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The Techne, Vol. 10, No. 2: State Manual Training Normal

State Manual Training Normal School

THE TECHNE

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

February, 1927

A CHANGING WORLD

So we are living in a world of change, over which we have relatively little control, in which people are living and making their living in new ways. Our task in working out a great program of education caring for thirty millions of persons is to be able to do our little part as these people pass on. Surely you will agree with me when I say that there never was a time in the history of education when it was so important that the schoolmaster be a student of childhood; yes, a student of social relationships; yes, a student of political relationships; yes, a student of all things as they change and shift, to the end that the schoolmaster may become a philosopher, a person who has judgment in regard to values.—W. A. Jessup, president, University of Iowa.

PRINTED AT
KANSAS STATE TEACHERS COLLEGE
PITTSBURG

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

Vol. 10 No. 2

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg
Pittsburg, Kansas
W. A. Brandenburg, President

Vol. 10 February, 1927 No. 2

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., Kan., under the act of August 24, 1912.

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

CONTENTS

THE NEW ARITHMETIC

By F. C. German, Instructor of Mathematics

It is an evident fact that, not so many years ago, a very considerable portion of the emphasis given to arithmetic was so placed because of its so-called "disciplinary" value. It is surprising to us at this time to note that the courses of study, texts, and teachers of as late a date as two or three decades ago should so highly emphasize that phase of the subject while they gave as little attention as they did to the practical side. The law relative to the transfer of knowledge or ability, when as a matter of fact knowledge or ability does not transfer, seemed to justify much of the content of the course. So often the problems were not of any type with which the pupil would come in contact in his later life. It seems as if little consideration was given to that type of calculation that he must necessarily experience after he had left the public school. The language used was not that with which the pupil was familiar, the facts given were not such that he could verify them, the conditions as set down were not true to life, and the conclusions were often out of all reason. And yet the teacher was trying to equip the pupil to take his place in society, to meet the innumerable arithmetic conditions with which he would later come into contact! It is little wonder indeed that commercial enterprises were far from being satisfied with the output of the schools and complained that they could not use the graduates until they had first been subjected to a course of training designed to accomplish what the schools should have accomplished. Nor can we wonder why these problems held so little interest for the pupils, nor why arithmetic was so far from being a popular subject. It is not reasonable to expect children to be interested in problems of that nature and we can not hope for them to accomplish any great amount of good in any line of study unless it in some way excites their interest. These conditions, together with the growing tendency to manage commerce and manufacturing scientifically, made necessary a new type of schooling and nowhere was a change more needed than in the subject of arithmetic.

Now, I grant you that out of a given number of pupils there will be found a few blessed with a "natural gift" for mathematics. For them I hold no brief. They like their problems hard and complex and that passion furnishes its own rewards. But I am speaking for that great and little-articulate mass of pupils who have been virtually bullied into silence through formulas and reduced to despair through rules. Now, formulas and rules are all right in their way. They are

no doubt essential to a fair understanding of mathematical calculations, but the trouble with them is that the authors of the problems have so often used the formulas in ways that are confusing and even misleading. For instance, we find this problem in one of the texts: A circular field contains twenty acres. What is the circumference? One of the bright pupils just referred to, will begin at once to think in terms of radii and the cabalistic number, pi. Suppose, however, that the problem comes to an average country-bred boy. What would be his reaction? He would probably begin by reflecting that he has never seen a circular field and he doubts very much if any one else ever did. He has been told that the circle has never as yet been exactly squared and his practical mind will wonder who got the best of the bargain when this field was so laid out, this man or his neighbor. Then he will wonder what sort of a fool notion ever impelled the the owner to measure off afield of such a shape in the first place, and by this time what arithmetic knowledge he may have had concerning this type of work will have gone for parts unknown.

