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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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JANUARY, 1924

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## THE FUNDAMENTAL NEED

Now what is the fundamental, the paramount, indispensable need and necessity of a people? I say it is education. Though deficient in everything else—though weak, impoverished, anarchical—yet education will give strength, competency and order; though abounding in everything that heart can desire, yet take away education, and all things will rush to ruin as quickly as the solar system would return to chaos if gravitation and cohesion were destroyed. We need laws regulating all the rights of property, of person and of character. We need freedom of the press, freedom of speech, and freedom of conscience. For these purposes we must have wise legislators; but we never shall have wise legislators with a foolish constituency.—*From speech of Horace Mann, Common School State Convention, Albany, New York, July, 1846.*

K. S. T. C. PRINTING DEPARTMENT  
PITTSBURG, KANSAS

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

VOL. 7

No. 1

# THE TECHNE

Published by the KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,  
Pittsburg, Kansas.

W. A. Brandenburg, President.

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Vol. 7

JANUARY, 1924

No. 1

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## EDITORIAL COMMITTEE

ODELLA NATION. ERNEST BENNETT. EULALIA E. ROSEBERRY.  
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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 of Pittsburg, Kans., 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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## Progress: "The Growth of Good"

By E. F. MONROE, Department of English

The church, and the school are institutions for both the conservation and the development of the ideals of mankind. They are ideal-promotion organizations. Even in these days of post-war reaction and unrest, when unkind words have been spoken and unkind acts done, and to him that hath has much been given through profiteering, and to him that hath not has been taken away by profiteers that which he hath had, through it all the church and the school discern steps of *progress in "the growth of good"*.

The church fosters Christian ideals and attributes of *individual* character building. The typical church, whose primary purpose is that of preparing the individual for his spiritual life, puts forth little effort toward the direct application of these ideals and attributes to the actual activities of social institutions, like the state and government, and economics and business. To the school, as the institution whose primary purpose is that of preparing the individual, through assistance to the home educationally, for his places and duties in the several social institutions of society, falls the special duty of early inculcating the ideals and attributes in the functions of these social *institutions*. The church's application is *individual*; the school's application may be more *institutional*. Individual functioning and institutional functioning are interdependent and interactive; both are required to insure progress. For example, the efforts of centuries toward individual temperance in the use of alcohols ultimately required and still require institutional efforts, through government, to stamp out the open saloon to bring success in temperance.

Through courses in history, sociology, economics, literature, and other social-science studies, the school is enabled to point out the steps of progress in "the growth of good," as well as unfortunate steps of retrogression. It is the pessimist who unwarrantably takes the least hopeful view of things and claims that man is steadily growing worse, whether or no. And it is the optimist who as unwarrantably takes the most hopeful view of things and claims that man is steadily growing better regardless of his volitional efforts concerning ideals and deeds. To the ameliorist, therefore, is given the mental balance and poise accurately to recognize retrogression when retrogression takes place or can be foretold, and accurately to recognize progress when progress takes place or can be foretold. To follow certain paths will lead to destruction in spite of optimists; to pursue persistently and consistently certain courses will acquire great growth of good in spite of pessimists. The school teaches neither; it teaches ameliorism. And our colleges generally place marked emphasis, in their socialization courses, on the acquisition and employment of Christian ideals and attributes in the progress of mankind through the functions and growth of the cardinal social institutions.

But by what standard of measurement do we determine whether a given social movement is progressive or retrogressive? What is the true criterion of progress in the growth of good?

History presents us with that standard. Two forces, which ought to co-operate in team work, each on its own side of the heap, in the pull for the uplift of mankind, have unfortunately found themselves almost constantly in opposition to each other. One is the brute or animal force, called "the Law of the Survival of the Fittest," which ought to be worked hard and long, on its own reservation, through both natural and artificial selection, in the interests of mankind, bringing ever-increasing benefits in vegetable and animal products, and finally exterminating forever physical diseases

and pests in the forms of yellow fever, tuberculosis, cancer, rats, mosquitoes, grasshoppers, and so on. The other force is the human, or moral, even divine, force, called the Golden Rule, which ought to be worked hard and long, on its own reservation, through both individual and institutional selection, in the interests of mankind, bringing ever-increasing benefits in social and spiritual products, and finally exterminating forever mental error and hatred in the forms of jealousies, sharp dealings, graft, war, and so on. Were the Law of the Survival to stay on its own reservation, and the Golden Rule to be assured full possession of its own field, the billions of dollars now spent, for example, in the effort of mankind to commit suicide through warfare, might be spent in clearing the world of diseases and pests and otherwise harnessing nature in the interests of the ideals of God and Man.

These two forces fought for mastery in the social field throughout the ages. Man is dual in nature—in part animal and in part divine. Which of the two should dominate his character and life as an individual? As an institution? As a nation? As a world? Once force contemplates brotherly love and the living activity of “doing unto others as we would that others should do unto us.” The other contemplates bitter strife and the destructive practice of “doing others before they do us.”

