm and the grounds are in a condition so that the Victrola may be brought out of doors for the use of the primary pupils.

There is absolute harmony among the teachers as to their different ground duties. It is just as healthy for teachers as pupils to get out and breathe the fresh air after being inside the warm and often poorly ventilated classrooms.

Match games with other schools are popular. Games are played from four o'clock until five o'clock. These games arouse much enthusiasm, and school spirit runs high as the pupils remain to "root" for their team. The neighbors are often interested spectators. The shopmen returning home from their work stop and renew their youth. Every father enjoys a good ball game.

During the last semester we have had play evenings. One evening out of each week every child is invited to remain if he wishes and play until five p.m. Parents are informed as to this and do not expect their children home on schedule time.

It has been made possible, through our high-school coach, to have our sixth- and seventh-grade boys play in the high-school gymnasium one evening each week until six o'clock. Boys with this idea in mind are happy in the thought and enjoy their classroom work. They are building a strong body and a clean mind. Our girls in these classes are meeting with their scout leader once a week. Surely such activities will result in the making of useful citizens for to-morrow.

Extension Service in State Universities and State Normal Schools.

L. A. GUTHRIDGE, Director of Extension, S. M. T. N.

To make this brief survey of the practices of the different institutions in conducting the work of the extension division, a questionnaire was sent to each of the state universities and the normal schools of fifteen different northern states, ranging from Ohio to California. Twenty-eight replies have been received, fourteen of which were from universities and fourteen from normal schools. Twenty of the answers came from schools maintaining extension service, and eight (two universities and six normal schools) came from schools not offering correspondence and extension work, but three of the number plan to enter this branch of service in the near future.

Following is a copy of the questionnaire sent out:

DIRECTOR OF EXTENSION: We are making a study of the way correspondence work is being conducted, with a view to conforming to the plans followed by the leading schools of the country.

Answers to the following questions and your latest bulletin on the subject will be greatly appreciated:

1. May a student enroll at any time? .....
2. Is the enrollment good for the calendar year? .....
3. Is the student limited to two courses at one time? .....
4. What is the maximum number of hours permitted for the year? .....
5. What fee is charged? .....
6. Are students required to pay postage both ways on their manuscripts? .....
7. Are students required to pass a final written examination? .....
8. If an examination is given, how does it count in the final grade? .....
9. Are reference books loaned to students, or are they required to purchase them? .....
10. Is the correspondence-study work conducted by regular members of the faculty, or do you have a separate faculty for this work? .....
11. If done by regular members of the faculty, how are they compensated? .....
12. If not used to compensate the faculty, what disposition is made of the extension-service fees? .....
13. Do you have a standardizing committee to pass on the courses and outlines of courses before they are offered? ..... If not, how do you secure standardization? .....
14. How many hours of correspondence or extension-class work may be offered for a life certificate? ..... For a degree? .....

Summary of the answers given by the different schools in the above questionnaire:

1. To the first question nineteen answered yes.

2. Question No. 2 was answered yes by eighteen.

3. Three schools limit the student to one course at a time. Ten schools limit the amount of work to two courses. The other schools permit even more than two courses to be carried at the same time, if the student so desires.

4. Only seven of the institutions designate a maximum number of hours the student may carry during the year. These vary from 9 hours to 12½ hours. Eight schools do not limit the number of hours and permit the student to complete as much as his time and ability may permit. Five of the answers left this point blank.

5. Sixteen answers to the fifth question show that the fees vary from 33⅓ cents to $4 per hour of credit. Six schools charge $4 per hour; three charge $3 per hour. The average fee for the sixteen replies is $2.75 per hour. The other schools give the charge for the courses, but fail to state the credit allowed, so the figures are not used in averaging the cost per hour of credit.

6. Only four schools require the student to pay the postage both ways on manuscripts.

7. Yes is the answer given by twelve of the twenty to the question concerning final examination. Four institutions require a final examination only in some cases. In three schools the final examination question is left to the instructor in charge of the work.

8. In one school the grade made on the examination constitutes the student's grade for the course. In another institution the examination grade counts three-fourths on the total grade. Three institutions place the value of the examination grade as one-half the total grade. Four schools let the examination count one-third of the grade. In five places the instructor is allowed to evaluate the examination grade and the manuscript grade to suit himself, while the remainder of the twenty specified no regulation on the subject.

9. Concerning reference books the answers are about equally divided on loaning and on requiring students to purchase.

10. Thirteen of the twenty schools reporting use only regular members of the faculty for the correspondence and extension work, while five schools use both the regular faculty and a special faculty. Only two schools have a special faculty for such work.

11. Seven schools pay the correspondence and extension instructors nothing beyond their regular salaries; some pay the instructor a certain per cent of the fees collected; others pay the instructor a flat sum for writing the outline for a course (this varies from a few dollars to three hundred dollars), and then pay a certain amount for reading each manuscript, or so much an hour for manuscript reading.

12. The fees collected by six of the schools are turned into the general fund. In nine schools the fees constitute a part of the extension fund and are used for the different expenses. On some of the questionnaires this question is not answered.

13. Only three institutions have a standardizing committee; the others leave the question of standardization to the director of extension and the heads of departments offering the courses.

14. Most of the answers to the fourteenth question are for the degree only, as a number of the schools reporting do not grant life certificates. Three answers indicate that the only requirement is one year of work in residence, leaving us to infer that the remainder or ninety hours of work may be done by correspondence and extension. Eight schools permit one-half the work for the degree to be done by correspondence and extension. One school allows forty-five hours and two place the maximum at forty hours, while three others report twenty-four, twenty and twelve hours, respectively, as the maximum that may be credited toward a degree.

