

Pittsburg State University

Pittsburg State University Digital Commons

The Techne, 1917-1937

University Archives

12-1-1922

The Techne, Vol. 5, No.10: State Manual Training Normal

State Manual Training Normal School

Follow this and additional works at: <https://digitalcommons.pittstate.edu/techne>

Recommended Citation

State Manual Training Normal School, "The Techne, Vol. 5, No.10: State Manual Training Normal" (1922).
The Techne, 1917-1937. 44.
<https://digitalcommons.pittstate.edu/techne/44>

This Book is brought to you for free and open access by the University Archives at Pittsburg State University Digital Commons. It has been accepted for inclusion in The Techne, 1917-1937 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

THE TECHNE

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

December, 1922

DO IT TO LAST.

An ancient legend tells of a man who died and in the next world was brought face to face with his failures. He viewed his unfinished work, the tasks badly done, the duties unfulfilled, but he was unimpressed. "There has been some mistake," he informed his guide, "These are not failures; these are the things I meant to do over again."

"It will do for now," children say, and leave the task of which they have tired. We work with our minds on something else and hope that what we have done will "get by." We do a piece of work hurriedly, trusting that some day we may be able to go over it again. We all work, the psychologists tell us, far below our highest possible pitch of accomplishment. We usually do less than our best.

In statesmanship and in business there is second and third-rate accomplishment. Must it be so in education? Shall we be satisfied with less than the best? At the time the children may not know the difference, but the professor knows and soon the world will know, for weakness in the school means eventually weakness in the fiber of the race. In education, above all, we must build, not for a time, but for eternity.—*Connecticut Schools Bulletin*.



PRINTED BY KANSAS STATE PRINTING PLANT
B. P. WALKER, STATE PRINTER
TOPEKA 1922
9-5530

Published by
STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

VOL. 5.

DECEMBER, 1922.

No. 10.

EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

A. H. WHITESITT.

ADELA ZOE WOLCOTT.

EDGAR MENDENHALL, *Chairman.*

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

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

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

Issued every month except August and September.

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

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

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

CONTENTS.

	PAGE
Do It to Last.....	1
High-school Journalism	3
ERNEST BENNETT.	
Extra-Curriculum Activities in the High School.....	7
LOGAN ANDERSON.	
State and County Reorganization.....	12
The Trend	14
Campus Notes	15

HIGH-SCHOOL JOURNALISM.

ERNEST BENNETT, Department of English.

Since most high schools now publish a weekly paper, a course in elementary journalism is rapidly becoming a necessity in the curriculum.

The course, whether running for a semester or an entire year, ordinarily should count toward the requirements in English. In larger schools providing four years of English it might well serve as the fourth year. It can be as thoroughly worth while as any other sort of English course.

The problem just now is to find competent teachers. It is not enough that the teacher of journalism be well grounded in English. That is only half of the necessary technic. Newspaper writing has a way of its own that can be learned only through much practice. The instructor should have had either a year of college journalism or a year's experience on a daily paper. These are the minimum, and by no means ideal, qualifications.

First of all, the instructor must himself be a good writer. If he is not, he cannot teach the writing of English from the constructive point of view so essential in journalism classes. Many instructors who do admirable work in literary courses would be incompetent here because they have never been put through the mill of English composition.

The constructive point of view concerns chiefly the gathering of material and its presentation in an interesting news "story." No amount of theory can take the place of actual experience in the gathering and writing of news. Only this experience can enable the instructor to appreciate the student journalist's problems or even to set these problems for him.

To find the students for this course is as easy as it is difficult to find the instructor. In fact, finding them is likely to be too easy. Many probably will wish to enroll for the course who have no aptitude for it. School authorities should take care to enroll only those who have shown some talent for writing English.

This selection of students is necessitated by the fact that upon the journalism students falls the task of writing all the news for the school paper. Any other than a hand-picked group will mean an overworked teacher and a poor school paper. It is just as legitimate to select the best writers for the reportorial staff as it is to select the best players for the football team.

The privilege of studying journalism may thus be made the reward for superior attainments in the regular English courses. Moreover, it is these superior students only who will profit in any degree from the course. They will be inspired to still better work by seeing their "copy" in print. If the class is large, the process of selection may be carried a step further by permitting only the more skilled to work as regular reporters and departmental editors. The rest may be kept on practice exercises while held in reserve.

