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# THE TECHNE

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

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OCTOBER, 1923

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## "FOURTEEN POINTS" FOR TEACHERS.

1. Your school is good only in so far as it is growing better every day.
2. Remember that you are teaching children, not subjects.
3. Be more of a guide and leader than a taskmaster.
4. Don't be a supplement to the textbook, make the textbook a supplement to you.
5. It is more important to get pupils to like a subject than to learn facts.
6. Anticipate the situation. Most disciplinary troubles arise through lack of foresight on the part of the teacher.
7. Have your work for the day planned in detail.
8. Keep things moving; avoid drag.
9. Grammar should be taught by use, not by the yard.
10. Make every subject a lesson in good English.
11. Develop community spirit in your pupils by being a community leader yourself.
12. If you are using some device or method that brings results, pass it along.
13. Keep the public informed of what your school is doing. This is an age of advertising and schools are no exception.
14. Enthusiasm is contagious. Be enthusiastic.

PAUL DILLINGHAM, *Superintendent of Schools, Litchfield, Conn.*

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Published by  
**THE KANSAS STATE TEACHERS COLLEGE**  
**OF PITTSBURG, KANSAS.**

# THE TECHNE

PUBLISHED BY THE KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,  
PITTSBURG, KANSAS.

W. A. BRANDENBURG, *President.*

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VOL. 6.

OCTOBER, 1923.

No. 6.

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## EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

A. H. WHITESITT.

ADELA ZOE WOLCOTT.

EDGAR MENDENHALL, *Chairman.*

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The purposes of this magazine are: To set forth the distinctive work of this College; 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 College are invited to send communications on such subjects as fall within the scope of the magazine.

Sent free to all alumni and students 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.

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## Education in Kansas During the Past Five Years.

G. W. TROUT, Dean of College.

In discussing the problem of education in Kansas during the past five years, it seems to me to be necessary to call attention to the population of our state in order to measure educational progress proportionate to the growth and development in population. The population of Kansas according to the census of 1910 was 1,601,212, and ten years later it had increased only 164,315, which in growth of population gives us in rank twenty-fourth place. As we think of the growth and development of education in its various phases, and then compare the growth of our population, we may form a more adequate and correct conception of educational growth and development proportioned to the population.

### THE DEVELOPMENT OF THE PROFESSIONAL SPIRIT.

It is the opinion of the writer, based upon the opinion of many of the leading educators of Kansas, that the past five years have witnessed one of the marked and phenomenal growths in professional spirit among our teachers that the state has ever enjoyed. In order that I might present to the reader what to my mind is a good illustration of this fact, we had enrolled in 1917 in the State Teachers' Association, 6,904 of the 12,000 or 13,000 teachers during that year. At the last meeting of our Kansas State Teachers' Association, held in November, 1922, 13,232 of the teachers of this state were enrolled as members of that association. During this period the entire organization of the association has undergone a complete change, and we have so organized that sessions of this association are held in four distinct sections of the state at the same time, thus affording an opportunity to bring the teachers of the state together without such long distances for travel and so much expense.

Sometimes it helps us to see ourselves as others see us. Therefore I am quoting from some of our speakers who have attended our association and seemed to feel this professional spirit.

"I have never had more interested or attentive groups to speak to than those I recently met in Kansas. Your meetings showed excellent organization. They started on time. There was a genuine spirit of hospitality, and the professional attitude of the teachers impressed me at all times as being sincere and worth while."—DR. F. W. MARONEY.

"I was impressed with the spirit of interest and enthusiasm manifest at the meeting of the Kansas State Teachers' Association, which had an attendance of 13,000 in October, 1922. There was every indication that this association is rendering a distinct service to the cause of education. There is an opportunity for constructive work under the present plan of organization and the professional interest now shown in this state spells progress."—SUPR. J. H. BEVERIDGE.

