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State Manual Training Normal School

THE TECHNE

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

January, 1927

THE FREEDOM OF INQUIRY

The history of toleration teaches the clearest of lessons. No progress ever came by suppression of free inquiry. The blood of its martyrs has been the seed of the New World. They are almost the only heroes worth reading about. When chemistry and physics, astronomy and hygiene, music and art, literature and ethics, are taught in our schools, let not the teacher confine the students' attention to the text alone, but let her show how much knowledge came into being, by what sacrifice what courage, what high resolve. Honor to all who have secured to us teachers such measure of freedom as we now enjoy. Let us emulate them in our own time.—H. N. McCracken, President, Vassar College.

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THE TECHNE

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W. A. Brandenburg, President

Vol. 10 January, 1927 No. 1

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.

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

CONTENTS

MALNUTRITION IN SCHOOL CHILDREN

Daisy I. Purdy, Assistant Professor of Home Economics, State Teachers College, Pittsburg, Kan.

Malnutrition—What is it? How can it be detected in our school children? What can be done to prevent it? Malnutrition is more inclusive than under-nourishment. It also includes the over-nourished individual, as well as those whose tissues are not composed of the proper elements as indicated by other signs than weight. Malnutrition means defective nutrition, from whatever cause it may be McCollum calls it the "twilight zone of nutrition." It is the borderland between well-being and the deficiency diseases in which the vital powers of the body are below par and the individual fails to attain maximum development. Since in the majority of cases it results in an under-nourished individual, we have come to almost think of malnutrition as undernutrition.

Malnutrition is painless but predisposes to other agencies which may cause discomfort. Oftentimes the father of the family is very careful to note the slightest variation from the normal in the farm animals in which he is interested, or the mother may be particularly interested in the well-being of her chickens or flowers, and yet, since malnutrition develops gradually in the child, the cause may be overlooked. Ordinarily the first cogizance we take of the malnourished condition of the child is when he actually falls ill. Then, if we stop and take stock, as it were, we will no doubt discover that the child's vitality has been low for some time; that he has been constantly tired and unable to throw off fatigue as a normal healthy child should; that he has been inefficient in his work, and his resistance to infections and contagious disease has been low. This condition has no doubt been brought about largely because of one-sided diets. If such diets are continued long enough, we know, from experimental work with animals, that deficiency diseases, as beri-beri, scurvy, rachitis, etc., will result. Here in America we can see relatively few cases in human beings of actual deficiency diseases, with the exception of rachitics, but we do have many "borderland" cases which we class under the head of malnourishment?

What are the criteria for recognizing a case of malnutrition? Among the most outstanding characteristics of a malnourished individual will be that his skin is pale and rough; his eyes, dull and watery, with dark rings beneath them; his hair will be thin and lacking in luster; his teeth carious and gums soft and bleeding; his posture, the fatigue posture, i. e., shoulders sagging, abdomen protrud-

ing, back humped, chest sunken; in other words, he literally droops; his expression is dull, aged, fretful and he is hard to please, or he may be over-ambitious, constantly active, restless and unable to concentrate. On the other hand, the normal healthy individual will have clear, smooth skin; clear, dry eyes with no circles; smooth, glossy hair; sound teeth and healthy pink gums; he sits and stands erect, i. e., shoulders up, chest up and forward, abdomen flat. "When looked at from behind with his feet together and knees straight, the child should be fairly straight, and neither one nor both shoulder blades should be prominent. Seen from the side with the child's gaze directed forward, his head should not protrude, his shoulders droop, nor his abdomen appear prominent." The healthy child is bright, vigorous elastic, joyous, alert in body and mind and is contented.

What are the causes of this malnourished condition of so large a number of our children, both in school and out? In a land so rich as ours it doesn't seem there should be any lack of food, yet "it has been estimated that one-third of our school children are malnourished, and judging by their teeth the proportion is much higher. This could hardly be otherwise, since there is good reason to believe that not only the children, but the adults of the country suffer from some degree of dietetic error."

Let us list some of the more common causes leading to malnutrition.

