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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.

MAY, 1922

SCHOOL SENTIMENT.

A successful school system is a growth, not an enactment. It can not be bought nor borrowed; it must reflect the genius of a people, and must grow out of a popular desire. To have good schools a state must want good schools. So long as the people are satisfied with incompetent and unprepared and underpaid teachers, we shall continue to have incompetent and unprepared and underpaid teachers. So long as the people tolerate small, insanitary, poorly equipped and archaic school buildings, we shall have that sort of buildings. So long as the people accept a six months' term for the country child, while the city child enjoys the blessings of a ten months' term, just so long will the country child fail to get a square deal. So long as the people are willing to allow any other consideration than the character and capacity of the applicant to influence them in the selection of county superintendents, counties will not have the leadership necessary for successful schools. . . . A better school sentiment based upon a knowledge of the actual conditions of our schools, thinking in terms of no section, of no institution, of no educational unity, but in terms of all the children of all the people of the state, alone will give to Kentucky a better school system.—*Biennial Report of the Superintendent of Public Instruction, State of Kentucky.*

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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. MAY, 1922. NO. 5

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.

Psychology of Literature.

FRANK DEERWESTER, Psychology, S. M. T. N.

A recent writer has complained that "the word psychology is being cruelly maltreated." The current practice of making the word stand for table-rapping, fortune-telling, palmistry, bumps on the head and freaks on the vaudeville stage, is not fair; but with all of these excluded there is still a wide range of "applied" psychology. There is a psychology of teaching and of medicine, of religion and of business, of war and diplomacy, of infancy and adolescence, of work and of play, of music and of laughter, of reading, writing and arithmetic, of science, history and "English," and particularly of that phase of English known as "literature," with which this paper is supposed to deal.

To no one more than to the psychologist, perhaps, is there a distinction between a language and its literature. Thus our own "English," to which we theoretically assign a striking prominence in both elementary and secondary school, is recognized as a compound of language and literature; but is there not a distressing want of appreciation, even among teachers, of the wide difference between the two? We are not just considering methods of teaching—"that is another story." We are here dealing with the important fact that the psychology of English language is different from the psychology of English literature. Doctor Inglis has said that the values, aims and methods of the study of a language and the study of its literature are as widely separate as of any two subjects in a school program.

Ideas are sometimes most clearly presented by contrast. Through this means we shall endeavor to portray the psychology of literature. Language is a tool, not merely for the expression of thought, but for the process of thinking itself. "We think in words," very largely, and when the word-tools are lacking, our workmanship in thought production is defective in quality and quantity. This is equally true of an individual and of a race. It is not without significance that our dictionaries indicate a tremendous increase in the number of words in our English language. We are both using and creating a wonderful chest of word-tools. Their mastery involves two processes—learning what the tool is for, and learning how to use it. Tools are usually learned in connection with their task—the knife with cutting, the spoon with eating—so word-tools are usually learned in their sentence setting. The "psychology of language," therefore, is the psychology of word mastery, of coming to know words for what they are and of using them effectively; thus is the teacher's task indicated.

Now, "the psychology of literature," our supposed theme, is another matter. Here is the point of our promised contrast. It is true that literature is an aggregation of words; that the author has through words conceived certain thoughts and through words expressed and preserved these thoughts for posterity, or contemporaries at least. But to the author, the creator, literature is only his thought objectified. The study of a piece of literature, on the other hand, presupposes a dual activity of using its word-tools and thinking its thought content, and involves beyond this the truly characteristic thing which

we ordinarily call "appreciation." It has been said that this one word comes most nearly to expressing the entire psychology of literature study.

Appreciation is a more or less complex mental state, in which the so-called "affective," or feeling, element is predominant. Hence appreciation is commonly described as "a feeling toward a thing." This feeling is not devoid of knowledge nor of volitional accompaniment—in fact, must be more or less associated with them—but it is the feeling that predominates. Literature may be scientific, historical, descriptive, poetic, or preëminently "emotional," which means varyingly cognitive or knowing; but appreciation comes only in the inner, subjective, personal reaction of the reader to the thing read. The appreciation, in other words, may have to wait upon the understanding; but when it does comes, it is as feeling. Learning to appreciate, therefore, is learning to feel; and appreciation is weak or strong in degree, discriminative in kind, high or low in its ethical tone, according as the feelings are. This enables us to fix the teaching aim, whether that teaching be in home or school, or church or community, whether it be directed from the pulpit, the teacher's desk, the editorial table, the mother's knee, or from the self-regulated purposes of one's own personality.