Do any of you by any chance remember the state-adopted text of not so many years ago, at the close of which was found a list of problems known as the "Thirty-three Difficult Problems"? This list was a sort of dramatic climax to the text and served as a criterion by which our arithmetic skill and ability was measured. All through the text we found problems of impractical nature. The final list was made of problems of the same nature. One of them ran something like this: The length of the head of a fish bears a certain ratio to the length of his tail. The length of his body bears another ratio to the combined lengths of his head and tail. A few other modifications were thrown in and we were asked to find the length of the fish. Then in one of the texts we find this problem relative to the ages of the members of a family, which, when solved, proves the mother to be thirty six years of age, the father eighteen, and the son twelve! Another problem is the famous John Jones example, which tells us of the ingenious way a father decided upon to divide his property. The oldest son was to get so much more or less than the second son was to receive. The share left to the second son bore a certain ratio to the amount allotted to the third son, who in turn was to receive so much more or less than the sum of the amounts given to the other sons. Other complications entered in to make the work more confusing. What pleasure would an heir receive from his inheritance if he had to do all that figuring before he came into possesion of it? Why could not the father come out like a sane person should and say that John, jr., was to receive so much, Bill so much, and Ed so much? It may be that some eccentric person might see fit to leave his property in such

a heartless manner, but the occasions would be so few and far between that we will do well to ignore any such consideration. One more example: A fence around a field is four rails high, the rails being eleven feet in length. The field is square and contains as many acres as there are rails in the fence. What is the area of the field? The solution of the problem is not at all difficult, but the result is a little unreasonable. The area proves to be 92,160 acres, or just 144 square miles. And the given condition was that this was a field!

Now I grant you that these are extreme examples and yet they are problems taken from texts that are or have been in common use, and illustrate in their extreme way that type of problem which we wish to eliminate from the new arithmetic. These problems are not of any type found in actual life, the conditions are not true conditions, the data cannot be verified, and the conclusions are unreasonable or impossible. Arithmetic is difficult enough for most pupils at best; then why make it more so by introducing such extraneous material that any youth of common sense knows to be impractical, if not actually impossible?

So foremost among the criteria by which we shall judge the new arithmetic is that the content be of useful, usable, and reasonable nature. It was my pleasure at a recent date to examine a new series of three books in arithmetic for the elementary schools, which seem to me to measure up to the standard that has been established. A few examples selected at random from the books will illustrate the type of work which I believe should constitute the content of an arithmetic course. For instance: After a child has secured a number conception through some of his experiences, as reading the numbers on houses, telling time, finding dates on a calendar, etc., he is met by the fact that he can prove helpful to his mother by running errands for her to the store. But in order for him to be able to do that, he must be able to add the items of the bill, count his change, etc. He is thus made to feel an actual number need and sees a practical application for number facts. Or a grocer buys berries by the crate for twenty cents per box and retails them for thirty cents per box. Is he making too great a profit on his investment, or is it necessary for us to know something concerning his cost of delivery, clerk hire, rent, and other expenses? Suppose that three or four boxes spoil on his hands, what then? We hear a great deal about high taxes. What is meant by taxation and what is the purpose of it? How are taxes determined and how proportioned? How much of the tax money is spent near home? How can we co-operate to reduce taxes? We read much concerning the late war debts. How much is our government now spending on past wars? How does this amount compare

with other national expenses? Much of the bread that we eat is baked in large bakeries. How large an oven is required to bake 100, 500, 1,000, 5,000 loaves of bread per day? How many barrels of flour are needed to run such a bakery for a day, for a year? How many acres of ground are necessary to produce the wheat for the manufacture of this much flour? What part of the nine cents that we pay for a loaf of bread goes to the baker, how much to the railroad, the miller, the farmer? Is bakers' bread more or less economical than home-made bread? Then we see problems relative to many industries, such as the coal industry, shipping, farming, calf clubs, pig clubs, poultry clubs, life insurance, retail and wholesale groceries, etc. Space will not permit, nor is it necessary to give more examples than these. This is a sufficient number to illustrate what I mean by problems related to the knowledge and experience of the pupils. My point is that the time that we have been giving to the study of such things as cube root, the more complex and compound of fractions, troy and apothecaries' weight, had better be devoted to the study of such things as commerce, saving and lending money, building and loan associations, mortgages, insurance, investments, etc. The books just referred to are filled with problems of such a nature and the data that are used are reliable, being taken from such sources as the United States Treasury, Department of Agriculture, Bureau of Labor, Metropolitan Life Insurance Company, Ridenour-Baker Grocery Company, International Harvester Company, Illinois Coal Operators' Association, and the great Perkins Bakery of New York.