When first organizing journalistic courses and a school paper, the instructor should adopt the simplest practicable plan. This would probably be the appointment of one superior student as editor and the naming of the others as reporters. The latter then may be shifted readily so as to be used to the best advantage. After six or eight weeks, when the instructor knows the

ability of his students, also their reliability, he may name a small group of the ablest as departmental editors. These departments, in a small high school, should probably be limited to school news, athletics, features (including literary contributions), society, alumni, and exchange. One or two students might be named associate editors, if the editor-in-chief needs their help. The rest of the students eligible for reportorial work should be assigned definite "runs," *i. e.*, a list of people to call on twice a week for news. The lists should cover all usual sources of school news.

There should also be a business manager, an advertising solicitor (whom the manager would assist, especially in the beginning), a mailing clerk, and perhaps a bookkeeper. In larger schools the business manager and mailing clerk might be authorized to appoint assistants as needs arose, but the naming of a regular group of assistants permits too much shifting of responsibility. The editor or advertising manager of a local paper would probably give helpful advice on advertising rates, etc.

Departmental editors should not be relieved from the duty of writing news. Certain important news "stories" should be assigned them from time to time, and they should realize they are on their job to do what the reporter may have failed to do. But it is especially their task to assemble for their department the news that reporters have already written, correct it, and pass it on to the editor-in-chief or his associates.

The instructor should read all copy before it is sent to the printer. He will be obliged often to correct it laboriously, even after it has passed through two or three other hands. His failure carefully to read and correct would mean that glaring errors would creep into the paper.

The whole staff should understand from the first that it is publishing a newspaper and not a collection of jokes. Many high-school papers are marred by the fact the students think the chief purpose of the sheet is to give them a chance to crack sly jokes on their classmates. Humor has its place, of course, but school news and editorial presentation of the policies of the school should make up the most of the paper. Humor may well belong to the feature editor's department.

The gospel to be preached everlastingly to classes and staff is accuracy. Most young people, and most older ones too, for that matter, are inaccurate by nature and habit. This penchant for inaccuracy will be evident constantly in the students' writings. The instructor must be ceaselessly on guard against it. Otherwise, dates and names will be wrong, facts will be stated backwards, events will be recorded that did not happen, and absurdities will appall the instructor when he reads his school paper. Students who neglect to be reasonably accurate should not be permitted to write for the paper and should have no credit for the course.

After accuracy must come interest. Skeleton news "stories" should not be printed when the material is worthy of better treatment. Detail must give them body; thoughtful writing must give them color. The best of students will at times lapse into hurried carelessness that lets the matter of an interesting story degenerate into a mere announcement. They must be reminded rather frequently of the good work they can do when they put their best efforts into it. Examples of good writing from other student publications are effective incentives; clippings from city newspapers often will serve. In other words, a model toward which to work often is needed.

Although the best newspapers violate at times most technical journalistic rules, yet these rules are a steadying influence and set the standard. They must be regarded as such in the classroom. The form of the typical news story should be insisted upon, after the class has had time to give it rather close study, unless there seems to be a good reason for disregarding it. Some students write better when not trammelled by it. Though they should be required to practice it, yet at times the inspiration of the loose rein does them good and makes for a more readable school paper.

It is easy to tell the students how a news story should be written, but it is hard to get them to write it according to rules. What the instructor may impart in one lecture hour may take a semester's teaching to put in practice.

In the preparation of the typical news story, the most important and general working rule is that the matter shall be arranged in the order of decreasing importance. The most interesting statement should be placed at the very first of the first paragraph. What may be omitted from the account without harming it should appear in the closing paragraph or paragraphs, where the make-up man may eliminate it if space is scanty. Matter between the first and last paragraphs should gradually taper off in importance. Yet even the last paragraph should be written as attractively as possible.

The most important statement, placed at the beginning of the opening paragraph, is known technically as the "feature." Besides containing the feature, the opening paragraph should also answer directly and clearly the following journalistic questions: *Who? What? When? Where? Why?* and sometimes *How?* One or more of these questions is answered in the feature statement. The skillful answering of the others makes the paragraph a summary of the whole "story," and it is then known as a "summarizing lead."

These rules show the student how to get his story under way. The body of the story consists of an amplification, in the order of decreasing importance, of the various points in the lead paragraph. The language should be simple and direct, yet sprightly and specific. All useless words should be rigorously cut out. Length is to be obtained through an abundance of detail. It is this detail, concrete and pictorial, deftly painted into the body of the story wherever it is most appropriate, that gives the story life and color.