Some one has referred to appreciation as "the neglected element in education." In other words, we need an appreciation of appreciation—we need to feel its "worth-while-ness." We need to know and to do; but the knowing will not eventuate in action except as the two are linked together and vitalized by feeling. One's likes and dislikes are controlling factors in his life. They may, like tempests, sweep down over the soul, but the life that neither likes nor dislikes is mere existence on the plane of the cabbage, beneath that of the oyster. "Stones grow; plants grow and live; animals grow, live, and feel," comes down to us from classic Rome. We may add, "man grows, lives, feels, and appreciates."

Literature is the means paramount for the development and training of discriminative appreciation. Music and pictures aid, but nothing else offers the varied possibilities of literature. The simplest type of literary appreciation is that of rhythm. This explains why the child will appreciate Mother Goose as much as a poem full of wholesome doctrine. Rhythm, structure and style constitute the elements of rhetorical appreciation. But the trained reader appreciates content as well as form. He appreciates in proportion to the extent that his experience permits the arousal of responses appropriate to the sentiments expressed. This is why the average "barefoot boy" fails to appreciate Whittier's protest against luxury. In other words, we must have had contact with life to appreciate fully the content of literature. Knowledge of every word and ability to analyze every sentence does not assure ability to appreciate. That must wait upon the enrichment of experience. It is true that literature itself assists in this enrichment, somewhat as building and scaffold rise together, each contributing to the advancement of the other. How inefficient, therefore, from our standpoint, are the barren rhetorical and grammatical drill, the protracted studies *about* selections, and the painful vivisection which often makes up such a large and excluding part of the study of fine pieces of literature.

In conclusion the writer begs leave to say, for fear he has not made clear what he has meant, that he wishes to state two things he has not meant.

These are: first, that the study of English should neglect the language side; and second, that appreciation is to be thought of in terms of personal enjoyment. Neither is true.

Measurement of Silent-reading Ability.

LENNA B. GRIFFITH, Wichita Public Schools.

The general purpose of using standardized tests in silent reading is to give information concerning the rate of the pupil's silent-reading ability and his comprehension of the paragraphs read. By knowing the abilities of the pupils and the standard scores for their grade, a teacher has information which will be very helpful in planning future instruction.

The use of these tests enables the teacher to distribute her time and energy to the best advantage in bringing each pupil up to a maximum achievement in relation to his individual ability.

By using the tests at the beginning and closing of the semester a teacher can measure the progress of the individual pupils and the progress of the class as a whole, and can also determine the relative efficiency of the various devices which have been used to accomplish the desired results.

On September 26, Miss Denneen, the elementary supervisor, gave my 5 A class the Monroe silent-reading test, revised test I, form II, for grades 3, 4 and 5. Below is a record of the scores made by the pupils of this class:

	Comp.	*Rate.*		*Comp.*	*Rate.*
Kathryn	14	163	James	7	93
Beulah	12	178	Lola	7	93
Elsie	12	162	Cecil	6	90
Violet	12	140	Mary Ann	6	90
Philip	11	152	Wendell	6	88
Lucile	10	148	Marlowe	6	81
Earl	10	135	Aaron	3	81
Claude	9	127	Paul	3	56
Howard	7	103			

Class median scores are: comprehension, 7; rate, 103. Standard median scores are: 9.8, 135. Average of those below standard: comprehension, 6; rate, 87.2.

Finding that the median of the class was below standard in both rate and comprehension, we decided to make a special study for improving the silent-reading ability of this particular class; also, we wanted to find out what remedial measures for correcting individual defects in reading could be used in the classroom without using extra time.

During the recitation period the children who had made low scores were called upon more frequently than those whose scores were above standard.

The class was given a new selection to be read silently. As I watched them I discovered that those pupils whose rate and comprehension scores were low used their lips, especially Marlowe, who spelled out the words. When told that lip readers were not fast readers they were very eager to correct this habit, for they were striving to increase their rate.