In social struggles, sometimes the Law of the Survival wins and carries mankind backward a step or more toward savage beginnings; and sometimes the Golden Rule wins and carries mankind forward into a more enlightened and humane day. Every time the Law of the Survival wins its battle with the Golden Rule, history makes a record of retrogression; and every time the Golden Rule wins, history calls it progress. The abolition of slavery, for instance, was a substitution of the Golden Rule for the Law of the Survival, and therefore a progressive step in the evolution of mankind. The extension of suffrage to women is also an extension of the principles of brotherly love in rights and opportunities, and will be recorded by history as a step for progress. The Golden Rule has successfully though slowly fought the way for mankind from savagery up through the ages to our present but still imperfect status of civilization.

In the application of this analysis to our own troublous days, we find progress in some respects and retrogression in others. While the recent world cataclysm and the wealth-capturing profiteering have done much to demoralize the nature of mankind, yet through it all there may be discerned clearly the ascendancy of an ideal for which the forces of God have been working for centuries. Never before has a great and powerful nation presented to the world such an object lesson in Golden Rule service for the principles of the Golden Rule Christianity itself, by giving without stint its millions of lives and billions of wealth, and refusing to receive, or even to permit its allies to receive, above the cost of the war's destruction, one cent of booty, slaves or land dominions (the three great sources of war). When the world can witness such a triumph as this for the Golden Rule, to say nothing of the other paralleling evidences, surely militarism is in the throes of its death struggle. And history writes it as a marvelous step for progress in “the growth of good.”

Emphasis upon this criterion of progress is greatly needed. By bringing it into the focus of our consciousness, volitional efforts on our part are made more likely, and progress made more promising. To this end efforts are directed in the college social-science and other *classroom* socialization. And *why not thus* emphasize this criterion of progress. Why not link together the days and efforts of the desk with the days and efforts of the pulpit in a common cause? Why not make practical applications of the discovered psychological and sociological facts and principles

of man's evolution to a better world for life and living? If certain instincts ought to be weakened and ultimately eliminated, and the scientific way to accomplish the result is that of disuse, let us cease to appeal to those instincts. If certain other instincts ought to be encouraged and ultimately made dominant in mankind, and the scientific way to accomplish the result is that of exercise, let us concentrate and redouble our efforts to appeal to those instincts. Scientific knowledge held in theory unused is scientific knowledge lost to mankind. Unthinking opposition to good dyed in prejudice is that, and worse. Scientific knowledge put to practical use is progress for mankind. The defeat of blind wrongdoing by a truth-inquiring mind is an additional force on the side of progress. Is not one who surrenders his blind partisanship to scientific knowledge a normal hero and the kind of man who makes the world better for his having lived in it?

"Were half the power that fills the world with terror,  
Were half the wealth bestowed on camps and courts,  
Given to redeem the human mind from error,  
There were no need of arsenals and forts."

### Rural Publicity

R. R. PECK, Garrettsville, Ohio, and P. R. STEVENSON, Bureau of Educational Research  
(Educational Research Bulletin, Ohio State University)

One of the most pressing needs of present-day education is that of increasing financial support for rural schools. Although a number of studies have been made concerning publicity for city schools, little has been done for rural communities. The aim of this study is, therefore, to investigate the possibilities of publicity for rural schools. After a study of the methods used for city school publicity a schedule was prepared and used in gathering the material herein reported.

In order to have such a schedule answered intelligently, it was necessary to send it to people who have had experience in obtaining financial support for rural schools. A letter, therefore, was sent to leading rural school men in each state asking for the names of local men who had recently conducted a campaign for increased revenue. In compliance with the replies received, this schedule was sent to the persons whose names were suggested, and responses were sent in by fifty individuals representing 25 different states.

Under each question in the schedule several possible answers were presented. The person filling in the questionnaire was

asked to check the answer which applied in his case. If more than one answer was correct, he was asked to check all which applied. Space was also provided for additional answers, if none of those provided applied to the case under discussion. The replies to each question will be taken up separately and presented in tabular form.

#### PUBLICITY CAMPAIGNS

1. Have you had a publicity campaign or a campaign for school support? If so, for what purpose was it conducted?
  - ( ) To increase teachers salaries.
  - ( ) Capital outlay (i. e., new buildings, repairs, playgrounds, equipment, etc.)

Table I, based upon the replies to the first question regarding the publicity campaign, gives the purposes for which the various campaigns were held. In this table, as well as in most of the others, the total of the percents are in excess of 100 percent, because in many cases two or more answers were given. For example, a campaign might easily be held for capital outlay and also to increase teachers' salaries. It will be seen that 66 percent or two-thirds of the campaigns were for capital outlay, and 16 percent or one-sixth were for increasing teachers' salaries.