In order that the flesh of detail may be put on the skeleton of the story, students have to be taught to see things anew, to look at them with the same wonder and curiosity that they would evince if they came upon them for the first time in their life. Those who have studied drawing will appreciate what the instructor means. Though one's hand be never so skilled, one cannot draw the picture of a horse without having looked a horse over from head to tail several times more attentively than the ordinary observer does. If one attempts the picture without this preliminary detailed examination, one suddenly realizes that one does not know what a horse looks like. In the same way, students of journalistic writing will discover they do not know what many facts look like and frequently will find themselves obliged to go look again.

The necessity of this careful consideration of facts is one of the chief benefits of a course in journalism. The course compels the student to look squarely at life itself. In other composition courses, facts often may be juggled to suit the occasion. But when one is writing about what has actually happened for readers who already know what has happened, facts cannot be juggled.

Moreover, the language must be fitted to these facts. This is not nearly so easy to do as the uninitiate would think. Many students write fiction more easily than they do news, for the reason that when the words refuse to pattern themselves according to the idea, the idea may be changed to fit the words. News writing does not permit any such dodging.

If the school paper is to be successful, the course in journalism should be no less than a year in length. Only in the second semester of the course will the students become of much value to the paper. It takes a semester to break them into writing that is at all journalistic in tone. For the first semester, emphasis might well be on the theory of news writing, with an abundance of practice exercises not intended for print. In the second semester, the emphasis can be on actual reporting, with print as the reward for all acceptable effort, provided the paper is big enough. This arrangement is practicable, of course, only where the courses have been organized long enough always to provide a second-semester class.

The best text for high-school journalism the writer knows of is Harrington's "Writing for Print," published by Heath. It shows what can be done by showing what has been done. More exercises are provided than any one class can use. It not only tells how to write news, but also how to organize and operate the school paper; it gives numerous hints for teachers. Flint's "Newspaper Writing in High Schools," distributed by the School of Journalism press at the University of Kansas, is written for the teacher. It is practical and helpful. Dillon's "Journalism in High Schools," published by Lloyd Adams Noble, New York, is a textbook covering the field briefly.

If the instructor feels he does not know as much about his subject as he should in order to teach it well, he can find plenty of literature on it. The magazines have long been printing informing articles about practically all phases of journalism. A considerable library of books has also been written on the subject. The Pulitzer School of Journalism of Columbia University recommends especially the following list of twenty-five volumes:

LIST OF BOOKS ON JOURNALISM.

- History of American Journalism, by James Melvin Lee (Houghton, Mifflin).
- History of Journalism in the United States, by G. H. Payne (D. Appleton & Co.).
- Essentials in Journalism, by Harrington & Frankenburg (Ginn & Co.).
- Art and Business of Short Story Writing, by W. B. Pitkin (Macmillan).
- Journalism and Literature, by H. W. Boynton (Houghton, Mifflin).
- The Editorial, by L. N. Flint (D. Appleton & Co.).
- Casual Essays of the Sun (published by Robert Grier Cook, New York).
- Study and Practice of Writing English, by Lomer and Ashmun (Houghton, Mifflin).
- Training for the Newspaper Trade, by Don Seitz, of the *World* (J. P. Lippincott, Philadelphia).
- Writing of To-day, by Cunliffe and Lomer (The Century Co.).
- Typical Newspaper Stories, by H. F. Harrington (Ginn & Co.).
- Writing to Sell, by Edwin Wildman (Wildman Magazine and News Service).
- News Writing, by M. Lyle Spencer (D. C. Heath & Co.).
- Writing the Feature Story, by W. G. Bleyer (Houghton, Mifflin).
- The Story of a Page, by John D. Heaton (Harper Brothers).
- The Newspaper, by G. Binney Dibblee (Henry Holt & Co.).
- The Practice of Journalism, by Williams and Martin (Missouri Book Co., Columbia, Mo.).
- The Art of Writing, by Geo. Randolph Chester (Publishers' Syndicate, Cincinnati, Ohio).

Types of News Writing, by W. G. Bleyer (Houghton, Mifflin).
Newspaper Writing and Editing, by W. G. Bleyer (Houghton, Mifflin).
Newspaper Editing, by G. M. Hyde (D. Appleton & Co.).
The Art of Newspaper Making, by Chas. A. Dana (Appleton & Co.).
The Profession of Journalism (The Atlantic Monthly Press, Boston).
A Manual of Style (Chicago University Press).
Handbook for Newspaper Workers, by G. M. Hyde (Appleton).
Writing for Print, by F. H. Harrington (D. C. Heath).
The Newspaper Man, by Talcott Williams (Scribner).