Some of the pupils lacked realization that speed was important. Wendell even folded his hands during the test.

A further study of this group found that some lacked training in taking in groups of words at a time. Phrase cards were borrowed from primary grades for flash drill. Taking in groups of words at a glance lengthened the eye sweep. In order to save time and board space, other phrases were written on the board while the children put their heads on their desks.

According to Monroe, causes of lack of comprehension may be:

I. Lack of practice in reading silently, due to insufficient opportunity and absence of strong motive.

II. Lack of desire, because of weakness in working out pronunciation and meaning of words.

III. Lack of good method in reading silently.

IV. Failure to note small words—a defect not found so much in this class, as they were tested on words usually confused, such as *was, saw; through, though,* and *thought; even, ever,* and *every;* etc.

The classroom reading-table books were given to the slowest to take home. Children were encouraged to get books from the city library.

The individual and class scores, together with the standard scores, were kept on a sheet of paper for reference, so that the pupils could study and compare their results.

Supplementary readers were borrowed from the fourth and third grades. The children were instructed to read silently for five minutes, then close books and answer questions which had previously been written upon the board and kept covered until they had finished their reading. The emphasis was placed upon thought getting and not upon oral expression or rate of reading.

The exercises in comprehension found in the fourth- and fifth-grade silent readers were used for the slowest pupils.

Supplementary readers were used for five minutes, after which the pupils were to reproduce as much of the thought as possible. To see if mechanics of reading was causing difficulty, the children were asked to read the same material orally.

Aaron's difficulties were due to a lack of familiarity with printed words and a lack of method of working out new or unknown word forms. He was in the second A grade when he entered the Wichita schools, so had not had the drill in the first and second grades. Blend drill cards from these grades were borrowed to drill on phonics and keys, emphasis being placed upon developing independence in recognizing words. Words mispronounced in the daily assignment were worked out phonetically, and words similarly pronounced were built up and reviewed from time to time.

Increased attention was put upon developing the meaning of words in context. The following questions were frequently asked: What word has the same meaning as ——? What word could be used in place of this one? Use the word in a good sentence.

Problems in arithmetic were read, the plan of solution being the indication of how well they comprehended.

Paragraphs in geography were read to answer definite questions.

The list of questions found on pages 81 to 85, inclusive, of "The Twentieth Yearbook" was written on the board. The children followed directions and answered by *right* or *wrong, yes* or *no.*

We also used the exercises for silent reading found in Course of Study in Reading for Wichita Schools.

The children whose scores were above standard in both comprehension and rate spent their time on more advanced work in reading, or on spelling or arithmetic or geography. Kathryn, who got fourteen correct, is only fair in arithmetic. Elsie has been absent so much that she is only fair in arithmetic and geography. Violet is fair in the other subjects. Lucile and Philip are low in arithmetic. Eleanor is good in everything; spent extra time on special topics in geography.

The tests sent out by the superintendent, Mr. Mayberry, showed results similar to the first test, Marlowe and Wendell making the lowest grades in the class.

On October 19 the same form was given to those children who were low in both rate and comprehension, so that they could note their progress and compare their scores with standard scores. In order to test them on new material, they began reading with the eleventh exercise, having read the first ten exercises when the test was given the first time.

On November 3, test I, form III, was given to all the pupils. This test was given by Miss Denneen at the State Teachers' Association, in the presence of about 400 teachers. The children were seated on the platform, and in order to give them more confidence the desks were arranged similarly to those in the schoolroom.

We were afraid the children might not do so well in their unaccustomed surroundings; however, there was only one, Marlowe, who seemed to be affected by the strangeness of his position and the many faces before him.

Below is a record of the scores made at this time, together with the scores that they made in the previous tests:

TEST I.