TABLE I. THE PURPOSES FOR WHICH THE CAMPAIGNS WERE CONDUCTED

|  | Percent |
|--|---------|
| Capital outlay .....                                 | 66      |
| To increase teachers' salaries.....                  | 16      |
| Consolidation of rural schools.....                  | 8       |
| To improve rural sentiment and unify interests ..... | 6       |
| To increase high-school enrollment .....             | 6       |
| To complete the year's work .....                    | 2       |
| To promote community development .....               | 2       |
| To lengthen school term .....                        | 2       |
| To increase the area of the district .....           | 2       |

This preponderance in favor of capital outlay is but a natural outcome of the constantly increasing attendance in the public schools which calls for large increases in buildings and equipment. The tendency during the past five or six years has been to raise the salaries of teachers so that they compare more favorably with other positions requiring an equivalent amount of training.

## ORGANIZATION OF A CAMPAIGN

2. How was the campaign organized?  
 There was a general manager  
 The manager was the superintendent of schools  
 There was a campaign committee  
 List other organizations that aided

The manner of the organization of the campaign is shown in Table II. Here again the total of percents is in excess of 100 percent, due to the use of more than one type of organization. From this table it is evident that 56 percent of the campaigns had a general manager, while 46 percent had a regularly organized

TABLE II. THE METHOD OF ORGANIZING THE CAMPAIGN

|  |    |
|--|----|
| General manager .....                                    | 56 |
| General manager was superintendent of high schools ..... | 46 |
| Campaign committee .....                                 | 46 |

campaign committee. In 12 percent of the communities the campaign was organized by the Parent-Teacher Association or by the Chamber of Commerce, while in a small percent of the cases the women's clubs, civic associations, lodges, or the board of education directed the campaign. From all indications, the favorite method was a business manager working with a campaign committee.

## EFFECTIVE MEANS OF PUBLICITY

3. Cross out those which were not used. As to those which were used, place 1 before the most effective, 2 before the next most effective, and 3 before the next. Place a cross in the parentheses before those which were successful.
- Newspapers—column advertising
  - Newspapers—news items and editorials
  - Circular letters or cards
  - Personal letters or cards
  - Interviews
  - Mass meetings
  - Posters
  - Handbills
  - Cartoons
  - School surveys
  - School exhibits
  - School parades
  - Favorable talks from local pupils
  - Favorable addresses before local lodges and clubs
  - Petitioning
  - Advance polling
  - Instructions to voters
  - Other mediums

In determining the most effective means of publicity it was necessary to use some system of evaluation. A scheme, allowing first, second, and third places, was suggested. In scoring the effectiveness of first place, a value of three was given; for second place, two; and for third place, one. The method of obtaining the score shown in Table III was as follows: Take the number of times the medium was given first place and multiply it by three; take the number of times it was given second place and multiply by two; and the number of times it was given third place and multiply by one; add these three results to get the total score of that medium. The last three items in Table III each have a score of three. The method in each case was used but once, but in each instance it proved of first value and effectiveness. Consequently, although they ranked lowest in the group of means, it is possible that they should be tried out more extensively. No weight is given to the number of times an item was checked as ineffective, for in practically every case where a medium was checked as ineffective, there was some explanation to show that the cause of ineffectiveness was due to poor use rather than that the means itself was unsatisfactory. In regard to the first five items in the table, per-

sonal interviews were so effective that their score is 96; while mass meetings score 76; talks before lodges and clubs, 55; newspaper publicity—not including column advertising, 52; and circular letters or cards score 40.

TABLE III. SCORES GIVEN TO DIFFERENT MEANS OF SECURING PUBLICITY

|   | Score |
|---|-------|
| Personal interviews .....                           | 96    |
| Mass meetings .....                                 | 76    |
| Favorable talks before local clubs and lodges ..... | 55    |
| Newspapers (news items and editorials)....          | 52    |
| Circular letter or cards .....                      | 40    |
| Personal letters or cards .....                     | 33    |
| School surveys .....                                | 33    |
| Favorable talks from local pupils .....             | 29    |
| School exhibits .....                               | 26    |
| Instructions to voters .....                        | 20    |
| Posters .....                                       | 18    |
| Advance polling .....                               | 17    |
| School paradés .....                                | 17    |
| Petitioning .....                                   | 16    |
| Newspapers (column advertising) .....               | 15    |
| Handbills .....                                     | 11    |
| Cartoons .....                                      | 9     |
| Magna Vox speeches (from roofs) .....               | 3     |
| Windshield stickers (for autos) .....               | 3     |
| Children's letters to parents .....                 | 3     |

FEATURES CONTRIBUTING TO THE SUCCESS OF THE CAMPAIGN

4. Was the campaign a success? If so, check the features which contributed most to success.
- Complete organization
  - Good publicity
  - Evidence of the need of increased financial support
  - Supported by the leading citizens
  - Supported by the school teachers and board members
  - Supported by the women
  - Supported by religious organizations
  - Supported by local lodges and clubs
  - Supported by the newspapers
  - Work of school children
  - Other causes