Extra-Curricular Activities in the High School.

LOGAN ANDERSON, S. M. T. N., 1921: Graduate Student, University of Chicago.

Being a strong believer in so-called extra-curricular activities, the writer does not think the school administration can put an absolute limit to the number of school activities to be allowed. Local conditions and interests will govern. But so long as one group of students, keenly interested in some activity, whether academic, athletic, or literary, has no chance to carry on that activity, so far is the school failing to meet the entire need of that group of students. On the other hand, it is not believed that the school authorities should organize activities for the students and then urge them to join. To get the best results, the urge should come from the student body; the faculty can do much to encourage indirectly and must supervise at all times.

I. It is believed that the following reasons for including student activities in the high-school program are valid:

1. Extra-curricular activities help to keep the student interested in the school. They make him feel that it is his school. Education to him is not all a thing handed down from above.

2. They encourage initiative and leadership. Many a student has found, through some student enterprise, that he is capable of leadership.

3. They allow the faculty to become better acquainted with the student and the student with the faculty members. Too often the atmosphere of the classroom is formal and restrained. In the debating club, the engineering society, etc., the faculty member meets the student as man to man.

4. They discover and develop vocational interests. Witness the school paper. Of the first five editors of my high-school weekly, one is a publicity man for the Harvey system of railroad eating houses; one is editor of a country weekly in a town of ten thousand; two are university students, one of these having been editor of his college paper; and the fifth has made his way through college by reporting on a metropolitan paper.

5. They are a real educational force. Probably as much is learned in an engineering club, for instance, as in any similar length of time in the classroom. Certain it is that papers prepared and read by students often represent more work and are of higher grade than most class work.

6. They develop the student socially. Students become better mixers. The timid student is drawn out, and the loud student is polished off.

7. A well directed student activity results in school spirit, unity of purpose and of interest. Witness the athletic activities of the school. Probably the cohesiveness developed by athletics is worth all the damage, through athletic hearts, etc., that they cost.

8. Extra-curricular activities are a sure index to the pupils' interests. No activity will long survive if no interest is taken by the students. To an administrator who is wide awake, this criterion of interest is valuable.

9. They permit the expansion of the curriculum in an experimental way. The extra-curricular activities of to-day are the curricular activities of to-morrow. They are inexpensive experiments, comparatively, and the factor of interest makes them more likely to succeed.

10. They are of civic worth. We try to develop citizens in the high school. The forum, the student council, and the debate club, give the finest kind of training for civic participation.

11. They give moral training in the broader sense. The child learns co-operation, submission to authority, to leadership, and to do the right thing in the fullest and completest manner possible; and all that, according to the view so well expressed by Professor Bobbitt, is true moral training.

12. They provide considerable physical benefit to large numbers of students who would otherwise probably not get that benefit.

13. They encourage and demand self-control to a larger extent than does classroom procedure, which is often control from above.

14. They permit of cultural training. Witness the drama club and the glee clubs. There being no suggestion of force, the pupil absorbs the desired cultural influences without being conscious of it.

15. They are of value in advertising the school to the community. This reason alone, in a well directed school, is sufficient for their existence.

16. They draw students to the school. Ever notice the increase in enrollment following a successful football season, for instance?

17. They keep students in school. I once asked a high-school class to mention the worth of high-school student activities, and every paper included this value of keeping students in school.

18. They create parental interest. Plain curricular activity is not very spectacular and it is hard oftentimes for parents to see what the school is driving at. The extra-curricular activity is more likely to be understood and appreciated by the parents. (But there are limits to this.)

19. They provide training for worthy use of leisure time.

II. Some of the inherent dangers of extra-curricular activities are:

1. Extreme publicity in town and city papers sometimes has a bad effect on the students participating. This is especially true of athletics.

2. There is often a distinct tendency to overload a few students.

3. They are likely to take too much of the student's time and energy. After all, the extra-curricular activities are only the sideshows. If the curriculum is what it ought to be, it is the main tent.

4. They sometimes overwork the faculty, especially some popular teacher. This is a serious drain on her energy, and her classes suffer.

5. Teachers sometimes use these activities to increase their reputation—give more attention to some activity than all other work combined.

6. They are likely to become too expensive. The school ought to be something more than a collecting agency. With dues for this and dues for that, parents are likely to get critical.