"After my participation in the sectional meetings of two divisions of the Kansas State Teachers' Association, I desire to express my hearty appreciation of the splendid spirit as well as of the high intelligence of the audiences. It is a privilege to work with groups who evidently represent the highest level of our profession. I especially indorse the grouping of teachers in the various high-school sections in which I worked. The uniformity of professional interest thus obtained is an incalculable advance over that found in the miscellaneous gatherings with which unfortunately most speakers on educational topics are usually confronted."—DR. R. L. LYMAN.

"I think the Kansas State Teachers' Association has a great organization, a wonderful spirit and a splendid method of handling state educational problems. It was an eye-opener to me. My only regret is that I was not also assigned to Topeka and Hays; then I could have seen all of your Kansas spirit and not only half of it. But I had a good slice of a fine sample."—DR. ARTHUR DEAN.

"I have been on the programs of the state association meetings in at least seven states, and nowhere have I seen the spirit of the Kansas organization excelled, if equaled. It seems to me that your plan of meeting in different parts of the state is a good one and carried out in an admirable manner."—PRESIDENT LIVINGSTON LORD.

#### TEACHER TRAINING.

Kansas has three state teachers' colleges, all of which are giving four years of college and professional training above high-school graduation. Last year there was enrolled in these three institutions, 10,786 students. This includes about 750 training-school children, which would still leave a nice margin, more than 10,000, enrolled in these three teachers' colleges for a greater or less length of time for better preparation for teaching. This is an enrollment considerably short of the number of teachers required in our state for all public-school purposes, and many of these teachers who receive their degrees and diplomas from these teachers' colleges drift to other states, for various reasons, to do their teaching. We should need, to fill adequately the demands for properly trained teachers, at least 33½ per cent more people in training for the work of teaching in our state.

In connection with what is being done in the teachers' colleges, the State University, the Agricultural College and many private schools are turning out a considerable number of graduates who go into the teaching profession.

#### ELEMENTARY EDUCATION.

In collecting material for an adequate notion of what is being done in elementary education in our state, I found it somewhat difficult to eliminate a large amount of material which is of special interest and would throw light upon the subject, but I am venturing to state the situation in the briefest possible manner.

During the year 1919-'20, Kansas had 7,691 teachers in one-teacher schools, with an average attendance of 18.3 pupils per teacher. In her graded schools of cities of first, second and third class having two or more teachers, Kansas had 2,872 teachers. The average attendance for these teachers was difficult to obtain, but it is safe to say that it was at least one-third greater than that of the one-teacher school. The qualifications of these teachers will throw some light on the progress and likewise the need of more teacher training to make our elementary schools what they ought to be. The number of teachers employed in these schools who have had no previous experience was for the one-teacher school 2,294, and in the grades 217. This group of teachers are coming largely from the grades, taking county examinations for certificates or from the normal training high-school courses. Some are graduates from the standard four-year high-school course with slight preparation in our summer schools in the state teachers' colleges.

Six years ago the legislature passed a law the purpose of which was to raise the educational standards for county certification. This law provided that the lowest grade of certificate, namely, third-grade county, must have more training than formerly; those persons seeking the second-grade certificate must

show at least one year of high-school work or its equivalent; and those seeking the first grade must have had at least two years' of high-school training or its equivalent. This has helped our elementary situation considerably.

#### SECONDARY EDUCATION.

The development of secondary education in our state may be judged from the following facts:

For the school year 1900-'01 we had only 16,479 students enrolled in our secondary schools. Five years later that enrollment increased to 39,981, and in 1919-'20 we had 60,110 enrolled in our high schools. At the end of the school year 1918-'19 we graduated 8,716 students, and 1919-'20 we graduated 7,823. Accurate statistics for 1922 could not be had, but the facts gathered would indicate that we graduated the largest number of high-school students in 1922 that the state has ever graduated. In 1920 we employed 1,714 high-school teachers. At present the law requires graduation from a four-year college course above the four-year high-school course, or at least sixty college hours of work above the four-year high-school course for all teachers who may teach in our four-year accredited high schools. The sixty-hour teachers are those who hold special certificates in home economics, industrial arts, commerce, drawing, and other occupational or vocational subjects. No teacher with less than a college degree in preparation is eligible to teach any of the academic subjects in our accredited high schools.