When considering the features which contribute to the success of the campaigns, it is obvious that Table IV does not include all which were successful—88 percent of the campaigns. In this table the percent of the judges considering the different items as efficient are indicated. As one would expect, the majority thought the support by leading citizens most advantageous—70 percent of the replies. Next in order is listed support by teachers and the local board, which in a measure, overlaps the first item including 66 percent of those reporting. The next three

TABLE IV. FEATURES WHICH CONTRIBUTED TO THE SUCCESS OF THE CAMPAIGN

|   | Percent |
|---|---------|
| Support by leading citizens .....           | 70      |
| Support by teachers and local boards .....  | 66      |
| Evidence of need of financial support ..... | 56      |
| Good publicity .....                        | 54      |
| Complete organization .....                 | 52      |
| Support by newspapers .....                 | 43      |
| Support by women .....                      | 41      |
| Work by school children .....               | 38      |
| Support by local lodges and clubs .....     | 36      |
| Support by religious organizations .....    | 22      |
| Lectures by well-known outsiders .....      | 2       |
| "Helping bees" by communities .....         | 2       |

items in order of their importance are: Evidence of need for financial support, 56 percent; good publicity, 54 percent; and complete organization, 52 percent. The three items which were considered of least importance are: "helping bees" by committee, 2 percent; lectures by well-known outsiders, 2 percent; and support by religious organizations, 22 percent.

FEATURES CAUSING UNSUCCESSFUL CAMPAIGNS

5. If not successful, to what do you attribute the failure?
- Lack of organization
  - Lack of proper publicity
  - Lack of evidence of the need of increased financial support
  - Lack of public interest
  - Hard times
  - Conservatism
  - Ignorance
  - Other causes

Twelve percent of the campaigns were failures. This means that of every eight campaigns launched one failed. No study of the question would be complete if it stopped by checking the features that contribute to success. The features which caused the failure of every eighth campaign for better support of rural schools are indicated in Table V. Ignorance proved the greatest stumbling block, for it was the prominent cause of failure in every unsuccessful campaign. Without doubt the

TABLE V. FEATURES CAUSING THE FAILURE OF CAMPAIGNS

|                                | Percent |
|--------------------------------|---------|
| Ignorance .....                | 100     |
| Lack of organization .....     | 67      |
| Lack of public interest .....  | 67      |
| Lack of proper publicity ..... | 50      |
| Hard times .....               | 50      |
| Conservatism .....             | 33      |
| Lack of evidence .....         | 17      |



three following factors are the partial causes of the general ignorance: lack of organization, lack of public interest, and lack of proper publicity. Lack of evidence of the need may also be due to poor publicity. It is very likely that hard times and conservatism are evasions of the issue and the true reason is that there was insufficient evidence of need.

SOURCES OF SUPPORT AND OPPOSITION

|                                      | Strongest Support | Strongest Opposition |
|--------------------------------------|-------------------|----------------------|
| ( ) Religious organizations          |                   |                      |
| ( ) Women's clubs                    |                   |                      |
| ( ) Commercial clubs                 |                   |                      |
| ( ) Lodges                           |                   |                      |
| ( ) Labor unions                     |                   |                      |
| ( ) Families with children in school |                   |                      |
| ( ) Heavy taxpayers                  |                   |                      |
| ( ) Light taxpayers                  |                   |                      |
| ( ) Women                            |                   |                      |
| ( ) Business men                     |                   |                      |
| ( ) Professional men                 |                   |                      |
| ( ) Farmers                          |                   |                      |
| ( ) Skilled labor                    |                   |                      |
| ( ) Unskilled labor                  |                   |                      |
| ( ) Retired citizens                 |                   |                      |
| Other sources                        |                   |                      |

Tale VI and VII show where strong support and strong opposition were encountered. The ranking of the items was obtained as follows: the number of times a given class or organization was listed as strong support was subtracted from the

TABLE VI. SOURCES OF STRONG SUPPORT

|                                  | Percent |
|----------------------------------|---------|
| Families with children in school | 68      |
| Business men                     | 42      |
| Professional men                 | 42      |
| Women's clubs                    | 36      |
| Skilled labor                    | 30      |
| Women                            | 28      |
| Lodges                           | 28      |
| Commercial clubs                 | 20      |
| Common labor                     | 20      |
| Religious organizations          | 18      |
| Labor unions                     | 6       |
| Heavy taxpayers                  | 2       |
| Light taxpayers                  | 0       |
| Farmers                          | 0       |

TABLE VII. SOURCES OF STRONG OPPOSITION

|                                     | Percent |
|-------------------------------------|---------|
| Light taxpayers                     | 0       |
| Farmers                             | 0       |
| Political "gangs"                   | 2       |
| Ignorant classes                    | 12      |
| Retired citizens                    | 25      |
| Families with no children in school | 54      |

number of times the same class or organization was listed as strong opposition. This figure was then reduced to a percent of the total cases. In cases where the opposition was greater than the support, cases are to be found in Table VII. The facts represented in these tables support the general opinion that families with children in school are most favorable to improvement, while the families with no children in school and prominent citizens are most strongly opposed. All clubs, lodges, and groups having definite organizations proved to have a balance in favor of the campaign. Professional and busi-labor organizations seemed to be strongly in favor of improvements. The farmer, usually considered as opposed to anything requiring extensive expenditure, proved neutral in this case. An equal number of judges considered the farmer a factor in support as they did a factor in opposition. The same may be said of the light taxpayer.