1. The child does not get a sufficient amount of food.
2. The food may not be the right kind of food. He spoils his appetite for plain, simple foods which build bone, muscle and red blood corpuscles, and aid in helping regulate the body processes, as milk, green vegetables, cereals and the like, by eating sweets, pastry and such between meals, hence at meal time he is not hungry.
3. Drinks coffee or tea instead of milk.
4. Bolts his food, never taking time to chew his food properly and washes it down with water.
5. He never gets enough sleep. Dr. Malcolm Green says children in winter need: Age 3 to 7 years, 11 hours sleep; 7 to 11 years, 10½ hours; 12 to 15 years, 10 hours. Children sleep about one-half hour less in summer.
6. He suffers from habitual constipation.
7. He plays too hard and too long.
8. He gets too much emotional excitement from motion pictures and other evening entertainments.
9. He is over-worked in school and out.
10. Last, but by no means of least importance, malnutrition may

be caused or aggravated by physical defects, as adenoids, bad tonsils, bad ears, bad teeth, defective secretion of various glands of internal secretion, as the thyroid. In places where malaria or hookworm disease is prevalent, these may be the cause.

But whatever be the cause, it should be removed at the earliest possible moment.

In these days we hear much about furnishing the child, as well as the adult, with the proper food, a balanced diet. Just what do we mean by such and how can we know we are giving them the right things?

If a school child's diet contains the following we may rest assured he is getting the food elements necessary for growth and well-being:

1. One quart of milk daily, either as a beverage or partly in soups, sauces and desserts.
2. One egg each day, either simply cooked or included in some dish, as a custard.
3. Cereal once a day, preferably a whole grain cereal.
4. Serve at least one, preferably two, green vegetables a day, as spinach, cabbage, tomatoes. He should have fresh raw vegetables as salads often, because we depend largely upon these for our vitamins and a goodly supply of our minerals, as well as for bulk.
5. A serving of fruit daily, preferably fresh, but dried and canned are good.
6. One moderate serving of meat or meat substitute, such as cheese or egg dishes (Mary Swartz Rose advocates not giving meat to children under 7 years of age. It is true meat substitutes and milk furnish the required protein.)
7. Make up energy requirement for the day by adding bread, (perferably whole wheat), starchy vegetables (as potatoes), cereals, butter, cream, desserts.
8. Serve sweets at the end of meal only.

Encourage drinking at least six glasses of water a day.

"Regularity of meal time, simplicity of menu and a happy atmosphere, together with fresh air and sunshine and plenty of sleep are keynotes to successful child feeding."

It is necessary that we secure the full co-operation of the parents of the community before we can go very far in our work in stamping out malnutrition. At times this is rather difficult, but we are advancing. It is a good plan to try and have the parents present at the

time the physical examination is made and impress upon them the importance of removing the cause of malnutrition immediately if they wish their child to develop normally into a healthy, useful citizen. Of course we must have the co-operation of the child as well, but this is usually taken for granted. Dr. James Frederick Rogers states that "the teacher who does not know whether the child under her care sees or hears or breathes or otherwise behaves normally,

7. Keep clean without.

will, at no distant date, be considered as incompetent and absurd as a seamstress who does not know whether her scissors are sharp, or a professional musician who does not know whether his instrument is in tune. We are no longer attempting in school to direct the progress of bodiless minds."

The essentials for health may be summed up as follows:

1. Eat the right foods at the right time.

2. Sleep until fully refreshed and take the needed rest between times.

3. Breath pure air.

5. Exercise the body and mind vigorously.

6. Use the toilet regularly.

4. Utilize the sunlight.

8. Keep in a good humor.

The following of the above health essentials, coupled with proper physical examinations by competent physicians and the removal of and physical defects present, would soon see an almost absence of malnutrition among our school children.

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ORGANIZING THE SCHOOLS FOR CIVIC TRAINING

L. M. Collins, Assistant Professor of History

Prof. John Dewey, pre-eminent among American educators, was one of the first to insist that the public schools of this country should prepare the pupils for life in a democracy. But, like many other new things, probably this or similar ideas occurred to a number of people at the same time. However, after the responsibility of the schools in the matter was recognized it was still necessary to develop a method whereby preparation for life in a democracy might be included in the curriculum. First, we taught the children formal civics, the contents of the Constitution of the United States and of the State, and made them acquainted with our institutions. Then we combined the study of civics with history so the children might see how our institutions had been developed and have a better understanding of the need of each. Now we are coming to a better method, that of practicing the life the citizen of a democracy must live while the child is in school.

One of the first experiments along the line of child-self-government was undertaken by William R. George in a fresh-air camp near Freeville, N. Y., about 1894. Mr. George had been conducting the camp for two or three years and had witnessed the pauperizing effect of this charity upon the children, so in 1894 he made it the rule that the children should work for what they received and that if they took home clothing or food they must earn it themselves. Some children worked better than others and obtained more. Then when those who did not work destroyed the property of those who worked there arose a demand for laws to protect property. Mr. George directed the boys to make their own laws and enforce them. That was the beginning of the George Junior Republics.