#### HIGHER EDUCATION.

Kansas has five institutions of high education, namely, the University of Kansas, the State Agricultural College, and state teachers' colleges located at Emporia, Hays City and Pittsburg. The following facts will throw light upon the work of these state institutions:

The number of students registered in the various divisions of these institutions are as follows: Agricultural College in 1917 had an enrollment of 3,330, and in 1922 it increased to 3,547. The University of Kansas in 1917 enrolled 3,437; and in 1922 it had increased to 4,667. The enrollment for the three teachers' colleges in 1917 was 8,542, which increased during the five years to 12,902. The enrollment for these colleges for the year 1921-'22 was as follows: Emporia, 4,385; Pittsburg, 4,189; and Hays, 2,212. This enrollment includes the pupils of the training school in these institutions, which amounts probably to 700 or 800.

The growth in the faculties of these institutions also indicates the educational progress of the same. Kansas University during the past five years increased its faculty from 243 to 303; the Agricultural College from 183 to 243; Emporia from 82 to 91; and Hays from 33 to 35. For the latter two these figures are based on their report to the educational survey for the year 1921. Pittsburg increased from 46 to 80 in 1921.

The enrollment and graduates in privately supported colleges and universities for 1921-'22 was 3,745. There are thirteen of these institutions in our state, which graduated 453 from the four-year college course in June, 1922.

#### PROFESSIONAL AND TECHNICAL TRAINING.

I have found it very difficult to gather anything like adequate data to make positive statements with respect to the total number of persons engaged in the pursuit of professional and technical courses other than teacher

training. In reply to a large number of questionnaires sent out, I found a great deal of confusion in the minds of those reporting as to just what was really meant. But it is safe to say that outside of the teachers' colleges of our state, the very large per cent of the graduates as indicated by returns from the various educational institutions of our state are looking toward professional and technical training other than teaching. However, the University of Kansas, the Agricultural College and the private or denominational colleges of the state are graduating a large number of young people who through the State Board of Education may secure certificates for teaching in our schools, and who do secure a large number of such certificates.

#### FORMAL ADULT EDUCATION.

At the present time the state of Kansas is carrying on a large number of extension courses in various lines of general education for adults who have not had the advantage and opportunity of the high schools of the past and of the colleges of to-day. The exact number of people thus engaged in educational work is not easily obtainable, but it is safe to say that there is a very large number of persons thus engaged. The State Teachers College of Pittsburg has over 1,300 people doing work in absentia. In addition to this work, we have just begun to reorganize our work for vocational education under the direction of C. M. Miller, who informs me that at present we have 51 high schools employing a full-time teacher of vocational agriculture and 14 high schools employing a half-time teacher of vocational agriculture, with an enrollment in these courses of approximately 1,600; that there are 10 high schools offering vocational home-making in their daily school program. The enrollment in these schools is about 200. There are 20 evening schools in vocational home-making, with an enrollment of about 500. There are 40 classes in evening industrial schools, with an enrollment of about 800. These evening industrial schools are open only to persons over sixteen years of age who have entered upon some trade. Mr. Miller also informs me that there are on file in his office more than 40 additional applications for vocational agriculture schools, and as many vocational home-making schools. The above facts will be sufficient to indicate that Kansas is endeavoring to meet the deficiencies of her adults in education.

#### PUBLIC LIBRARIES.

From the report compiled last year, Kansas had 227 public libraries. This includes the libraries of educational institutions and does not include any private libraries whatever. The report further shows that the increase in the number of books taken from these libraries during the past five years has increased enormously. Data could not be had to get an accurate per cent of increase.

In addition to these libraries, we have what is known as the Kansas traveling library, which is sent out from our capitol and held in rural-school communities for one or two months, and then transferred to any other community desiring to use these library facilities. This traveling library has been very popular and has served a great need in rural communities.