7. They sometimes arouse community opposition, especially among the older members of the community who had nothing like this "when they were in school."

8. Under weak supervision and direction, they sometimes run away with the school and waste the time of the students.

9. They are likely to develop cliques.

10. They are sometimes used by interested outside parties in ways that are harmful and detrimental to the school. For instance, a home talent motion picture production, promoted by professionals, took altogether too much time of a considerable number of people. Members of the school drama club were called into service by these promoters.

11. Often there is conflict of dates. Students are overworked, and because of competition between activities, all fail. (This is a fault in management.)

12. They often waste supplies.

13. They draw heavily on the time of the principal.

III. Minimum list of student extra-curricular activities:

1. Board of athletic control, consisting of faculty members, coaches, and students, to have charge of athletics. Teams to represent the school in football, baseball, basket ball, track, and tennis. Swimming, too, if the school has a pool.

2. Class organizations with usual elected officers.

3. Girls' athletic association supporting teams in playground ball, basket ball, track, and swimming. Sports to be intramural unless conditions are extremely favorable to inter-school competition.

4. School publications: a weekly paper, and an annual, if it can be published inexpensively. I doubt the value of an annual.

5. Glee clubs for both boys and girls, and mixed chorus. Also soloists, quartettes, and orchestra.

6. An operetta to be given once a year by the music department.

7. Y. M. C. A. and Y. W. C. A.

8. Student council elected on representative basis.

9. Girls' club of all girls in the school.

10. Similar organization of the boys.

11. Literary societies so organized as to include practically everyone.

12. Drama club for the presentation of amateur theatricals.

13. Debating society for intramural and interschool debates.

14. Such special interest clubs as there is a demand for, such as agriculture, engineering, manual-training clubs.

15. Social dancing by class organizations or by clubs, if students want it and the sentiment of the community permits it.

16. Lyceum course.

IV. Plan of financing extra-curricular activities.

1. Athletics. Self-supporting. Season tickets to students at reasonable rates so as to get full support of the school. Single admissions from the towns-people. With efficient control of the expenses, there ought to be little difficulty in making athletics pay for themselves. Surplus from boys' athletics to pay for the small expense connected with girls' athletics.

2. Class organizations. A small fee from each member of the classes. Not compulsory, but practically all will want to pay their class dues. Social functions, junior-senior reception, etc., to be paid out of this fund.

3. School publications. Self-supporting. Local advertising ought to pay the entire expense, especially if the school has its own printing department.

If advertising does not pay all expense, a small subscription price, not over one dollar per year, may be charged.

The annual is a different matter. Advertising will not pay for it. Fees from class and social organizations, and a subscription price will have to be charged. Because of its expense, I would not push an annual. If the student body insisted, I would permit it, but would insist that it be made to pay its way.

4. Glee clubs. Self-supporting. An operetta or musical program, under capable management, will clear enough to pay all expenses, including trips to the state contest. If necessary, an appropriation by the board to pay for music and instruments for the orchestra.

5. Y. M. C. A. and Y. W. C. A. Membership dues. This will be a small item.

6. Student council. No dues or levies on the student body. I think that if it becomes desirable for the council to have a small fund, and it no doubt will be desirable, some plan of levying a small percentage on all receipts from all student activities would be sufficient. This would be no more than fair, as the council represents the whole school and every department of activity.

7. Girls' and boys' clubs. No dues or assessments unless voted for a particular purpose.

8. Literary and vocational interest societies. Small annual dues, determined by the club itself, within reasonable limits.

9. Drama club. Self-supporting through the presentation of some play to which the public would be invited. A small admission charge should take care of all necessary expenses. I know of a high school in a town of 3,000 with 500 students which has a fine set of scenery bought through the united efforts of class play casts and the drama club. Of course town support is good in this place.