In the initial experiment and for a number of years afterward, Mr. George considered property the basis for all activities in self-government among his boys. In the Junior Republic as it was finally organized the citizen is obliged to work in order to secure food and lodging. Vagrants are locked up and forced to work. Of the willing workers those who are most skillful and most diligent secure the most things. These boys who become property owners are almost certain to be good citizens because they are interested in protecting themselves in the possession of their goods. On the contrary, a boy who finds that in jail he must work as hard there as he would need to work to live in comfort outside the jail, will be pretty sure to be-

come sufficiently diligent, after a term or two in jail, to provide himself with necessities and some comforts.

One reason for the success of the republic from the start was that it was peopled very largely by boys who had distinguished themselves for badness. Now, a boy who aspires to leadership, gets it in the easiest way that he knows of and if his companions admire prowess as all boys do, then the easiest way for him to become a leader among his companions is by dare-devil badness. However, if there is an equally good way to display his abilities, as in the enforcement of law, the same powers that enable the boy to distinguish himself for badness make it possible for him to become equally distinguished as a good citizen. So the boys who had been successes as bad boys became the strong citizens of the new republic.

The normal boy is democratic by instinct. He does not inquire of his friend from what sort of homes they come, or any thing concerning their wealth or education or family. He chooses his friends for their personal qualifications without regard to the social standing of their families. Wealth, religion, politics, nationality, even race raise no prejudice on his part. Physical ability and spirtual ability in the form of daring are the criteria by which boys judge their companions, and the boy who possesses both is almost certain of leadership.

Mr. George has evolved some interesting theories concerning the relative importance of environment and heredity. It is stated thus, in his book, Citizens Made and Remade: "While both heredity and environment play an important part in the case of individuals with strong will power, heredity is not so large a factor as is commonly supposed. The violitions of such an individual are stronger than his inherited tendencies. He may at his pleasure rise above them, fall below them, or follow them. While he will inevitably show occasional gleams of hereditary traits, he can and will banish them whenever he so determines. With individuals of average or moderate will power, heredity plays a larger part. They are less able to resist the hereditary bent. Their individual choice is not so large a factor in determining the course of their lives. With weak-willed persons, heredity is a very large and perhaps in most cases the determining factor. Strength of will is not monopolized by any class or condition of society. All degrees of it, from the strongest to the weakest, are found in all sorts and conditions of families." If these ideas are correct, it is evident that environment is the strongest factor in the development of strong-willed individuals and a matter of considerable importance in the development of individuals of moderate will power.

The importance of enviroment in the development of the individual was not at first so thoroughly recognized by Mr. George when he based his theory of self-government upon property. Later he recognized the powerful influence that an individual's recognition of his importance in the scheme of things and the resulting self-respect has upon conduct and character development. And I understand that he has now come to consider that the idea of organization for self-government in the public schools, where it is impossible to make property the basis of government, may be successfully carried out, although not as completely as in the George Junior Republic.

Sir Balden-Powell recognized something of this capacity of boys to rise to responsibility when he organized the Boy Scout movement. For the Boy Scout movement, representing as it does a collecting together of most of the boys' organizations of the world, adds to the ideals underlying all those organizations, that of giving constant service to the common good. It does not deal with service as a vague ideal, but seeks to make it a definite habit. Every real Boy Scout knows himself as a part of the community and feels a sense of responsibility for its welfare.

However, the Boy Scout movement is not interested primarily in the teaching of civics and the George Junior Republics can not reach the vast majority of young people. The modern home, especially the city home, cannot bring to the child's consciousness his responsibility to others as clearly as they were impressed upon the children in an earlier day when every one, young and old, must bear a real part in caring or providing for the family. In the city home there are no daily chores for the children to perform. The doors of industry are closed to the child until he is fourteen, sixteen, or eighteen years of age. We recognize that getting something for nothing is sure to pauperize the poor, but we do not stop to think that it is equally demoralizing to our young people. I do not mean to say that the prolonged period of study and preparation for life which we now give our children is wrong, but that we must be careful that it does not arrest normal development by withholding too long the opportunity to enjoy the pleasure of bearing responsibilities.

Moreover, if the home no longer provides for our young people the same opportunities as formerly to develop citizens for a democracy, we must add that the schools never have been organized along democratic lines. They have always been monarchial, I should say absolute monarchies.