The legislature of 1921 passed a law providing for the establishment of county free libraries. Back of this law was the feeling that in a rural state such as Kansas we had many counties which could not avail themselves of

the public libraries of the cities and institutions, and that that need should be met by the establishment of these county libraries; hence the passage of the law. This law cannot be made effective until next year, as the time for the laying and collecting of taxes and the organization of library boards could not be brought about at an earlier date. However, it may be of interest to know that there are only 14 counties in this state of 105 counties that do not have already from one to six public libraries.

I am informed that many more people are visiting the libraries and reading in the reading rooms of these libraries than at any previous time; all of which indicates that these institutions are contributing to the progress and development of education in our state.

#### PROGRESS IN FINANCING EDUCATION.

Only a few facts need be offered to indicate the progress made by our state during the last five years in financing her educational work. I have gathered from a large number of colleges and universities, together with technical and commercial institutions, data concerning the increase of the income during the past five years, and I was astonished at the per cent of increase indicated in the reply from more than 25 of the leading institutions of the state, both private and state. It has ranged from 23 to 600 per cent. However, it is fair to say that only one institution has reported such an enormous increase. Eliminating that one institution, the average increase during the five years has been 80.2 per cent for the institutions reporting their increase.

The total expenditure for school purposes in our state in 1918 for elementary and secondary education was \$17,070,394.12, while in 1920, the last date for which I have definite figures, we expended for the same purposes \$22,512,308.91. The total appropriation for the fiscal year 1923 made by the legislature of Kansas for her five state educational institutions is \$3,744,103, which is a sum very much larger than any previous appropriation. In fact, the state of Kansas has very generously increased her appropriation for her state educational institutions during the past five years.

#### THE GROWTH OF LAY SUPPORT.

The general feeling of the laity of our state toward education has grown tremendously during the past five years, which is indicated by the fact that various organizations, such as parent-teacher associations and sections for boards of education at all our educational meetings, are well attended, and the willingness upon the part of our constituency to contribute their time and funds, even in stringent times, to maintain and advance their educational interests. This is a most hopeful sign for Kansas.

#### SCHOOL CODE COMMISSION.

Two years ago the legislature provided for a School Code Commission, to go into the matter of all laws affecting our educational work in the state. This commission has worked diligently for the past two years, and is at the present time presenting to the present legislature recommendations for a rather wholesome overhauling of all our school legislation. That there is a great necessity for such a program is familiar to all Kansas educators who are at



all acquainted with legislation in this state. Our school laws have been enacted in piecemeal and to meet emergencies as they arose, almost from the beginning of our state up to the last session of the last legislature, and therefore we have much conflicting legislation, great overlapping in taxation for educational purposes, and cumbersome and inefficient administration of the same. I have had the opportunity of reading part of the report of this commission, which to my mind is worthy of consideration, owing to the tremendous task which it has had; but its recommendations, while a great improvement over the present situation, in my humble judgment, are far from perfect, but are a step in the right direction. That there should be a demand for such a commission looking toward a better order of school law is evidence of the progress of educational thought in our state; and we are certain that in a few years we shall have made remarkable progress in this direction.

#### SUMMARY.

In conclusion allow me to present a very brief recapitulation of some of the facts above stated:

1. The per cent of school population, five to eighteen years of age, enrolled in public and private schools in 1919-'20 is 93.9 per cent, giving Kansas in this respect twelfth place in the list of states.
2. The per cent of the population fourteen to eighteen years of age, enrolled in high schools for the year 1919-'20, Kansas stands fifth, with 43.2 per cent.
3. The per cent of total school enrollment in high schools and elementary schools, Kansas stands seventh, with 14.1 per cent.
4. The number and place of residence of college and professional students, and the number of inhabitants per student, by states (including independent theological schools and teacher-training institutions), in 1920-'21, Kansas stands fifth, with 11,786 students who reside in the state, being 1 to every 151 of the population, with 10,449 students attending institutions within the state.
5. The proportional distribution of income of public universities and colleges for the year 1919-'20, Kansas ranks fifteenth.
6. The relation between appropriation for state institutions of higher learning and population in various states for the year 1919-'20, Kansas ranks thirteenth, with \$2,499,103, with a population of 1,769,257, or a per capita appropriation of \$1.41.
7. We recognize the deficiencies, but we are proud of the achievements, and believe that the general attitude in Kansas is to-day more deeply concerned about better schools, from the one-teacher isolated rural school to its University.