	Sept. 26—Form II.		Oct. 19—Form III.		Nov. 3—Form III.	
	Comp.	*Rate.*	*Comp.*	*Rate.*	*Comp.*	*Rate.*
Kathryn	14	163	...	...	20	251
Beulah	12	178	...	...	13	160
Elsie	12	162	...	...	11	172
Eleanor	(Entered Oct. 19)		12	141	12	197
Violet	12	140	...	...	(Absent)	
Philip	11	152	...	...	11	141
Lucile	10	148	...	...	11	127
Earl	10	135	...	...	14	172
Claude	9	127	11	163	12	173
Howard	7	103	8	118	11	140
James	7	93	8	118	9	124
Lola	7	93	8	124	10	150
Cecil	6	90	8	121	7	127
Mary Ann	6	90	13	153	11	132
Wendell	6	88	9	107	8	114
Marlowe	6	81	7	103	5	127
Aaron	3	81	6	105	9	114
Paul	3	56	(Transferred Oct. 7.)			
Class median	7	103	...	...	11	140.5
Standard median	9.8	135	9.8	135	9.8	141
Average of those below standard	6	87.2	8.6	123	9.2	133.5

While this table shows five pupils below standard in comprehension and seven below in rate on November 3, yet in most cases there is a marked progress in the ability of each individual as shown by the scores.

Devising a Second and Third Grade Reading Test for the Wichita Public Schools.

NELLIE GATES, Wichita Public Schools.

Progressive teachers everywhere realize that success in teaching reading depends, not upon chance, but upon scientific method and skill. We recognize the importance of the intelligent use of standardized tests as an aid to the successful teaching of reading. The chief value of the test lies in the revelation of weaknesses to which remedial measures may be applied.

This has been the general purpose in giving standardized tests in Wichita. The Monroe tests are used in grades three to eight. These are given as soon as possible after school opens in the fall, in order to furnish the teacher with more definite knowledge of the needs of her class. She may begin at once to help individual pupils to overcome weaknesses. Thus much time and energy is saved.

The testing in grades one and two has heretofore been less scientific. In a crude way we have determined the speed with which children read by counting the number of words which were read in a given time. This, however, did not measure the ability of the children to comprehend what was read. It was necessary to supplement this work by having children answer questions on the content of what was read. We have also used many informal tests, investigating the ability of children to follow directions and answer specific questions. These tests, designed to meet the needs of Wichita children, were devised by Miss Denneen, the elementary supervisor, and the teachers. They are being supplemented constantly by new exercises worked out from day to day. Many of our ideas have been gained from the Twentieth Yearbook.

We recently became interested in the tests devised by Luella C. Pressey and used in Indiana University* for testing second-, third- and fourth-grade reading. These tests required very little time for either giving or scoring them. They also are simple in structure and are easily understood by the children. This makes them useful in furnishing accurate information regarding the speed and accuracy with which children read.

A committee of Wichita teachers, with Miss Denneen, has devised a similar test, fitted to meet the needs of our second and third grades. The general plan of the Indiana test has been used, but words were selected from our second-grade reading vocabulary. The test is devised to investigate the two elements which seemed to Miss Pressey to be involved in the mastery of silent reading—the acquirement of a reading vocabulary and the gaining of freedom from oral reading habits, resulting in speed of silent reading.

We are using two of these tests—the vocabulary test for word recognition, and the speed test for the understanding of sentences. The vocabulary test consists of thirty-four questions, each followed by four words, only one of

* Department of psychology, Indiana University, Bloomington, Ind.

which could possibly supply the correct answer to the question, as, "What has wings? a cow, a sheep, a horse, a hen." The child is to read the question, find the word which will supply the correct answer, and underscore it. The speed test consists of thirty-four sentences, in each of which one extra word is used, as, "The baby is sky asleep." The child reads the sentence, finds the extra word and underscores it. Each of the five teachers composing the committee prepared experimental tests. Each tried out her test with her own pupils. The degree of difficulty of items of the test was determined by finding the number of failures for each item. The committee then selected from each experimental test those items which seemed to be the most accurate tests of speed and vocabulary.

In order that the work might be uniform throughout the city, the following definite directions for giving the test was prepared. These are nearly the same as the ones used by Miss Pressey.

DIRECTIONS FOR GIVING THE SPEED TEST.