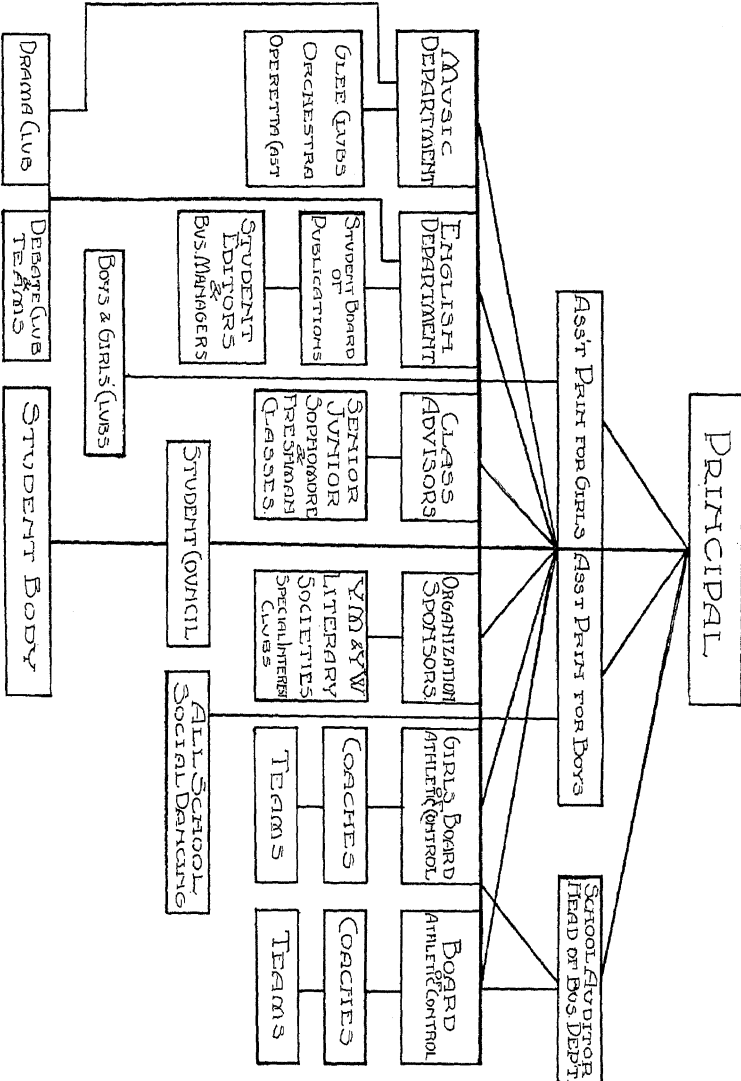
10. Debating society. This is the hardest activity to finance if inter-school debates are undertaken. I have never seen debating made self-supporting, and yet am convinced that it has a place in the program of extra-curricular activities. By linking it up with dramatic endeavors, it might be made to pay its way. If not, I favor the payment of expenses from the principal's contingent fund.

11. Social dancing ought to be an inexpensive affair, with the school orchestra furnishing the music. Unless it can be conducted inexpensively, it ought not to be conducted at all.

It will be seen that the writer places a great deal of hope on the public's supporting the school in its extra-curricular activities. He believes this hope is well founded, provided the activities are well conducted. The town of 10,000 is starved, socially and intellectually. It has been his experience that the town will turn out in large numbers if there is anything worth while to see. Frequently the best plays and entertainments of the year, in a town of that size, are seen at the high school. No apology is made for having the community pay for its own entertainment, provided the entertainment is good, worth the money of the public, and worth the time of the student. This plan of making a great many public appearances may be objected to on the ground that it takes too much of the student's time. It would not do so, if properly managed, and the training received by appearing in public is training of the highest value.

12. In only one activity, that of the community lyceum, would the writer make a direct official appeal to the community for support in the undertaking. Student activities should be treated as if they were the community activities worked out through the children. The lyceum needs the backing of the best in the community, and to make it a community affair, a system of coöperation with the community, represented by women's clubs, business men's association, etc., is needed. This would insure community support.

Plan for Supervision and Direction of Extra Curricular Activities



State and County Reorganization.

Ideal reorganization as developed by Doctor Cubberley in his book "State and County Reorganization." This plan has been adopted with a few modifications, in twenty states. Summary of the important points as follows:

STATE REORGANIZATION.

State Board of Education:

Membership. There should be either three, five, or seven members elected from the people at large with no official connections with any educational institution in the state. A board of five members is preferred. Election to be held at the regular spring school election.

Length of term. The length of term should be either three, five or seven years, according to the number of members on the board, one new member being elected every year.

Duties of the State Board of Education. The duties of the State Board of Education should be the selection of a state superintendent of instruction, or state commissioner of education. The State Board should coöperate with the state superintendent in the development and administration of the school policies of the state.

Salary. Members of State Board of Education should receive traveling and hotel expenses and a per diem for time of service.

State superintendent of public instruction, or the commissioner of education:

Qualifications. A Ph. D. (doctor's degree in education) or its equivalent; ten years of teaching experience, high executive ability; and a keen knowledge and appreciation of all phases of educational work.