We have just recently had a survey of our state educational institutions, which has not been published, and which may throw considerable light upon points attempted to be discussed in this paper. However, all facts point to greater progress in education in Kansas during the past five years than during any previous similar period.

## Tentative Standards for Rating Rural School Board Members.

EDGAR MENDENHALL, Department of Rural Education.

The type of rural school-board members will not solve completely the rural school problem. It must be recognized that in addition to a school board of high personnel there is in general a need of more money for rural schools, more extensive consolidation of one- and two-teacher schools, and a larger unit—perhaps a community unit or the county unit—for organization and administration.

Notwithstanding these added needs, there is little doubt that if rural people would carefully select the members of their school boards, even if the opportunity of choice is limited, and if these board members would perform their duties in harmony with accepted principles of school administration, our rural schools would experience an uplift which would to many be astounding.

It is highly probable that there are few businesses being conducted so poorly in this country as our rural schools. There is one thing certain—when such businesses are so conducted they soon “go to the wall.” The only reason the rural school survives is because it is a public and not a private enterprise. If it were a private enterprise it would go bankrupt.

A successful private enterprise is conducted by experts. If there be stockholders or owners they recognize the value of expert judgment. Such an enterprise recognizes the value of length of tenure and careful supervision and accounting. These are things which the rural school lacks.

The following standards for members of rural-school boards are on the whole based upon the best in administrative experience. A board member who would score “yes” upon every question would be an invaluable asset to any community. It may be true that the answers to some of the questions enter into the realm of opinion, but a number of the questions may be answered without debate.

### I. PERSONAL EQUIPMENT.

1. Has he at least a common-school education?
2. Does he own his home?
3. Is he a patron of the school?
4. Does he read a standard farm paper and at least one magazine or periodical of recognized worth?
5. Is he reasonably successful in conducting his own business?
6. Is he easy to get along with—not of a fault-finding disposition?

### II. EFFICIENCY AS A SCHOOL OFFICIAL.

1. Does he regularly attend board meetings called by the county superintendent?
2. At school meetings does he take part in discussions and ask questions showing a desire for better schools?
3. At local school meetings does he show himself as being favorable to spending money for well-trained and efficient teachers and for good school equipment?
4. As a school official has he voted within the past year for some school improvement, such as sanitary toilets, painting the building, improvements in

lighting and heating, slate blackboards, single adjustable seats, library books and supplementary readers, improvement of the grounds, etc.?

5. Has he visited the school while in session at least three times during the past year?

6. Has he heartily coöperated with the teacher and tried to help her solve her difficulties?

7. Has he expressed himself as being favorable to retaining a successful and satisfactory teacher and willing to vote for a salary necessary to insure her retention?

8. In voting for teachers, does he seem primarily to be influenced by her professional fitness expressed to him by the county superintendent or by some other equally competent authority, rather than by kinship or local or political influence?

9. In voting for a teacher, does he seem to value maturity, character and extent of training, character and length of teaching experience?

10. Has he expressed himself as being favorable to the teacher living in and becoming a part of the community?

11. Does he make due effort in providing for her a suitable boarding and rooming place?

12. Has he expressed himself as being open-minded for the consideration of progressive school movements, such as the consolidation of rural schools and the abandonment of schools with small enrollment, the substitution of the county or other larger unit for the district system, the appointment of the county and the state superintendent upon a professional basis?

13. Has he expressed himself as believing that rural-school boys and girls should have as good school buildings and equipment, as well-prepared and as efficient teachers, as efficient supervision of instruction as have city boys and girls, and has he given active support to any movement tending to bring about this equality?

14. Has he consulted the county superintendent before voting for school supplies and hiring teachers, and has he followed the superintendent's advice on these matters?

15. Has he expressed himself as willing to pay or vote for as high a salary for the teacher in his school district as is paid teachers in cities, provided the tax limit permits this?