It is true that the number needs of a pupil just starting to school are relatively few. That being true, we must acknowledge that quite a responsibility is resting upon the teacher and this fact alone will sorely try her ingenuity. Here is a task of making felt various number needs, of creating situations involving number experiences through which new number facts may be introduced. Only through an ability to do this, can she arouse an active working interest in the child, and without such an interest it is not reasonable to expect him to accomplish any great amount of good from his study. This, then, is the second standard of judgment for the new arithmetic, and fully as important as the first: That the arithmetic teacher be thoroughly trained to teach her subject. That a person is most proficient in the science of a subject is no reason for us to assume that he will be proficient when it comes to teaching that subject to beginners. Teacher-training schools have long recognized this fact and have insisted that every teacher going out to teach this subject be required to take some sort of course designed to train teachers to teach arithmetic. True, proficiency in the skill

of a subject is essential, but it is not all-sufficient. So we set among our criteria, teachers well prepared and well equipped so that our schools will not fail the public because of the teacher's lack of understanding of the subject and its underlying principles, a breadth of scholarship extending beyond the parts of the subject to be taught, a knowledge and skill in the technic of the subject, and what is as important as all else, an ability to adapt the subject to the community. The text has not been written that will be all-inclusive as far as all communities are concerned. Nor do we want such a text. It would be too unwieldy. It is the responsibility of the teacher to select and supplement so that her pupils will be trained to take their places in the community in which they are to live. That is the fundamental purpose of the school and it behooves the teacher to see that this purpose is fulfilled. This ability to adapt and to teach will not be secured without special training in this particular branch of study.

All subject matter must be organized in some logical manner. A definite program must be set up at the very beginning and strictly adhered to throughout the entire course. In no field of education will a haphazard presentation of topics work more havoc than in arithmetic. Incidental teaching too often becomes accidental teachinng. Arith metic is not a subject to be taught as a mass of unrelated topics, but rather as a subject all of whose subdivisions are closely related one to another. Nothing less than a definite goal to be attained and a definite precedure toward that goal can can produce desirable results.

Further, technical discussions on the part of either the author or teacher are to be avoided. Technical discussions tends to kill interest, while we are wanting interest created. The idea is to learn to do through practice, to acquire ability through actual working of the problems. It is well, of course, that the pupil be brought to realize the fact that every mathematical process has been adopted only after an irrefutable proof for it has been developed. If it so happens that a pupil desires to know just why a certain procedure is followel under certain conditions, the teacher should by all means be ready with an explanation. But a too technical discussion or too technical definitions will soon lead the child into a maze from which he will soon despair of ever emerging.

It is an evident fact that much of the difficulty encountered by the average child is language rather than arithmetic difficulty. If we are to secure the best results, we must be ever careful in our presentation of either new or old work that we avoid the use of anything that is confusing or distracting or tending to divide attention between arithmetic and some other line of thought. If we wish to

develop arithmetic thinking, nothing but arithmetic should enter the immediate problem, as far as it is within our power to bring such a condition. It is my belief that the language used in any problem should be half or a grade lower than the grade for which the problem is intended.

Another thing to be avoided is the tendency toward a needless repetition of the easier phases of the work. We are all of us prone to drill and repeat that type of problem that we find to be easiest for our pupils and this is anything but a good teaching principle. To illustrate this: We find in one text used to quite an extent in the lower grades, that one of the easiest of the number combinations appears 108 times, while one of the most difficult of the combinations appears but once. The 108 repetitions are probably as needless as the one is valueless. There is a definite relation existing between the relative difficulty of a combination or type of problem and the number of times that the combination or type should appear in the text and supplementary work. This relation should be in the mind of author and teacher alike and adhered to as nearly as possible. The types of problems should appear also in the order of their relative difficulty.

There is growing tendency to break away from a too liberal use of games and plays in the teaching of arithmetic. I do not mean by this that games are not to be used. Nature has developed the play of children as one of her ways to enable them to gain control over their environment, which is the essential thought of the new or socialized arithmetic. We must make use of games, and yet I believe that there are enough of real life situations within the experience of every child without our having to revert to extreme objectification in order to teach number or number facts.