Duties. The administration of the state school system with the advice and coöperation of the State Board of Education.

Salary. The average salary of the state superintendent of public instruction, or commissioner of education, should be ten thousand dollars.

Length of term. So long as he gives acceptable service.

COUNTY REORGANIZATION.

County board of education:

Membership. There should be either three, five, or seven members of the county board of education; elected at large at a spring school election. A board of five members is preferred.

Length of term. The length of term should be either three, five, or seven years, depending upon how many members there were on the board. One member should be elected each year at the spring school election.

Duties of the county board of education. Selection of a county superintendent and coöperation with him in the development and administration of the school system of the county.

County superintendent:

Qualifications. The county superintendent should have an A. M. or its equivalent, and five years of teaching experience, three of which should be in supervisory, or administrative positions.

Duties. To develop and administer the policies of the county school system with the coöperation of the county board of education.

Length of term of office. The county superintendent should hold office as long as the majority of the board of education coöperates with him in the administration of the affairs of the county school system.

Salary. The county superintendent should receive a salary of five thousand dollars.

THE TEN RECOMMENDATIONS OF THE KANSAS STATE SCHOOL CODE COMMISSION.

I. A new districting plan whereby the rural districts shall have the benefits of more efficient teaching and supervision, and high schools shall be guaranteed adequate support.

Types of districts:

1. The common school district.
2. The community elementary school or high school district.
3. The city school district.

II. The financial support of schools, including the county unit of taxation (outside of cities) for a considerable part of the support of education in order to avoid gross inequalities of burden now imposed:

1. Common and community elementary schools should receive up to \$50 per teacher per month for teachers' salaries.
2. Community school districts should receive \$4 per pupil per month based on average daily attendance receiving high-school instruction exclusively.
3. Community school districts should receive \$8 per pupil per month based on average daily attendance for pupils living outside the districts for high-school instruction exclusively. High-school tuition should be \$8 in these community schools.
4. City school districts should receive \$8 per month per pupil based on average daily attendance for those outside of the district receiving high-school instruction exclusively.

III. A constitutional amendment making possible a more equitable system of taxation.

IV. A county board of education for laying out district boundaries, for determining boundaries for districts already formed, and for levying a county school tax. This board should have three members elected every two years at the regular fall election and should serve for terms of six years.

V. All building plans should be approved by the State Board of Education in coöperation with the state architect.

VI. Setting higher qualifications for the state superintendent of public instruction, increasing the salary of that office, and substituting a lay board of education for the present professional board.

The State Board of Education should have six members who should be appointed by the governor and approved by the senate. The appointments should be made on or about the first of March of odd years. Two members should be appointed each biennium, and should serve for a term of two years. These electors should not be connected with any educational institution, either public or private.

Duties: 1. Approving and standardizing schools.

2. Certification of teachers.

3. Making course of study.

4. Joining with the state superintendent of public instruction in collecting and interpreting statistical data.

The qualifications of the state superintendent:

1. Graduation from a four-year course of a college, normal school, or university, or other institution of similar rank.
2. Graduation with a Master's Degree with a major study in education from an approved graduate school, or graduate study equivalent thereto.
3. Forty months of experience in teaching, at least 18 months of which shall have been in positions requiring supervising of other teachers.
4. The state superintendent of public instruction should receive a salary of at least four thousand dollars.

The duties of the state superintendent of public instruction should be the administration and supervision of the policies of the state which are determined by the State Board of Education.

VII. Raising the requirements of teachers:

1. Minimum age for all teachers of twenty.
2. Minimum education of one year above the high school.
3. All teachers' certificates should be issued from the State Board of Education and from the state normal schools: all certificates to designate subjects or types of schools for which holder is qualified.
4. Assistance to high-school training classes in proportion to the service which they render the state.
5. Special rules by the State Board of Education until the state is ready for the complete enforcement of these new regulations.

VIII. The State Board of Education shall serve as the state board of vocational education and administer all of the federal funds.

IX. The length of term to be at least 160 days.

X. Any child living two miles or more from school should be transported to school at the expense of the district.

THE TREND.

The National Educational Association will meet in Oakland-San Francisco, July 1 to 7, 1923.

The meeting of the Department of Superintendence will be held in Cleveland, Ohio, February 25 to March 2, 1923.

An excellent article on "Obtaining Justice in School Relations" was published in the December number of the *Journal of the National Educational Association*.