16. Has he insisted that the teacher of his school be so far as possible as well prepared professionally as are the teachers of cities?

17. Has he shown himself to be posted upon schools of other places, and has he tried to make his school equal or better than the average school?

18. Has he used his influence to get the teacher of his school to grow professionally by her attendance at teachers' meetings, doing professional reading, attendance at teachers' colleges?

19. Has he voted to allow the teacher of his school from \$15 to \$50, to spend at her discretion, for supplies or supplementary books?

20. Has he expressed himself as being more concerned for better schools than for the reduction of taxes?

21. Has he expressed himself as seeming to recognize that ignorance is more costly than education?

## American Education Week.

*From Journal of National Education Association.*

Preparation for American Education Week cannot be made too early. Like any great movement reaching tens of millions of people, it requires time to get under way. Last year the week was widely observed with great effectiveness. This year the dates are somewhat earlier and the preliminary plans have been made much earlier. Over 100,000 copies of the basic program have already been distributed. The program is general in character because it deals with those fundamental things in education which are essentially universal. The program can easily be adapted to fit into the plans of different organizations and communities.

Plans for proclamations by the President of the United States, by the governors of the various states and by the mayors of cities have already been made more extensively than a year ago. Newspapers, educational journals and general magazines are working on plans for special editions or special articles and editorials. During this week let every community evaluate its educational resources and its educational needs. Let parents visit teachers, and teachers visit parents, in an effort to solve the common problems of childhood. Let the week be a time of new understanding and new vision on the part of the entire American people of the part that education has played, is playing, and must play in the life of our great democracy.

Our many-sided life has given us so many "weeks," and science and invention have combined to give us so many interests and activities, that there is danger of losing touch with the fundamental things in the individual and national life. American Education Week is the one time in all the year when the entire nation is called upon to dedicate itself anew to the great task of universal education for democracy, to see and know the schools, to consider in a public way the big problems of education, and to join in appreciation of its achievements.

Americans have abiding faith in their schools. Even the poorest families make untold sacrifices to keep their sons and daughters in school and college. The schools themselves have a great opportunity to teach all the children the real meaning of education and the opportunities and responsibilities of educated men and women. They have a truly remarkable opportunity to teach every boy and girl his responsibility as a citizen to help maintain an educational system which will perpetuate the best in the life and ideals of the republic.

The following is the basic program which has been prepared by the American Legion, the National Educational Association, and the United States Bureau of Education. The general slogans for the week are:

"Children to-day, citizens to-morrow."

"A man of knowledge increaseth might."

"No illiteracy by 1927."

"A sick body makes a sick mind."

SUNDAY, NOVEMBER 18, 1923.

*For God and Country.*

1. Education in the home.
2. Education in the school.
3. Education in the church.

*Slogan:* A godly nation cannot fail.

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion posts throughout the country for meetings during this week.

MONDAY, NOVEMBER 19, 1923.

*American Constitution.*

1. Life, liberty, and justice.
2. How the constitution guarantees these.
3. Revolutionists and radicals a menace to these guarantees.
4. Security and opportunity.

*Slogans:* Ballots, not bullets.

Visit the schools to-day.

TUESDAY, NOVEMBER 20, 1923.

*Patriotism Day.*

1. The flag—the emblem of the nation.
2. Help the immigrants and aliens to become Americans.
3. Take an active interest in governmental affairs.
4. Music influence upon a nation.

*Slogans:* Visit the schools to-day.

America first.

WEDNESDAY, NOVEMBER 21, 1923.

*School and Teacher Day.*

1. The necessity of schools.
2. The teacher as a nation builder.
3. The school influence on the coming generation.
4. School needs in the community.
5. The school as a productive institution.

*Slogans:* Visit the schools to-day.

Better trained and better paid teachers; more adequate buildings.

THURSDAY, NOVEMBER 22, 1923.

*Illiteracy Day.*

1. Illiteracy—a menace to our nation.
2. An American's duty toward the uneducated.
3. Let every citizen teach one illiterate.
4. No immigration until illiteracy among native and foreign-born is removed.