Mr. Wilson L. Gill, who is one of the organizers of the School Republic Federation of the United States of America, says:

"Far more than ninety per cent of the children in any ordinary school are in favor of that which is clean, decent, honest, and altogether right. It is only a minute percentage who are criminally inclined at the start. Give the children the rights and responsibilities of loyal American citizenship, according to the Constitution of the United States. Organize them to defend their rights and discharge their responsibilities, by the plan made by Washington, Franklin, Jefferson, and their associates, and described in the Constitution. Then there will be 40 or 50 pairs of eyes, right on the spot, instead of only one pair somewhere else, and the will of 40 or 50 resolute persons, instead of only one absent will, to prevent wrong doing. By this means the criminal tendencies are nipped in the bud, and have no chance to develop. Children who by the old monarchial system of school government were doomed to prisons, are saved from criminal careers, are put on the road to honest, decent, and loyal citizenship, and kept there by their associates."

Delaware in 1924 tried the novel experiment of convening a junior legislature at the state capital The high schools of the state sent 52 boy and girls (37 boys and 15 girls) to Dover where the junior legislature was convened under the direction of the governor, the Hon. William D. Denny. A three-day session was held with all the usual legislative forms and a number of bills were considered. The students had been working on the subject matter of the bills many weeks before the convening in the legislature and in all the committee and floor work they were helped by Dover attorneys who had had experience with actual legislative work. The whole idea which originated with the Principal of the Dover High Schools, Professor Thornburg, was supported by the Dover Rotary Club and the State Superintendent and Board of Education. However, the members of the Junior Legislature were not elected by popular vote, they had no constituents to consider and their acts had no legal effect. Therefore, the chief value of this educational experiment was the interest in public questions that it engendered in the pupils, and the reaction of this junior session on the study of civics, history, and the Constitution. In this respect it is reported to have made a very favorable impression on the Board of Education.

A number of schools throughout the country have organized the older pupils into a school republic. This has the advantage over the Delaware experiment that the pupils are not familiarized with the du-

ties of those in public office but with the rights and duties of citizens. In the spring of 1925 the National Federation of School Republics was formed with offices in Washington.

The general plan of organizing a republic followed by this organization is to assemble all the pupils of suitable age and explain to them the idea of organizing for self-government along the lines laid down in the Constitution and by the state government. The question of so organizing is then put to the pupils and they vote on it. If it is agreed to so organize the pupils then stand and pledge their allegiance to the republic and to the constitution. The organizer then presides while a president and secretary are elected. They are immediately "sworn in" and the new president presides while other officers are elected and the organization is completed. Officers are usually elected for only a part of the school year, one or two months. The teachers should tactfully bring about the discussion and adoption of necessary rules if they are not brought up on the initiative of the pupils. And the onus of enforcing their own rules or "laws" then belongs to the pupils who must elect or appoint the necessary officers. When the general organization has been completed the different rooms may be organized as cities and in a large school system states may be formed of separate schools or groups of pupils of similar age and attainments.

All offenses committed outside the classroom come under the jurisdiction of the court of the school republic; in the class room the teacher is in absolute charge unless she wishes to avail herself of the offices of the court. The teacher in charge also has the veto power in regard to legislation and the penalties inflicted upon law-breakers. Otherwise affairs are in the hands of the pupils.

Now, you have no doubt thought of a number of good reasons why a school republic could not possibly be a success and I want to take up a few of the objections that have been made and dispose of them.

A good many people will say that children have not the mental development for self-government. Young people have not. Pupils of the sixth, seventh, and eighth grades and the high schools have shown that they are capable of self-government. Before I finish I want to tell you some of the things they have done in the matter of conducting their own affairs.

Others object that men do not successfully govern themselves, therefore it is not to be expected that children will do so. Nothing

is a complete succees. But when you compare the efforts of children with those of adults the children are found to do relatively well. Moreover it is expected that as adults children who have been trained in a school republic will do better than adults of the present day. They will have done their experimenting at self-government in the school.

Then people who believe in Formal Education with a capital F say that self-government takes too much time from the children's studies. It does not actually take much time. The few minutes ordinarily devoted to morning exercises are sufficient for the preliminary organizations. Other activities may be carried on outside the actual school hours if the program is very crowded.

Others are quick to declare that children today are more in need of being taught respect for authority than how to exercise authority. It has become the fashion to accept nothing without inquiring into it and the children of today do not accept an autocratic authority for which they see no reason. But when they are themselves responsible for local conditions they learn the need of having rules and obeying them.