MOTIVES WHICH INFLUENCED PEOPLE TO VOTE FAVORABLY

7. What were the motives that most strongly influenced people to vote for the increased support of the rural schools? Rank the following according to your estimate of their effectiveness. Place 1 in the space before the motives you consider most effective; 2 in the space before those next most effective; and 3 before those next.
  - ( ) To give one's children as good a chance in life as any children get
  - ( ) To create rural schools so good that country children need not go to city schools, thus avoiding the possible moral dangers of boarding in town
  - ( ) To create good rural schools so children can stay at home longer and be a greater comfort to their parents
  - ( ) To give children a better education than their parents had
  - ( ) To give children something of value which cannot be taken from them
  - ( ) By making farm life more attractive through good schools, children may be induced to stay on the farm
  - ( ) Good schools will bring a better class of farmers to the neighborhood and so give one's children better associates
  - ( ) Farm property will increase in value because of good schools
  - ( ) The increases will enable the district to have the best school in its class or region
  - ( ) The results promised have been secured in other places by similar expenditures, and visits to these other schools will prove it
  - ( ) The increase will bring much more state aid, the bulk of which is paid by the cities

- ( ) To give children an easier time than their parents had
- ( ) The increase is small compared to the advantages it will bring
- Other motives

In determining the motive which influenced people to vote favorably, a system of weighting was used. The judges were asked to rank each of the items according to their estimate of efficiency. All motives of first rank were given a weight of three, those of second rank, two, and those of third rank, one. The scores in Table VIII were obtained, as in Table III, (1) by taking the number of times an item was given first place and multiplying it by three; the number of times an item was given second place and multiplying it by two; and the number of times an item was given third place and multiplying it by one; and (2) by adding the weighted results. The results found are approx-

TABLE VIII. SCORES GIVEN TO DIFFERENT MOTIVES WHICH INFLUENCED PEOPLE TO VOTE FOR THE INCREASE

|  | Score |
|--|-------|
| To give one's children as good a chance in life as any children get.....   | 137   |
| To create rural schools so good that country children need not go to the city, thus according the moral dangers of boarding in town..... | 52    |
| To create good rural schools so that children can stay at home longer and be a greater comfort to their parents.....                     | 43    |
| To give children a better education than their parents had.....  | 38    |
| To give children something of value which cannot be taken away from them.....  | 33    |
| The increase is small compared to the advantages it will bring.....  | 27    |
| The results promised have been secured in other places by similar expenditures and visits to these schools will prove it.....            | 18    |
| The increase will enable the districts to have the best school in its class or region.....   | 29    |
| Farm property will increase in value because of good schools.....  | 18    |
| By making farm life more attractive through good schools, children may be induced to stay on the farm.....                               | 18    |
| Good schools will bring a good class of farmers to the neighborhood, and so give one's children better associates....                    | 12    |
| The increase will bring more state aid the bulk of which is paid by the cities.....  | 1     |
| To give children an easier time than their parents had.....  | 1     |

imately the same as those reported by Alexander.† The four motives given highest rank by the judges are: (1) to

give one's children as good a chance in life as any children get; (2) to create rural schools so good that country children need not go to the city, thus avoiding the moral dangers of boarding in town; (3) to create good rural schools so that children can stay at home longer and be a greater comfort to their parents; and (4) to give children a better education than their parents had.

SUGGESTIONS FOR IMPROVING CAMPAIGNS

Most of the suggestions for improvement are directly related to the items which proved most advantageous. For example, 30 percent of the judges said that if another campaign was held they would have more complete organization and better publicity. Each of the following was suggested by at least 10 percent of the judges: (1) secure more interest on the part of the mothers, (2) use a greater number of personal interviews, and (3) make more use of school pupils. The following suggestions were given by five percent of the judges: more addresses by well-informed outsiders, better proof of past successful operation of school, more progressive campaigns leading to a climax and followed immediately by the election, and more community pride.

From the replies it was evident that these men consider the problems of rural publicity quite different from those of urban publicity. The findings, as a result of this questionnaire are, of course, not to be considered final, but are merely suggestions for further use. Those who answered the questionnaires were very much interested in the problem, and spent much time and thought in answering the questions. With the great need for the financial support of rural schools it is entirely apparent that more light should be thrown upon this problem.