*Slogans:* No illiteracy by 1927; it can be done.

Visit the schools to-day

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FRIDAY, NOVEMBER 23, 1923.

*Community Day.*

1. Equality of opportunity in education for every American boy and girl.
2. Rural schools; city schools; colleges.
3. A public library for every community.
4. Children to-day; citizens to-morrow.

*Slogans:* Visit the schools to-day.

An equal chance for all children.

A square deal for the country boy and girl.

SATURDAY, NOVEMBER 24, 1923.

*Physical Education Day.*

1. Playgrounds.
2. Physical education and hygiene.
3. The great out-of-doors.
4. The country's need in conservation and development of forests, soil, roads, and other resources.

*Slogans:* A sick body makes a sick mind.

Playgrounds in every community.

Athletes all.

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## The Trend.

At the Oakland, Cal., meeting, July 6, the National Education Association reaffirmed its stand for the creation of a department of education with a secretary in the cabinet of the President.

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"Delegates from over forty countries came together in San Francisco, June 28, at the call of the National Education Association of the United States, held public meetings, witnessed a pageant, deliberated in group and plenary sessions for a week, adopted thirty resolutions, founded the World Federation of Educational Associations, sang "Auld Lang Syne" with hands clasped in token of fealty, and went their several ways"—so Prof. James F. Hosis reports the World Conference on Education.

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The New Hampshire commissioner of education has suggested that district boards adopt regulations reducing the number of scattered holidays. Some New Hampshire districts are said to lose as much as three weeks by "no-school" days.

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To build up rural-school teaching in Maine, the state department of education gives, free of expense, a six weeks' course for rural leaders to 100 rural-school teachers who are normal-school graduates. If such an offer should be made in Kansas there might be considerable difficulty in finding 100 rural school teachers who are graduates of normal schools.

Under the New Jersey tenure law the teacher is freed from the anxiety of the yearly appointment and contract; encouraged to study and grow professionally; protected from unjust criticism, hearsay, etc. (charges must be written); allowed the right of a hearing; protected from a reduction in salary.

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An investigation of the cause of failure in high school, conducted by Warren W. Coxe, of the Bureau of Educational Research, Ohio State University, arranges the following factors, in their order of importance, with relation to school work: (1) parents' attitude; (2) neighborhood; (3) dwelling; (4) economic conditions; (5) family.

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A study of transportation in the centralized schools of Franklin county, Ohio, by Assistant County Superintendent W. W. Jones, reaches the following conclusions:

1. Ford motors are not powerful enough to stand long, heavy hauls. Engines of more horsepower should be used.

2. Trucks are more economical and satisfactory than wagons, because larger loads may be hauled, more trips can be made daily, and children are not kept on the road so long.

3. Board-owned vehicles are more satisfactory, cleaner, safer, and better cared for than driver-owned vehicles.

4. Bidding on routes is a doubtful means of getting good drivers. The bidders are sometimes in collusion.

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In the September number of *The Teachers College Record*, Dr. Otis W. Caldwell suggests the following guiding principles in the reorganization of the school subjects of study: (1) Pupils' attitude toward school subjects: Children learn best, retain longest, and find learning most stimulating and most usefully available, when the subject matter and methods of school work are engaging and genuine, not repulsive and artificial. (2) Pupils must succeed in school subjects if they are to be educated. (3) The rate and quality of learning are improved by an increase in the number of senses used. (4) Subjects should be organized and used so that pupils may teach one another.

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Last June 1,215 candidates took the entrance examinations for the New Jersey normal schools. These candidates took the examination in spelling, English and arithmetic with the following results: (1) Passed in spelling, 95 $\frac{1}{10}$  per cent. (2) Passed in English, 82% per cent. (3) Passed in arithmetic, 79 per cent. (4) Failures in three subjects, 2 $\frac{1}{2}$  per cent. (5) Failures in one or more subjects, 31 $\frac{1}{2}$  per cent.