Some skeptics believe that pupil self-government is merely for show, that either it can take care of serious offenses or that the supervision of the teachers must make mere puppets of the children. This objection is founded upon a misunderstanding. The entire government is not in the hands of the children. The pupil government is part of the school organization and its activities make it easier for the consituted authorities to deal with serious infractions of rules. The personal influence of the teachers and principal is not destroyed by the organization of the pupils, rather one of the chief barriers to real fellowship, autocratic authority on the one side and blind opposition to authority on the other, is removed. There is an opportunity for far better understanding between teacher and pupils than formerly.

It may be thought, to, that the machinery is too elaborate. The machinery may be made too elaborate for good work. As a rule the best results are obtained if the organization is simple. Because some schools may have attempted a too elaborate organization is not a reason for condemning the idea in toto.

William George demonstrated the effectiveness of self-government as a means of character building and we may confidently expect similar results in proportion as we are able to adapt his ideas to all the

boys and girls in the public schools. He reports the first 787 boys and girls to pass through the Republic that in after life 57 were rated as excellent, 355 as good, 204 fair, and 56 bad. Twenty-two died and 93 were unaccounted for. Most of these children were rated as bad when they entered the Republic, had they been average or good what would they have shown in after life?

In his book, Citizens Made and Remade, Mr. George quotes one of the former citizens of the Republic as saying, "A fellow who has been through the Junior Republic has a chance to live his life over again. He knows what he can do because he did it on a small scale in the Republic. Also he knows what he can't do, because he tried that, too, in the Republic, and "got it in the neck!" That is the sort of opportunity every one would like to have had and that we want to give to all the children in the public schools.

A few of the examples of self-government successfully carried out in public schools that are also mentioned in this book are:

Public School 110, Manhattan, in which the boy governor, who had apparently been properly elected, discovered some time after his inauguration that in counting the votes those of a certain room had been accidently overlooked. He insisted upon a recount in which he was counted out of office and his chief rival installed.

Public School 114, Manhattan, in which the pupils took charge of the matter of truancy for the school during the illness of the truant officer and handled it far more successfully than the truant officer had been able to do, although he was known as a good and efficient officer. The children outdid him because they could demand co-operation and because they knew where the truants could be found.

In a public school in the suburbs of New York the principal feared to permit pupil self-government because, as he said, the worst boy in school was the most popular and would be certain to be elected president. However, when the pupils organized they did not elect the worst boy president. The boy resented it and started to make things lively for the new officials. They checkmated this by appointing him Chief of Police, and it is recorded that that within a month the incorrigible one had become an efficient officer and a great aid to the teachers and principal.

Miss Margaret M. Sleezer tells in an article in the School Review for September, 1924, of the operation of student self-government in the Senn High School of Chicago. The school was built to accomodate two thousand pupils but nearly four thousand were actually

enrolled there so that conditions were bad, there was much overcrowding and the school was operating on the shift system. However, in spite of these obstacles she reported work done by the pupils that showed a fine spirit of co-operation and sense of responsibility.

Pupil self-government was installed in the schools of Washington, D. C., in 1925 after the plan advocated by the School Republic Federation of the United States of America. In April of 1925, the Superintendent of Public Schools, Dr. Frank W. Ballou reported to Senator Ferris of the Senate Committee on Education, "On the whole the reports from the officers are encouraging as to the possibilities of instruction and training through the School Republic."

In California the State Board of Education has provided that each teacher in the state must be capable of guiding pupil participation in self-government. The Daughters of the American Revolution endorsed it at their congress in 1925. It is advocated by many prominent educators and men of standing.

Briefly the two great arguments of pupil self-government are:

1. It teaches civics by giving the pupils actual practice in the exercise of duties and powers that belong with each office as well as those of the average citizen.

2. It places responsibility for the welfare of the school upon the pupils and thus develops character.

Author's Note.—The School Republic Federation of the United States of America, 116 Maryland Ave., N. E., Washington, D. C. publishes a very helpful litttle pamphlet called The School Republic in which a plan of organization is outlined.

REQUIREMENTS FOR STANDARD ELEMENTARY SCHOOLS

(Each room to be a unit of standardization)

Approved by the Maryland State Board of Education, August 20, 1926. New standard schools to have all requirements met not later in the school year than April 15.

I. GROUNDS

1. To be clean and well kept, with some shrubbery, grass plots and flowers or simple vegetable garden.

2. Playground of at least one acre. (For old schools which meet every other requirement, less area will be accepted.)

3. Games provided for. Baseball; basket ball; soccer; circle dodge ball; speed ball; field dodge ball; sprint ball; kick ball; bean bag game; black and white; lame fox. (Any four.)