(†) Alexander, Carter. "Publicity Work for Better Support of Rural Schools." Journal of Educational Research 7:1-13 January, 1923

## The Essential Qualifications of a Good Teacher

(Connecticut Schools Bulletin)

The following tentative statement of the essential equipment which every teacher should possess as a prerequisite for teaching in Connecticut, is being used in connection with a study of teacher training:

1. Sound health.
2. A good teaching personality.
3. Basic education.  
An elementary plus a liberal high school education. The emphasis in the latter should be placed upon English, the Natural and Social Sciences, including United States History and Citizenship, with some work in Music and Drawing.
4. Thoroughgoing knowledge of the aims, functions and subject matter of the various school subjects and activities. This implies wide margins of knowledge over and above those of the children.
5. Mastery of the art of teaching, including principles of teaching, class-room procedure, and methods of instruction, as justified by the best practices and the laws of psychology.
6. Familiarity with the learning process of the child, including:
  - Original nature.
  - Facts and laws of mental growth.
  - Individual differences.
  - Standards of attainment.
7. Familiarity with the organization and administration of a school and a realization, after a study of the development of educational principles and practices, of why the present-day school is today what it is.
8. A knowledge of those social conditions and problems in state and local community which affect education, i. e., such knowledge as may be used to adapt school material to local conditions.
  - (a) To be utilized as a background for and an aid to instruction.
  - (b) To indicate to the teacher his duties, responsibilities and privileges as a member of the community and as a citizen of the commonwealth.
9. Professional ideals and attitudes.  
Personal contact with skillful teachers—men and women of fine personality, high character, unceasing devotion, from whose inspiration and leadership she has been stimulated to:
  - (a) An appreciation of the scope and significance of the work of teaching.
  - (a) Resolute endeavor to attain the highest possible excellence in the profession.
10. "Teaching insight and resourcefulness."
  - (a) Aptness in and fertility of illustration.
  - (b) Clearness and lucidity in explanation and illustration.
  - (c) Keen sensitiveness to evidence of misunderstanding and misinterpretation upon the part of pupils and students.
  - (d) Dexterity and alertness in devising problems and framing questions that will focus the attention upon just the right points.
  - (e) A sense of humor that will relieve tense or wearisome situations.
  - (f) Ability to suspend judgment and yet avoid chronic neutrality.
  - (g) The intellectual humility that means a bias toward a reasoned support of each point presented.
  - (h) Ability to create an attitude in the class that is favorable to industry and

- application and which makes good work and adequate results matters of course.
- (i) Sensitiveness to evidence of inattention and lack of aggressive effort upon the part of pupils.
  - (j) Ability to develop interests in pupils that will be more than transitory and that will carry over to other subjects and other phases of life.
  - (k) A sense of proportion that insures the emphasis of salient topics and distinguishes clearly between the fundamental and the accessory, partly dependent upon:
    - (l) A clear perception of ends.
    - (m) A wholesome attitude toward life. The teacher cannot afford to be cynical, pessimistic or carpingly critical.

### THE TREND

Approximately 3060 teachers of one-teacher schools in the United States receive under \$300 salary per year. The most frequent salary paid in this type school is \$800-\$899. The median salary is \$765. The average salary of all teachers in the United States is \$1,020.

Kansas pays her state superintendent \$3,000, Alabama \$5,000, California \$5,000, Delaware \$5,000, Connecticut \$9,000, Illinois \$7,500, Indiana \$5,000, Maine \$5,000, Louisiana \$5,000, Minnesota \$5,000, Mississippi \$4,500, New Jersey \$10,000, New York \$10,000, Pennsylvania \$12,000, Rhode Island \$6,000, Tennessee \$5,000, Vermont, \$6,000.

It is estimated that Kansas needs 931 rural teachers each year to replace those who leave the profession.

The Research Division of the National Education Association ranks Kansas among the states upon the following points as follows: Rank in percentage of teachers normal graduates, 22; in percentage of rural teachers with training two years or more beyond the elementary school, 15; in percentage of teachers 21 years or over, 43; in salaries of teachers paid in villages under 10,000, 25; salaries paid rural teachers in schools of three teachers or less, 25; in percentage of rural teachers' salaries to city teachers' salaries, 31; in percent of native born population 10 to 20 years of age illiterate, 13.

Estimated expenditures for luxuries in the United States for 1920 as issued by the Treasury Department is as follows:

|  |                  |
|--|------------------|
| Candy .....                                    | \$1,000,000,000  |
| Tobacco .....                                  | 2,111,000,000    |
| Soft drinks .....                              | 350,000,000      |
| Perfumery and Cosmetics .....                  | 750,000,000      |
| Admissions to theaters, dues, etc. ....        | 800,000,000      |
| Ice Cream .....                                | 250,000,000      |
| Cakes, Confections, etc .....                  | 350,000,000      |
| Luxurious services .....                       | 3,000,000,000    |
| Luxuries in hotels and restaurants .....       | 750,000,000      |
| Luxurious food, etc .....                      | 5,000,000,000    |
| Joy riding, races, pleasure resorts, etc ..... | 3,000,000,000    |
| Cost of Luxuries .....                         | \$17,361,000,000 |
| School expenditures .....                      | 1,036,000,000    |

## The New Dormitory

Frances Willard Hall, the new dormitory for college women is completed and occupied.