Make sure that all children have pencils (not pens) before giving out the blanks Give each child his blank, test side down, and be sure that no child turns to the test proper until told to do so. Have children write name, age and grade on lines provided for the purpose. When all have finished, give the following directions verbatim (? indicates that children are to answer):

Look at the first sentence just below where you wrote your name. The words are, "I ball see a boy." There is an extra word in the sentence, a word that does not belong there. Who can find the word? . . . Yes, "ball." Everyone draw a line under "ball," because it doesn't belong in the sentence. The sentence should be, "I see a boy"; so draw a line under "ball." Look at the next sentence. What is the extra word? . . . Yes, "cat." Draw a line under "cat," because it doesn't belong there. The sentence should be, "I can see my book."

Proceed with the other preliminary sentences in exactly the same way.

And now everyone attention! On the other side are some more sentences. In each sentence there is just one extra word. You are to find the extra word and draw a line under it. Be sure to work just as fast as you can and get the sentences right. Now turn your papers over and start. (Time, three minutes.)

DIRECTIONS FOR GIVING THE VOCABULARY TEST.

Give out the blanks as before, and when the children have written their names, age and grade, give the following directions verbatim:

Look at the first question just below where you wrote your name. It reads, "Where are you now?" Following the question are four answers, "store, school, home, circus." Which answer is right? . . . Yes, "school." So draw a line under "school," because it is the right answer to the question, "Where are you now?"

Proceed with the other preliminary questions in the same way.

And now everyone attention! On the other side of your papers are more questions. After each question are four answers. Only one of these answers is right. For each question you are to find the right answer and draw a line under it. Do not hurry, but try to get as many right as you can. (Time, eight minutes.)

When the time is up collect the papers at once. Any child who finishes before time is called may put his papers aside and do something else.

The scoring of each test is quite simple. Each test has thirty-four items. Each line correctly solved counts one point, so the hightest possible score is

thirty-four points. Any mark or line around, line through, line under, dot, etc., that clearly indicates the correct word is to be considered satisfactory. If more than one word in any line is marked the line is scored wrong. If desired, the scores on the two tests may be added to give a total which may be thought of as indicating the child's ability in silent reading.

An important part of the test is the significance of the scores. A high score in vocabulary and a low score in speed would indicate that the child or class is still subject to oral reading habits which retard speed. A low vocabulary score and high speed score would indicate the need for more advanced reading material. A low score in both tests would suggest both poor reading habits and small vocabulary. A high score in both tests would indicate a possibility for special advancement.

The median scores on the Indiana test are as follows:

Vocabulary.	*Speed.*	*Total.*
Grade 2..... 8.9	Grade 2..... 9.2	Grade 2..... 18
Grade 3..... 11.3	Grade 3..... 14.6	Grade 3..... 30.4
Grade 4..... 23.9	Grade 4..... 20.4	Grade 4..... 44.2

The Wichita tests are now in the hands of the printer. We expect to give the test February 7, and tentative standards for Wichita will be available after February 17.

Pertinent Questions for Home Economics Teachers.

1. How many parents of my students do I know personally?
2. To what extent do my girls actually practice hygienic habits of living?
3. Are my girls capable of planning, marketing, preparing and serving, with a minimum expenditure of time, material and energy, three meals daily for their families, giving each member an adequate diet?
4. Are my girls really interested in providing healthful recreation for themselves and the other members of their families within the home?
5. To what degree are my girls interested in the health and welfare of their younger brothers and sisters?
6. Are my girls suitably and attractively dressed?
7. Do my girls judge intelligently the worth of ready-made garments, and do they know when to buy rather than to make personal clothing?
8. Do my girls keep their personal clothing clean and in repair?
9. In how far do my girls actually plan their own wardrobes, select suitable designs and materials and make their own clothing?
10. To what degree are my girls making their own rooms and surroundings more attractive and convenient?
11. Do my girls know what makes a comfortable, healthful, well-managed and happy home?
12. What am I doing to make myself a better home-making teacher this year than I was last year?—*Educational Press Bulletin, Department of Public Instruction, Illinois.*

Blame the Schools.

(F. C. Sears, a professor in Massachusetts Agricultural College, Amherst, is the author of the following lines. Professor Sears served for four years on the school committee of his home town, and therefore knows whereof he speaks. Of course these things never happen in Alaska. The poem is simply printed as illustrative of the difference between conditions in the effete East and in Alaska, where people never "blame the schools"—well, scarcely ever.)