Now these thoughts that I have presented are the result of an effort to determine the consensus opinion of those who are highest in authority in this field. Those most eminent in the psychology of education and those most prominent in the field of mathematics seem to agree upon these standards which we set up as the criteria by which any arithmetic course should be judged. There is no doubt but that these men are right, and if they can only do with arithmetic what they do want to do with it then the countless number of schoolboys and schoolgirls of today and of the future generations should rise to call them blessed. For they will have accomplished a wonderful thing indeed.

I might add that it has been my pleasure to examine a comparatively large number of texts just recently offered for adoption, and

while some of them measure well up to the standards that have been set up, many of them do not. It seems as if some of the new books still cling to that older type of material that characterized the texts of a few decades ago, the old dsciplinary idea which seemed to justify much of the content of the courses at that time. Now the question hinges entirely upon the actual life situations and what these situations will demand of the pupil when he leaves our schools and goes forth to take his place in the world. Authors are rapidly coming to the point of realizing that it is to the children that their texts must be written, and we as teachers must also realize that ours is not a task of teaching a subject but rather a task of teaching children. The keynote as far as our field is concerned is a reasonable, useful, and usable arithmetic.

THE ENGLISH CONTEST

By Ernest F. Monroe, Associate Professor of English

In May, 1926, at the time of the Annual Music Festival held at the Kansas State Teachers College of Pittsburg, a Scholastic Contest was also held in many high-school subjects. First, second, and third prizes were awarded in each subject to the winners in each high-school grade in which a contest was held. Each school was permitted to enter two contestants in each subject; and each contestant was eligible to enter two contests. The high schools sending contestants were located in the three states of Kansas, Missouri, and Oklahoma. Since the contest was conducted by the college, the college high school was not entered in the contest. It is a matter of interest in noting that the first prize in the freshman English contest was won by a representative of the Picher, Oklahoma, high school; that that in the sophmore contest was won for the Pittsburg, Kansas, high school; and, in the junior contest, for the Jasper, Missouri, high school.

The writer, having been assigned, by the Contest Committee, the task of examining the contestants in freshman, sophomore, and junior English,, inquired at once of himself and others: Just what is "freshman" English as distinguished from "sophomore" English, or "sophomore" English as distinguished from "junior" English, in Kansas, or in Missouri, or in Oklahoma, or, since the contestants would come from all three states, in Kansas-Missouri-Oklahoma? Just which subjects of the colony of subjects called English should be included in each of the three examinations? And just what phases of each subject may each examination rightly claim for its own? Could anybody say? Nobody did. Nobody could. Nor did the examination of the three state courses of study help to solve the problem. One might, in mathematics, for instance, safely select algebra for the freshman contest, plane geometry for the sophomore, and so on; but the colony of subjects called English is not so well rationalized, or at least curricularized, in the common practice of the schools, where year after year the pupils are taught simply "some more" of it.

There is, of course, a rather universal practice of divisioning the English colony into two groups—that of English as a "language" and that of English as a "literature." That would make a place of starting. Then, since there was to be no inter-class competition in the contest—the members of each being required to compete only

among themselves—it was decided finally to give all three classes the same examination. The questions should, of course, be sufficiently elementary. They should also be found in the practical, everyday uses, though they might involve the "error demons" with which the English teachers battle. And they should be so objective that the answers would be either right or wrong without doubt, that the personal equation of the examiner or examiners would be eliminated as far as possible, and that the papers could be graded mechanically with the use of a key.

The questions, mimeographed on paper, upon which the contestants marked their answers, were given the thirty-eight contestants in English--twelve freshmen, thirteen sophomores, and thirteen juniors. This number would seem, at first thought, rather too small to be worthy of a careful study. But when we consider the fact that these thirty-eight pupils were representatives of the schools that sent them, that therefore they were presumably the best students of those schools in those subjects, together with the fact that they came from three states, involving three curricular systems, we readily see that the small number is really representative of a number many times larger—a number running, probably, into several hundreds. The results of the examination would seem, under the controlling conditions, to be very significant and worthy of serious consideration.