THE TREND.

The meeting of the department of superintendance, N. E. A., at Chicago, February 27 to March 4, was one of the most significant meetings held in recent years. Much attention was given to the discussion of the validity of intelligence tests and to the problem of rural education.

The state department of education of Tennessee has begun issuing a monthly educational bulletin. The purpose of the bulletin is set forth to be "the dissemination of news items in which it is thought the teachers of the state will be interested. . . . The teaching force of the state will be kept informed as to new policies, the trend of educational thought, legislation, and in fact all matters in which they should be concerned."

The *Journal of Rural Education* is the official organ of the department of rural education of the National Education Association. It is issued monthly and contains articles of high worth to every one interested in rural-school betterment. It is not intended to be a money-making venture. It may be ordered from Pres. H. W. Foght, Aberdeen, S. Dak.

That exceptionally gifted pupils are likely to be undernourished, but that they respond most quickly to nutritional measures, is one of the conclusions reached by the bureau of educational experiments of New York City, which has just completed a three-year experiment in nutrition in a public school. —*New York Bulletin.*

The committee having charge of the rural-school survey of New York will recommend: (1) a larger unit of taxation, (2) better distribution of state aid, (3) optional consolidation, (4) improved teaching personnel. The disposition of this committee is not to push reforms, but to show clearly to the farm population the educational handicaps of rural children and point out the remedies.

A recent study of the part-time schools of New York state showed that 90 communities out of 102 are offering home-making as a course for girls.

Every teacher, every educator and every citizen who at every opportunity points out the importance of making the office of the state superintendent of Kansas appointive is serving the educational welfare of every Kansas child.

At a group meeting of educators at the last N. E. A. meeting, interested in the practical working of the county-unit plan of school organization, the testimony of those from county-unit states of the superior value of this type of organization for rural schools was unanimous. In these county-unit states politics were eliminated, funds equitably distributed and the work of the schools unified. About twenty-one states have the county-unit plan.

In Indiana an efficient state superintendent resigned to become president of the state normal school. Since the office of state superintendent in the state is political, the presidency of the normal school was more attractive. If the state superintendency had been appointive and nonpolitical there is little question but that the presidency of the normal school would have been the less attractive.

CAMPUS NOTES.

Construction of the gymnasium, for which the last legislature appropriated $100,000, is under way. It is to be completed by September 1. The building will occupy the northeast corner of the campus, just across the street from the athletic field. However, it is set far enough back from the street to permit an extension on the east in later years. It will be two stories high and include a large swimming pool.

Pittsburg people are raising $4,500 with which to buy the site for the woman's hall that the last legislature authorized by an appropriation of $95,000. There is no suitable site on the campus, yet the bill authorizing the hall required that the whole appropriation be put in a building. The hall will be a commodious structure, embodying the most modern ideas in regard to dormitory architecture, and providing for about 100 women.

The annual romp, called Hobo Day, passed gaily March 9, despite an almost steady downpour of rain. Almost all students and faculty members disguised themselves for the occasion, attended a hobo assembly at 10 o'clock, participated in a big parade at noon, joined in games in the Gym. in the afternoon, and turned out en masse again at night for the third annual Stunt Fest. The 1,200 spectators at the fest declared it the best yet.

A French play by Alfred de Musset will be performed April 12 in Carney Hall by a combined cast of local Frenchmen and advanced students of the language.

The student Y. W. C. A. will send delegates to the national convention to be held at Hot Springs, Ark., April 20-26.

President Brandenburg and Professors Deerwester, Mendenhall, Saunders and Benedict attended the National Conference of Superintendents held at Chicago the week beginning February 27.

Prof. Walter McCray is the director of the All-State Festival to be held at Fort Scott May 8 and 9 by the Women's Federation of Music Clubs.

Renato Zanelli, Chilean baritone, and Grace Wagner, soprano, were heard in joint recital in Carney Hall February 11. Both were popular with their big audience, but Zanelli was especially so.

President Brandenburg was a speaker before a general session of the Oklahoma State Teachers' Association in its recent meeting at Oklahoma City. His subject was "Fundamental Ideals of Americanism."

The debate season is on. Southwestern College, at Winfield, Northwestern Missouri Teachers' College, of Marysville, Mo., Kansas City University, Parsons College, of Fairfield, Iowa, and Westminister College, of Fulton, Mo., are on the S. M. T. N. schedule. The college is sending out both men's and women's teams.

THE HUMAN ELEMENT.

"I like to be in Prof. ———'s classes. He is so human." Such was the comment of an S. M. T. N. student recently. THE HUMAN ELEMENT IN TEACHING—this is one of the ideals for which the STATE MANUAL TRAINING NORMAL stands. Scholarship is not sacrificed. It need not be. But to teach effectively one must not merely know, but also possess a sympathetic attitude, a spirit of helpfulness, to those who are taught. This school invites you to be a member of its large student body this coming Summer Session.

CALENDAR, 1922.

May 31, Wednesday.—Summer Session opens with enrollment.
June 1, Thursday.—Enrollment completed and assignment of work.
July 28, Friday.—First term Summer Session closes.
July 31, Monday.—Second term Summer Session opens.
August 25, Friday.—Second term Summer Session closes.

Twenty-five hundred and forty-three teachers were in attendance at the Summer Session of the State Manual Training Normal last year. This was an increase over the previous summer of more than 700, and there is every indication at present that the enrollment for the Summer Session of 1922 will reach fully 3,000, and arrangements are being completed for the taking care of such an enrollment.