4. Play apparatus. Sand box; see-saws; swings; backdoor slides; building blocks; giant stride; jungle-gym. (Any three.)

5. Grounds graded and properly drained, including pathways to out-buildings.

II. BUILDINGS

1. Schoolhouse ceiled or plastered, or furnished with wall-board; tight floors, so constructed as to be free from drafts; no leaks in roof or windows; painted outside and inside; ceiling of lighter hue; good doors with locks and keys; cloak room with sufficient hooks for use of all pupils. (Buff or silver gray for walls, with a lighter shade for ceiling.)

2. Fuel house convenient and in good condition.

3. Two separate sanitary closets, after plans of State Board of Health; or two good ones to be sanitary at all times and free from marks. (Adequate inspection to be made by the teacher.)

4. Windows and doors screened, if deemed necessary.

5. Tasteful room decorations according to seasons and special days.

III. LIGHTING

1. Windows one-fifth of floor space; one-sixth will be accepted in buildings which meet all other requirements.

2. All new buildings to meet standards set forth in the Maryland School Laws, and to be passed upon by the State Department of Education.

3. Windows on left, or on left and rear of pupils. No windows in front of pupils.

Note: In old buildings constructed of stone or brick in which it might be impracticable to close up entirely the windows on the right side of room, sanitary shades, beaver board, or celotex may be used to shut out cross rays of light, and buildings so adjusted accepted as standard schools, provided all other requirements are met and the standard window space provided. In the remodeling of rooms of a greater width than that specified for standard schools, partitions reaching within a few feet of the ceiling might be so constructed as to reduce the room to a proper width, without changing the original walls of the room. The width of the room should be approximately 23 feet (maximum), height of ceiling 12 feet; windows 3 feet six inches from floor and reaching to within a few inches of the ceiling.

IV. HEATING AND VENTILATING

1. Central heating plant, or jacketed ventilating stove, same being enclosed in part by shield or jacket of galvanized iron. (Open space of jacket to be on side opposite from children.)

2. Window boards or some other approved method of ventilating.

3. Thermometer properly placed in the room, temperature kept normal.

V. LIBRARY AND SUPPLIES

1. Library of at least 25 books per room, with at least 5 books added each year, to be approved by State Department of Education and adapted to the grades taught in the room. Also, not less than 10 different reference books, for teacher and pupils, appropriate to the course of study material, including one unabridged dictionary and at least two smaller ones per room suitable to grades.

2. Set of at least four wall maps (selection to be approved by county superintendent), not less than 48 inches in width, in case; map of Maryland, and correct map of county, available for use in room where needed.

3. Globe, 12-inch, with cover, suspended preferred, with moon ball, available for use in room where needed.

4. Primary materials of instruction, value at least $5; pair of scales, set of liquid and dry and linear measures, available for use in room where needed.

VI. EQUIPMENT

1. Patent desks (single preferred of at least three sizes, properly arranged, with at least one reading table; chairs and reading tables available for primary grades; and sand table where needed.

2. Teacher's desk, substantial, large enough for books and records, fitted with locks; teacher's chair.

3. Blackboard of slate or other standard material, 42 inches wide, at least 25 lineal feet per room. Chalk rail not over 30 inches from floor for larger pupils, and not over 26 inches for primary children.

4. Inexpensive equipment for serving planned lunches.

5. Display board, covered with light tan, green or brown burlap, or celotex.

6. Window shades of standard design and color, in good condition.

7. Annual addition of one new standard picture per room, framed, and properly placed, unless three are already in the room, to be approved by the State Department of Education. Children to know about the artist and significance of pictures.

8. Piano, organ, or phonograph, with at least 20 records in good condition, approved by the State Department of Education. When but one instrument in rural schools, phonograph preferred. In graded schools, both piano and phonograph to be available for use where needed.

9. Waste basket with solid sides and bottom.

10. Cases for the care of books and supplies.

11. A well or pump constructed and equipped in a sanitary way; or a covered water jar with faucet, and individual drinking cups properly protected; waste receptacle.

12. Flag flying on all school days except in unfit weather. (Flag pole in school yard preferred.)

13. Artificial light, adequate to light all parts where needed.

14. Inexpensive equipment for rendering first aid in case of accident or illness.

VII. THE TEACHER

1. Teachers with first grade, first class certificate. (Second grade, first class, accepted upon the recommendation of county superintendent.)