The construction of the dormitory was necessitated on account of the college enrollment's growing beyond the capacity of rooming quarters available in private homes. The fact that the site of Frances Willard hall was purchased by voluntary contribution from citizens of Pittsburg evidences the genuine spirit of helpfulness and cooperation which has always characterized the relation between the city and college interests.

"Frances Willard hall, as it approaches completion," Dean Margaret Grandle recently stated, "is indeed a building in which the state of Kansas can take great pride. From the fourth floor to the basement, no detail of convenience for the home life of a college woman has been overlooked."

The Dormitory will furnish parlor, recreation and laundry privileges besides rooming accommodations for 112 women. The college library and cafeteria are close enough to the building to be easily reached in all kinds of weather.

Each double room is furnished with two disappearing single beds, two easy chairs, two study chairs, a big closet with shelf above, a library table with shelves for books at each end of table a large, double chiffonier, a lavatory with hot and cold water, a wall mirror and marquisette curtains at windows.

A single room has one bed and two chairs, other equipment is the same as for a double room.

The dormitory furnishes a large recreation room with easy chairs, davenports, footstools and a large fireplace. Two large parlors furnish ample opportunity for social functions.

A kitchenette on each floor equipped for service for a limited number, adds a desirable feature. There will be no meals served in the building, except in case of sickness.

Telephone connections are installed on each floor. Each student will have privileges, without extra charges, of the local telephone and electric iron. A well-equipped laundry will be found in the basement, where students may do their laundry work without extra charge.

The sheets and pillow cases are furnished the student, but girls moving into the dormitory will be asked to furnish one pillow, 20 by 28 inches, their blankets, quilts, towels and dresser scarfs. The laundering of sheets and pillows cases is included in the room rent.

After the girls have unpacked their trunks they will be stored in a fire-proof trunk room which can be visited at any time upon application to the house director. Chafing dishes and personal cooking utensils, if used, are to be left in the kitchenette.

Students applying for rooms will be given their choice according to the following schedule: double corner rooms, first, second and third floor, \$20. per month; double side rooms in first, second and third floor. \$16 per month; double corner rooms, fourth floor \$16 per month; double side rooms, fourth floor, \$12 per month. Rent for single rooms will be two thirds the price of double rooms in the same location.

The rules regarding detailed management of Frances Willard hall will follow the custom established generally throughout the city in all approved rooming houses.

Applications for rooms may be made at any time at the office of the dean of women.

Mrs. Clara K. Peebles has been chosen resident house director of the new building. Mrs. Peebles has had six years' experience in management of college dormitories.

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coming to us from the Agricultural College at Ames, Iowa. The general oversight of the hall is a part of the work of the department of dean of women.

Plans are now under way for the dedication of the new building, but the definite date has not been announced, according to Mrs. Grandle. It is also stated by the dean that among the people who will have a part in the dedicatory services will be several who have been vitally interested in obtaining a new residence hall for women of K. S. T. C.

Several prominent club women of the state, together with Mrs. Lillian Mitchner, state president of the W. C. T. U. , will also appear on the program.

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### About The Campus and In The Field

About 375 new books have been received for the K. S. T. C. library. All the books arriving in the last shipment have not been listed or put on the shelves, but before they are released for circulation they are placed on the counter in the library where students and the faculty may inspect them.

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The K. S. T. C. football squad defeated Washburn College, November 23, by a 10-0 score in one of the most interesting and hard-fought games ever played on the home gridiron.

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Prof. E. F. Sholtz, head of the commerce department of K. S. T. C., attended a convention of the Missouri Valley Commercial Teachers' Association, held in Kansas City during the Thanksgiving holidays.

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Miss Ruth Fleischaker, a member of the Life Certificate Class of '23, is teaching in the primary grades of Neodesha.

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Miss Alice Cronin, of the Life Certificate Class of '21, and a member of the Alpha Sigma Alpha of K. S. T. C., is teaching in Maxwell, New Mexico.

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Prof. R. C. Raines of Oklahoma City, was recently employed as an instructor in the science department.

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Pres. W. A. Brandenburg was the principal speaker before a meeting of the Farm Bureau Association recently held at Girard, Kan.

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Prof. John R. Pelsma addressed the Masonic Club of the College at a meeting held December 7. The subject of his address was "Man in the Making."

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Large attendance and unusual interest marked the meeting of the Crawford County Teachers' Association which was held at K. S. T. C., December 8. The presence of a number of pioneer teachers of the county, those who were in the school almost a half century ago, was an outstanding feature of the day.