Is your child's digestion bad?
Blame the schools!
Is he sick, morose or sad?
Blame the schools!
Do your children learn to fight?
Do they lie awake at night?
Do they fail to do what's right?
Blame the schools!

Do your boys smoke cigarettes?
Blame the schools!
Are your girls all suffragettes?
Blame the schools!
Do your children's shoes wear out?
That's the school board's fault, no doubt.
Are your children getting stout?
Blame the schools!

Are your children getting thin?
Blame the schools!
Do they choose the path of sin?
Blame the schools!
Do your children work too hard?
Are they playing round your yard?
Do they play the wicked card?
Blame the schools!

Is the noon recess too short?
Blame the schools!
Do they need more time for sport?
Blame the schools!
Is the noon recess too long?
Oh, that plan is surely wrong—
They should spend that time in song!
Blame the schools!

Is your child a nervous wreck?
Blame the schools!
Are there pimples on her neck?
Blame the schools!
Blame the schools for what they do
And for what they don't do, too.
They should seek advice from you!
Blame the schools!

Do your children's teeth decay?
Blame the schools!
For the tax you have to pay
Blame the schools!
For the teachers they have hired
And the ones that they have fired
Tell the board they make you tired!
Blame the schools!

Is your daughter's eyesight bad?
Blame the schools!
Is your son a little cad?
Blame the schools!
Do your children learn to swear?
Is there something in their hair?
Is there trouble anywhere?
Blame the schools!

If your daughters are too bold,
Blame the schools!
If the winters are too cold,
Blame the schools!
If you feel like being witty
Here's a title for your ditty,
"Damn that stupid school committee
And the schools!"

—*Alaska School Bulletin.*

The Appointment of the County Superintendent.

The state of Kentucky now appoints county superintendents through a county board of education. State Superintendent George Colvin in his last report submits the following facts concerning this progressive policy:

WHAT WAS OBJECTED TO IN THE OLD SYSTEM.

1. County superintendents were politically nominated and politically elected.

2. Too many county superintendents were not properly prepared, and did not have the administrative ability and the educational leadership the position demanded. The method of selecting county superintendents discouraged or defeated the efforts to improve the standard.

3. The salaries paid were totally inadequate to secure the services of the best-qualified men and women, except in a few counties.

4. The rural schools had not kept pace with the city and graded schools. In many counties they had actually deteriorated. City superintendents were appointed by boards of education; county superintendents were politically nominated and elected. Most city superintendents were graduates of standard colleges and universities. Very few county superintendents were graduates of colleges or universities or of normal schools. The average salaries of county superintendents was $1,065.47; the average salary of city superintendents was $2,784.16. The average number of pupils under the administration of county superintendents was 4,218; the average number of pupils under the administration of city superintendents was 1,312. The average number of teachers under the supervision of county superintendents was 91; the average number of teachers under the supervision of city superintendents was 30. If we mean to give the country child the same educational advantages that the city child enjoys, the administration of the rural school must be just as efficient as is the administration of the city school.

5. It was impossible to go outside the county in selecting a superintendent. If a competent person could not be found in the county willing to serve as superintendent, we simply had to take what we could get.

6. The superintendent had no authority in nominating teachers and assigning them to the schools they were to teach. They were powerless to prevent the selection of incompetent teachers and the assigning of schools through selfish influences.

7. The superintendents themselves were thoroughly disgusted with the system. They realized that the system was largely responsible for Kentucky's rank among the states—forty-fifth—third from the bottom.

WHAT THE NEW LAW WILL DO.

1. It will unshackle the county superintendent. It will make the position professional. It will inevitably raise the standard of administration, just as it has done in the cities of Kentucky.

2. A county board consisting of five members selected by the people from the county at large is made the governing authority of the rural schools, just as a like board is the governing authority in cities. These board members are nominated by petition and not by a political convention or primary. Their names appear upon a separate ballot, without party emblem. A member of any party can vote for these members without scratching his ticket. This board, thus constituted and thus elected, selects the superintendent, regardless of residence and regardless of political affiliation.

3. A higher standard of qualification was fixed. In the future no person will be eligible for the office of county superintendent who does not hold a proper certificate in scholarship and in administration and supervision.