2. Daily program posted and followed.

3. Full, neat, and accurate school register and reports kept up to date.

4. Clean room, attractively and conveniently arranged.

5. Must supervise the playground, maintain order at all times, read at least one educational journal, and be a member of the county teachers' association.

6. Evidence of continued reduction of failures and over-age pupils

7. Pupils should attain, or at least approximate, the standards set up in standardized tests in reading, arithmetic, and penmanship.

8. Evidence of increasingly better use being made of materials of instruction.

9. Evidence of proper attention to the attendance of pupils.

10. Evidence of proper care of all school property.

11. Attendance at parent-teacher meetings, and visits to the homes of her pupils at such times as the welfare of the school requires.

12. Check up at least twice a year on all requirements to discover whether the school continues to be standard; pupils participating in checking.

13. Examination of sources of drinking water to see that it is pure.

14. Evidence of school morale; personal and social behavior to be in keeping with proper standard of community culture.

VIII. COMMUNITY ACTIVITIES

1. A school and patrons' organization which meets at least three or four times during the school year in the interest of the school and community.

2. Participation of school in county field day or county school fair.

These requirements, when applied to graded schools (three or more rooms), to be checked either for the individual room or for the school needs as a whole, as the case may be.

As soon as they are available these requirements should be brought to the attention of each teacher. Each requirement should be checked as soon as it is met.

The teacher should talk over with the pupils and patrons the requirements for standard schools, to the end that their assistance may be had in making their school a standard school.

If the indications are that a school is likely to be discontinued inside of three years through consolidation, then only such requirements as may be transferred to the consolidated school should be attempted.

As soon as all requirements are met, the teacher should notify the county superintendent of the fact, in order that application for inspection may be made by the superinendent to the State Department of Education.

CAMPUS JOTTINGS

Dr Edith Swift, lecturer for the American Social Hygiene Association, will be here February 1 and 2 to lecture on social hygiene. Her coming is under the auspices of the College Y. W. C. A.

The Home Economics Club has planned and designed a quilt and a hook rug to be made and sold by the club.

A new electrically-operated telescope, the first of this type to be built by the manufacturers, will be ready for installation in the observatory on the top of Russ Hall during the latter part of March or early in April, Prof J. A. G. Shirk announced recently.

Only 80 life certificates were given to students here in 1910, the first year the certificates were issued. In 1926 certificates numbering 340 were issued. In 1912 there were 13 degrees awarded; in 1926 a total of 210 degrees were issued. The total enrollment has grown from 143 in 1903 to 5,588 in 1926.

The basketball team of the Pittsburg State Teachers has started out to duplicate its championship achievements of the last two years by winning the first five of its eighteen games. The Gorillas have been successful in subduing the Bethel Mennonites, of Newton; St. John's and Southwestern, of Winfield; and the Oklahoma A. and M. in two games. The last game with the Oklahomans was costly for the Gorillas, as Captain Shaw received a broken hand which will probably keep him from participating in any game for at least a month, and probably the remainder of the season.

James "Jum" Hyndman, who was one of the outstanding football players at Pittsburg just before and after the war, has recently taken office as sheriff of Crawford county. His 280 pounds combined with an amazing amount of speed made him one of the most colorful players that Kansas has ever known and he will probably be equally efficient as sheriff.

The Robert Mantell Shakespearian players appeared in the auditorium of Carney Hall on afternoon and evening performances Jan. 19. Robert Mantell, probably the greatest interpreter of "King Lear" on the stage today, appeared in that role in the evening performance of "King Lear" and as Shylock in "The Merchant of Venice" in the afternoon.

"Don't Apologize for Your Bread," a feature article which appeared in a recent issue of "Successful Farming," comes from the pen of Miss Nelle Callahan, senior English major student at K. S. T. C.

During the year of 1926 there were 469 calls for teachers at the College Placement Bureau. The majority of there calls were for teachers of physical education and industrial arts.

Prof. Edgar Mendenhall of the Department of Rural Education recently had a poem in the Journal of the National Education Association and the Alaska School Bulletin, as well as other educational journals. Its title is, "How Big Is Your Task?"

With the customary cramming for examinations, investigation of grades, solemn checking up of credits, and then a hurried scramble for enrollment blanks and class schedules, the fall semester closed and the spring semester opened here Jan. 21-24.

President W. A. Brandenburg was recently elected president of the Pittsburg Chamber of Commerce.

In order to secure a new school song, the Student Council of the College has offered a ten dollar prize for the best original "fight" song composed by any student.