## BOOK REVIEWS.

"MECHANICAL DEVICES IN THE HOME," by Edith Allen. This book is very thorough in its treatment of mechanical devices in the home. There are forty-four chapters, each devoted to some type of mechanical device, ranging from the more simple ones, such as kitchen utensils, churns and kerosene lamps, up through the modern labor-saving devices, as washing machines, dish-washing machines and fireless cookers, and includes the equipment necessary for every phase of household management.

The sectional headings are Cooking Stoves; Heating Devices; Lighting Devices; Cooling Devices; Water Supply and Sewage Disposal; Laundry Equipment; House-cleaning Equipment; Devices for Preparation and Conservation of Food; Sundry Devices, including chapters on Sewing Machines, Automobiles and Typewriters; Motors, Fuels and Gas Plants; Measuring Devices.

In each case the principle of operation is discussed, as well as the management and care.

The book abounds in valuable illustrations and suggestions. I consider it a useful book to be in the hands of householders, as well as on the reference shelf for use by high-school and college home-economics students and instructors. The book is published by the Manual Arts Press and the price is \$1.75.—ZOE WOLCOTT, *Joint Director of Home Economics.*

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"SEWING MACHINES," by Rosamond C. Cook; the Manual Arts Press, 1922; 146 pp.; price, \$1.25. This is a little book of seven chapters, thoroughly covering the care and use of every type of sewing machine.

The first chapter is a short history of the sewing machine; the second describes the three main types; the next two chapters name the parts common to all types of sewing machines and describe clearly the use, care and adjustment of these parts. Another chapter is on the preparation and management of material for stitching and use of attachments, one chapter on electrically-driven machines, and one on the chain-stitch machine completes the volume.

This book is a boon to teachers and students who must know how to operate and care for the mechanisms of the various types, either for the purpose of teaching or for selecting a machine for home use.—PEARL GARRISON, *Assistant Professor of Home Economics.*

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"HOW TO TEACH A TRADE," by R. W. Selvidge, The Manual Arts Press, is, as the author well says, a plan for teaching trades in which distinction is made between what a mechanic must know and what he must be able to do. It is a book that the industrial arts teacher as well as the trade teacher may profit by. Price, \$1.—A. H. W.

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"CHIP CARVING," by Harris W. Moore, published by the Manual Arts Press, Peoria, Ill., is an interesting, well-illustrated article on the process of enriching by carving with angular incisions the otherwise plain surface of an object. The directions are clear and concise. Reference is made to this method of embellishment by primitive man, and the examples shown of weapons and implements, now located in the Peabody Museum, Harvard University, are beautiful. The book, just off the press, is only 85 cents. It is well worth the price and is desirable to have in one's collection.—E. L. B.

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"HOUSEHOLD MECHANICS JOB SHEETS," The Manual Arts Press, is distinctly a teaching agency to supplement the efforts of the teacher. These sheets are so planned that the student can work out his own problem with a minimum of attention from the teacher. This latest development in shop teaching should be in the hands of every teacher of industrial arts. Price, 55 cents.—A. H. W.

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"ELEMENTARY ELECTRICITY LESSON SHEETS," by Geo. A. Willoughby, The Manual Arts Press. Price, 45 cents. The author has struck upon the proper plan for use in the Junior High School. He makes the work practical, interesting and inexpensive to carry out in beginning classes.—E. W. B.

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### A Good Citizen.

A good citizen is one who thinks in community terms. In order to achieve certain ends for his community, he allies himself with agencies and institutions which render definite service. In a growing democracy, this latter relationship must always be secondary. The good citizen—

- Thinks first of his family group;
- Next of his neighborhood group;
- Next of his community group;
- Next of his institutional group;
- Next of his county or district group;
- Next of his commonwealth or state group;
- Next of his national group;
- Next of his international or world group.

These varieties of loyalties do not necessarily imply conflicts of loyalty.

The best citizen is one who can distribute his loyalties so that the highest use is made of his special capacities. If all his energies go to a single group, he is destined to become narrowly circumscribed.—*Eduard C. Lindeman.*