John H. Finley, editor of the *New York Times*, suggests that the allied debts be made a permanent trust fund to be administered for the education of the children of all peoples.

"Classes out of doors, beneath ancient pines, over seven thousand feet above the sea; study combined with boating and Alpine excursions in the heart of the high Sierras—such is the alluring program that is drawing attention to California's open-air summer school."

CAMPUS NOTES.

A band composed of twenty men has been organized at S. M. T. N. for "pep" purposes at school affairs and games. Eugene Franklin, a student, is the director. The members have been outfitted in crimson and white uniforms trimmed in gold.

A professional fraternity, composed of "pre-medics" and major students in the department of biology, was organized in October. The "frat" called Lambda Sigma Kappa, was started with the Carrel Medics as charter members. A number of new men have been added since.

The first S. M. T. N. banquet ever held outside the state was held in the Hotel Baltimore in Kansas City, Mo., Friday, November 17. The affair was in charge of the S. M. T. N. club of the two Kansas Citys and took place in connection with the Missouri State Teachers' Convention. About fifty former students were present. President Brandenburg, Dean Hattie Moore-Mitchell, and S. L. Householder, secretary of the service bureau, addressed the group. Hearty approval was given the stadium project.

Two hundred fifty dollars was pledged by faculty and students on the first day of the campaign for the relief of foreign students. The movement was under the auspices of the Y. M. C. A. and the Y. W. C. A.

Two hundred fifty federal trainees now attend S. M. T. N. as compared to the small group of twenty when the training system was inaugurated in 1919. The monthly pay roll of the vocates in Pittsburg amounts to \$37,500. The final date for application for this training was December 16.

John Lance, former S. M. T. N. athlete, has joined the faculty as assistant coach. He has charge of the 'varsity squad in basket ball and will also help Coach Weede in the training of a track team next spring. Since graduation he had been teaching in Oklahoma.

Plans are in the making for erecting a stadium with seating space for 10,000 spectators. Though details of the financial drive have not yet been worked out, it is planned to push the campaign rapidly enough for a part of the structure to be erected in time for the next football season.

About 250 persons are rehearsing in the Festival Chorus under the direction of Prof. Walter McCray. This was the largest first-semester membership in the history of the chorus. Several social events for the chorus membership are planned. An "opossum hunt" given by Dean Trout in November pleased the group.

The faculty has organized a book club to help it procure the best new books at a low cost. About thirty instructors have paid dues and are enjoying the books provided by the club. Miss Odella Nation, librarian, is secretary.

Professor McCray, head of the music department, is for the second season conducting the Joplin Choral Society. It gave a Gounod concert in Joplin, December 19.

The Arden Players, a student organization, presented Edna Ferber's delightful sociological comedy, "1200 a Year," to a large audience December 7. It was one of the best amateur plays ever given at the college. Student activity tickets admitted.

Prospects for a winning basket-ball team are bright. Eight letter men are back in school and several men with enviable high-school records are here. Practice began Monday, December 11. About 75 men were in the squad at that time.

A "charm contest" in connection with advance sales of the 1923 Kanza, was successful in creating a great deal of interest and bringing in 341 subscriptions to the annual. Miss Esther Nichols, sophomore, supported by the Gorillas, Manual pep society, won by a large lead.

S. M. T. N. will contest in debate and oratory in March against eleven Kansas colleges, three Oklahoma colleges, and one Texas school, when representatives of all meet at Winfield for an interstate forensic contest. Manual's first debate will be with Southwestern College. There has been no dearth of debate candidates this year.

The new gymnasium will be ready for basket-ball games in January. The building was erected at a cost of \$100,000 and is one of the best in the state. Progress is being made on the erection of a dormitory for women. This building will cost \$120,000, unfurnished, and will accommodate 125 women. If completed on schedule, it will be ready for use next summer.

By holding Baker University, conference champion, to a 6-0 score, and by defeating Ottawa, Bethany, and Washburn, S. M. T. N. made a fair record in football this year, in view of the fact that almost the whole team was composed of first-year men. This handicap, it is expected, will not be against the school next year, for practically all the squad is planning to be back.

The season's results were as follows: Baker 6, Manual 0; C. of E. 14, Manual 0; Bethany 0, Manual 19; Southwestern 13, Manual 6; K. S. N. 26, Manual 0; Ottawa 0, Manual 14; Washburn 0, Manual 6. Outside the conference, Manual lost to the Haskell Indians 27 to 7, and defeated St. Benedict's 27 to 0.