4. The salary was raised. Kentucky had made a little investment and was getting a little return. She was getting exactly what she paid for. The worst investment a school board can make is a cheap superintendent and a cheap teacher. Such an economy is a foolish extravagance, and always the sufferer is the Kentucky child.

5. No superintendent under the new law is permitted to participate in partisan politics. If he does he automatically forfeits his office. Superintendents will everywhere welcome this change. They will have no political debts to pay; they will be free to think for the improvement of the schools and for the welfare of the children, and will no longer be compelled to consider the political effect of each act.

6. The superintendent is made the professional adviser of the board and the professional administrator of the schools. He nominates all teachers and assigns all teachers to teaching positions. Sooner than we think this power will revolutionize the teaching profession. A few superintendents will for awhile abuse the privilege. Shortly they will see that their administration is being judged by the improvement of the school, and will see that the appointment of an incompetent teacher will inevitably rest upon their heads. Self-interest alone will force them to exercise the privilege with due care.

THE TREND.

The board of education of Atlanta, Ga., has under consideration the adoption of the rule that teachers may have permanent tenure during good behavior and satisfactory service.

An investigation of the schools of Tennessee shows that the majority of the very poorly trained teachers is in the one-room school. The salary in the one-room school is lower than in larger schools, living conditions in the rural districts are unsatisfactory to the teacher, and the dearth of social life cause some young teachers to refuse to teach in one-room schools. The New York survey has disclosed similar facts. Doctor Bagley states that the outstanding cause of teachers leaving the one-teacher schools in New York was professional isolation.

A careful study of the children of four schools in Pittsburgh, Pa., established the fact that 10 to 15 per cent of the children were undernourished. These children came from families in comfortable cricumstances.

The board of education of Deadwood, S. Dak., has let a contract for furnishing a pint of milk to each pupil in the first, second, third and fourth grades of the public schools. The milk will be supplied at the morning recess in sealed bottles and with sterilized straws.

The committee having in charge the measurement of the achievement of the school children of Kansas finds that of the first twenty words in the "W" list of the Buckingham Extension of the Ayres Spelling Scale the median words spelled in one-teacher schools in the sixth grade was 3 words; seventh grade, 5 words; eighth grade, 9 words. In the graded schools of third-class cities the median number of words spelled for similar grades, in order, were, respectively, 5, 8 and 12.

The biennial report of the superintendent of public instruction of Kentucky has an illuminated graph showing disparity of the taxable wealth of each county per teacher. The range from the highest, Jefferson county, to the lowest, Owsley county, is from $438,679 to $21,535. The graph has this appeal: "Untie the hands of the members of the legislature by passing the constitutional amendment relative to the distribution of 10 per cent of the state school funds, so that some of these inequalities may be corrected."

CAMPUS NOTES.

Festival week, which was close at hand when this was sent to the printer, included eight events:

Monday, April 24—Mendelssohn's "Hymn of Praise," by Festival Chorus and Orchestra, Walter McCray conducting. Soloist, Archibald G. Todd, Kansas City.

Tuesday, April 25—Pageant, "Spirit of S. M. T. N.," Department of Physical Education for Women, Carrie Hupp directing.

Wednesday afternoon, April 26—Concert recital, faculty of Department of Music.

Wednesday night, April 26—Salzedo Harp Ensemble.

Thursday afternoon, April 27—Interstate high-school music contest, solos. Judge, Prof. P. W. Dykema, University of Wisconsin.

Thursday night, April 27—Concert recital by Alice Gentle, dramatic mezzo-soprano.

Friday afternoon, April 28—Interstate music contest, by organizations.

Friday night, April 28—Handel's "The Messiah," by Festival Chorus and Orchestra, Walter McCray conducting. Soloists: Mrs. George Cowden, soprano; Chas. E. Galagher, basso; Elsie Baker, contralto; Sergei Radamsky, tenor.

Lloyd Eddy, a graduate of the Massachusetts Institute of Technology and of Cornell University, is a recent addition to the faculty of physical sciences.

Nearly 175 new students were added at the beginning of the spring term, which opened March 27. Most of these had just finished teaching a term of rural school.