Twenty-eight students were pledged to Kappa Delta Pi, national scholastic fraternity, on January 18. President Brandenburg, counselor, gave the pledge service to the following:

Newton E. Terrill, Burden; William Kenoyer, Hutchinson; Garvey Bowers, Pittsburg; Floyd H. Sheel, Chanute; Mildred Robb, Joplin, Mo.; Margaret Oliver, Pittsburg; Kenneth McFarland, Caney; Elsie Hummer, Earleton; Francis Bickel, Frontenac; Florence Allen, Tulsa, Okla.; Mary E. Beck, Pittsburg; Nelle G. Callahan, Osawatomie; Leo Folck, Little River; Katherine Walbert, Columbus; Marie Newacheck, Eldorado; Esther Wilson, Pittsburg; Ruby Thomison, Wellington; Nellie Ross, Pittsburg; Curt J. Reimer, Buhler; Elsie Mitchell, Pittsburg; Dorothy Macleary, Chanute; Vera King, Iantha, Mo.; Reba Anderson, Chicago; Ruth Cronin, Pittsburg; Richard Hull, Pittsburg; Mrs. Forrest Bryan, Scott City; Elsie Rickey, Mulberry; M. E. Drew, Hope; and Mildred Mendenhall, Greensburg, Ind.

A recent check-up shows that about 60 College alumni, graduates of degree and life certificate courses, are serving as athletic coaches in high schools and colleges.

Four one-act plays were presented on Jan. 13 in Carney Hall by members of the Dramatic Art class.

The exterior of the $150,000 Porter Library, the latest addition to the campus, is completed. The above sum does not cover the interior furnishings, which are yet to be installed.

The Kansas City Little Symphony Orchestra will appear at K. S. T. C. on March 2. Miss Florence Kirby of the music faculty will be the piano soloist.

Prof. G. E. Abernathy is planning to take a geology class through western Kansas and into the Colorado Rockies for study during the month of August. He conducted field work in the Ozarks last August.

The new home management house has been equipped with modern household conveniences. The keynote of each room is richness and simplicity. Home Economics students gain housekeeping experience by living in the house during part of their senior year.

The wrestling season will open Feb. 10, when the College of Emporia grapplers invade the Gorilla stronghold for a match with Coach George Walker's 1926 champions.

An unusual number of Christmas and near-Christmas weddings took place among students and alumni of the college this year. Among others were: Miss Lorena Huff and Mr. Jesse Craft; Miss Martha Hudgen and Mr. W. Keith King; Miss Agnes Vivian Glades and Mr. Rolla L. Grandle; Miss Ruth Osthoff and Mr. Harry P. Graham; Miss Ada Frerer and Mr. Charles Samuel Fullerton; Miss Lavon Graham and Mr. Fred F. Holden; Miss Lena Herrmann and Mr. Albert Currier; Miss Ethel Blousfield and Mr. Thomas Blair; Miss Ruth Inwood and Mr. Francis Snodgrass.

Registrar J. F. Mitchell represented the Kansas Conference at the National Athletic Association meeting held at New York City during the holidays.

Ten persons from Pittsburg attended the National Student Confenence held in Milwaukee, Wisconsin, from Dec. 28 to Jan. 1. Those who attended were Miss Marjorie Pierce. Miss Santa Maria Craig, Perdue Graves, James Evans, Richard Hull, Walter Sterns, Lawrence Curfman, George D. Small, Dean Hattie Moore-Mitchell, and Rev. Clyde J. Askins, pastor of the First Baptist Church.

Both the men's glee club and the women's glee club are available for concerts during the spring semester in the towns of southeast Kansas.

Francis Snodgrass, former track star and president of the College Y. M. C. A., and Miss Ruth Inwood, editor of the 1926 Kanza, were married during the Christmas holidays. Mr. Snodgrass is now physical director of the Parsons Y. M. C. A. His bride will complete her year of high school teaching in Tombstone, Ariz.

William E. "Pussyfoot" Johnson, veteran leader of the prohibition movement in America and Europe, delivered an address at assembly on January 13.

A permanent board to supervise the publications of the Kanza, college annual, has been created by the student council. The board consists of three faculty members and three students. It is not meant to replace the Kanza staff, but to act as an advisory council.

Miss Jane Carroll, director of kindergarden primary education, Miss Thelma Carnagey, second grade critic teacher, and Miss Bertha A. Spencer, associate professor of arts and crafts, left at the close of the semester to attend Columbia University, New York City. Prof. W. S. Lyerla, associate professor of commerce, had already gone to continue his studies at the University of Chicago a few days before.