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Six college students represented Kansas State Teachers' College at the student Volunteer convention held at Indianapolis, Ind., during the holidays. Estherline Mason, Ruth Evans, and Bessie Kessler represented the Y. W. C. A. Grant Gibson, Hoyt Hostutler and Mike Herod went from the Y. M. C. A.

Miss Alice Yanyon, a former student of K. S. T. C., and patroness of Alpha Sigma Alpha sorority, is now the Y. M. C. A. College librarian in Chicago, Ill.

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Dr. Garfield W. Weede, K. S. T. C., athletic coach, spoke to the Lions Club of Pittsburg recently on the psychology of football playing.

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Mrs. Margaret Grandle, K. S. T. C. dean of women, recently attended the state conference of dean of women, held at the Hays Teachers' College. While at the conference Mrs. Grandle delivered an address on "Dean of Women and Community Organizations."

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Fifty-two men of the K. S. T. C. faculty were entertained Tuesday evening, December 4, with an annual Trout Bake given by Dean Trout.

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Mrs. Hattie Moore Mitchell, former dean of women at K. S. T. C., has accepted a similar position with the South Dakota State Teachers' College at Springfield. She took up her new duties January 7.

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Charles Purma, all-state end, has been elected captain of the 1924 football team.

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Mr. Vinton Walker, a former K. S. T. C. student, is now working in the laboratory of the St. Clair Refining Company, at Rosedale, Kan.

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Many K. S. T. C. students abandoned their noon lunch to hear President Coolidge's message to Congress on December 6, which was made possible by the radio set installed in the Industrial Arts building.

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The annual football banquet of K. S. T. C. was held at the college cafeteria Tuesday evening, December 11. Approximately 200 students and friends of the 1923 football squad attended.

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Miss Jessie Elizabeth Starr, a senior of K. S. T. C., was married to Thomas Hale Grant, athletic director in the Neosho high school, on December 1. Mrs. Grant will continue her college work until June.

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The annual catalog is now being prepared, and will be placed in the various high schools of the state before graduation time next spring, in order that the graduates may have an opportunity to study the courses available at K. S. T. C.

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Mrs. Hattie Moore Mitchell recently spoke at the dedication of the Riverton high school. Her theme was "Three Times Three."

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Dr. Frank Deerwester was called to Butler, Mo., during the Christmas holidays on account of the death of his father, John Deerwester.

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After two extra-play-offs, the K. S. T. C. quintet emerged with a 25-21 victory in its initial Kansas Conference struggle Friday night, Jan. 11, over the Baptist five from Ottawa University. In the second game of the series played Saturday night, Ottawa won by a 21-19 score from the Manuals.

The Arden Players of K. S. T. C. made their first public appearance of the year in a four act play "The Country Cousin", given in Carney Hall, December 6.

Dean G. W. Trout attended a meeting of the American Sociological association held at Washington, D. C., during the Christmas holidays.

Mr. H. W. Boltz, director of the local Y. M. C. A., addressed the college "Y" recently. The theme of his address was "Jesus and His Cause."

Doctor O. P. Dellinger went to Cincinnati during the holidays where he attended a convention of the American Association for the Advancement of Science.

The faculty of K. S. T. C. gathered in a Christmas banquet in the college cafeteria on Dec. 15. About 126 members were in attendance.

Miss Minnie Roseberry has discontinued her work at the college and is teaching primary work in the Coffeyville public schools.

Mr. Lawrence Parker, of Cincinnati, Ohio, took up his work at K. S. T. C., January 7, as director of the Smith-Hughes work now being carried on by the college.

The Chi Chapter of Sigma Sigma, national educational sorority, of K. S. T. C., was recently presented with a silver cup for having the highest scholastic average of any chapter of the sorority in the United States.

The date for the Annual Stunt Fest and Hobo Day festivities has been set for March 6, and plans are now under way to make this year's celebration a great success.

Professor Grubbs lead an open discussion held at a recent meeting of the local Y. W. C. A. on the Bok American Peace Award.

Prof. A. H. Whitsett, Miss Agnes Saunders, and Professor Parker attended a meeting of the Vocational Educational Association of the Middle West held in St. Louis January 16-18.

Mr. George Braley, of Horton, Kansas, has accepted a position as an instructor in the Industrial Arts department. His work will begin the second semester.

If you wish to receive this magazine regularly, mail us your address written on this blank, and your name will be placed on THE TECHNE's mailing list.

Name .....

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# Mid-Semester or Spring Term

The Mid-semester or Spring Term of the Kansas State Teachers College will begin March 31st.

Those who are able to enroll at this time can make eight to nine hours of college credit.

To accommodate and serve those whose schools do not close until the last week of April, or the first of May, arrangements have been made which will enable such persons to enroll for four to five hours, depending upon date of enrollment. The plan which has been worked out is ample to meet the needs of all.

**If interested, write for specific announcements of these arrangements**



“There are many experts who are busy computing the cost of education, but who can compute the cost of ignorance?” *Solomon Sapp.*