French people of Pittsburg and advanced students in the department of foreign languages staged, April 12, in the original tongue, one of the most famous plays in French literature, "On ne badine pas avec l'amour," by Alfred de Musset. A good audience, more than half of which spoke French, was in attendance. This was the second play to be presented in French at Manual Normal College.

The Alpha Sigma Alpha sorority has an auxiliary, the Mothers' Circle, only lately organized.

Delegates to the D. A. R. convention held in Pittsburg were guests of the institution at assembly and luncheon March 30.

Teacher-training courses in vocational branches, as provided for by the Smith-Hughes law, are now in the curriculum. S. M. T. N. was officially designated in 1919 as a Smith-Hughes teachers' training school.

An S. M. T. N. Club at Independence held its first annual banquet March 31. About forty members and twenty guests were present. Faculty members in attendance were President Brandenburg, Dr. O. P. Dellinger, Prof. S. L. Householder and Miss Helen Gibson. Miss Gibson, together with Miss Regina Lenski and Ruben Ricketts, presented several music numbers, as did the girls' orchestra from the Montgomery county high school. Arley Riggs is president of the Independence Club.

Twenty high schools participated in the third district inter-high-school basket-ball tournament held at S. M. T. N. in March. The Pittsburg high school won over Cherokee in the finals for class A, and Frontenac defeated Manual Normal in those for class B.

Otto A. Hankammer, of Van Wert, Ohio, is a new teacher of drafting for the federal trainees. He is from Worchester College and has had much commercial experience.

The department of rural education called a conference of rural-school patrons and school-board members at the Normal, Saturday, April 22, to discuss the following questions:

1. What is the best way to choose teachers?
2. What should we expect of the teachers of our school?
3. How can we protect our schools from poorly trained beginning teachers?
4. What is the advantage of having a mature teacher for our school?
5. Why is it important for the teacher to reside in the district?
6. What should the community do so the teacher will live in the district?
7. Why is it a mistake to change teachers frequently, and what can be done to prevent this?
8. Is it desirable or possible to look forward to the consolidation of our schools?
9. What changes in Kansas laws would help rural schools?
10. Should we in this locality organize a school-improvement league and meet regularly to talk over plans how to make our schools better?

The debating season for 1922 introduced a number of interesting features. First, every student who tried for the debate team gained a place, not because all were needed, but to stimulate more interest in debating. Second, two

"judgeless" debates were held. The "judgeless" and "open-forum" debates are growing in favor rapidly. Third, an extended tour was taken by four members of the debating squad. En route to the Pi Kappa Delta biennial convention at Indianola, Iowa, debates were held with Kansas City University, Kansas City Junior College, Northwestern Missouri Teachers' College, Graceland College, and Westminster College. Debates also were held with Hays Normal and two with Southwestern College. Out of the eight debates S. M. T. N. lost two. The debaters were Misses Thelma Fowler, Florence Scully, Clara Watts, Wilma Vehlow, Evylin Skelton; Messrs. Copeland Bowers, Fayette Rowe and Lloyd Runyon.

Mr. Copeland Bowers also won the State Normal oratorical contest and will represent Kansas Normal Schools in the interstate contest to be held at Macomb, Ill., May 5, 1922.

At chapel on April 27 each debater was presented with a Pi Kappa Delta key—a gift from the administration in recognition of his service in upholding the competitive intellectual interests of the institution.

Plans are completed for the presentation during the Summer School of an intensive scout leaders' training course to fit for efficient leadership of boys. Eighteen experts will assist in the presentation of this work. Full college credit will be given for the work.

THE GROWTH OF A SCHOOL IS A MEASURE OF SERVICE.

ENROLLMENT OF THE STATE MANUAL TRAINING NORMAL SCHOOL BY YEARS.

1903-'04	143	1912-'13	1,416
1904-'05	184	1913-'14	1,650
1905-'06	276	1914-'15	2,159
1906-'07	351	1915-'16	2,514
1907-'08	325	1916-'17	2,745
1908-'09	467	1917-'18	3,433
1909-'10	723	1918-'19	3,088
1910-'11	1,066	1919-'20	3,197
1911-'12	1,183	1920-'21	3,295*
		1921-'22	4,200*

*Approximated.

SUMMER SESSIONS.

May 31 to July 28 and July 31 to August 25, 1922.

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