The questions used are here printed in full

English: Literature

(Directions)

A. After each title, write in Column A the name of the **type** of literature in which the literary unit is classified, using type names from the following list:

Short-story	Drama	Biography	Oration
Novel	History	Essay	Poem

B. After each title, write in Column B the name of a **character** in the literary unit, using the character names given in the following list:

Brom Bones	Philip Nolan	Rosalind	Gabriel
Guinevere	Harvey Birch	De Wilton	Christian
Legrand	John Alden	Ernest	Brutus
Rebecca	Jim Hawkins	Friday	Ellen
Shylock	Annie Lee	Bo-bo	Eppie

C. After each title, write in Column C the name of the **author**, giving the author's last name.

(Questions)

Titles	Column A	Column B	Column C
1. Treasure Island			
2. The Lady of the Lake			
3. A Dissertation Upon Roast Pig			
4. Julius Caesar			
5. Robinson Crusoe			
6. Enoch Arden			
7. The Gold Bug			
8. The Courtship of Miles Standish			
9. The Spy			
10. Pilgrim's Progress			
11. Marmion			
12. Silas Marner			
13. The Man Without a Country			
14. Lancelot and Elaine			
15. Evangeline			
16. Legend of Sleepy Hollow			
17. As You Like It			
18. Great Stone Face			
19. Ivanhoe			
20. Merchant of Venice			

English: Language

(Part A)

Directions: In (a) mark out the word in parentheses that should not be used. In (b) underline the correct reason, selected from five suggested reasons, for your choice of word in (a).

1. (a) I have (begun, began) to read that new novel. (b) Past tense, before an infinitive; past tense, to agree with "novel"; past perfect tense, with "have"; present perfect tense, with "have"; singular, to agree with "I."

2. (a) Each officer and each soldier will be allowed to go to (his, their) home. (b) Singular number, to agree with "each officer and each soldier"; plural number, to agree with a compound subject; singular number, after an infinitive; singular number, to agree with "home"; possessive plural.

3. (a) "The dog," John said, "(laid, lay) there all night." (b) Past tense, transtitve verb; past tense, intransitive verb; past tense, third person; predicate of a subject understood; indicitive mode.

4. (a) He is the tramp (who, whom) Mary thought stole the pie. (b) In apposition with "tramp"; nominative case, subjective complement after "is"; nominative case, subjective of "stole"; objective case, object of "thought"; relative pronoun, agreeing with "Mary."

(Part B)

Directions: In the sentences below, mark each—
Transitive verb (in a predicate) with the figure 1.
Intransitive verb (in a predicate) with the figure 2.
Objective complement (in a predicate) with the figure 3.
Subjective complement (in a predicate) with the figure 4.
Preposition (in a prepositional phrase) with the figure 5.
Infinitive (in an infinitive phrase) with the figure 6.
Participle (in a participial phrase) with the figure 7.
Gerund (in a gerund phrase) with the figure 8.

1. When I see him, I shall tell the truth.
2. Tomorrow is Sunday, but another day is coming.
3. America was discovered by Columbus in October.
4. I want to talk to you about his signing the note.
5. The trotting horse, walking over the bridge, fell through.

(Part C)

Directions: Punctuate correctly the following sentences:

1. The ice cream was spoiled it was salty.
2. Did he say Listen there goes a loud necktie.
3. As the automobile one of the finest in town approached the people on the platform came forward.
4. It is somebody elses home at 121 W 4th St Pittsburg Crawford Co Kansas where on Dec 7 1926 the event is to be celebrated.

Correct Answers in the Literature Test

After being translated into terms of percentages (expressed in the nearest integers), the examination in **literature** shows the following results as to **correct answers:**

Titles	Freshmen P. C.	Sophomores P. C.	Juniors P. C.	All P. C.	Ranks
1	67	82	74	75	4
2	89	79	72	80	2
3	42	26	41	36	18
4	44	79	92	73	5
5	47	69	42	62	10
6	6	54	56	39	17
7	64	59	67	63	8
8	72	87	95	85	1
9	19	46	54	40	16
10	19	59	42	50	15
11	11	18	28	19	20
12	25	74	79	61	11
13	47	56	54	53	14

14	6	46	56	32	19
15	53	84	91	76	3
16	55	54	69	60	12
17	33	91	79	68	7
18	58	74	56	63	9
19	44	59	65	56	13
20	42	69	95	69	6
Totals	43	63	67	58	

From this table, it may be seen that the literary units were best known in the following order:

Ranks	Titles	Correct Answers P. C.
1.	The Courtship of Miles Standish	85
2.	The Lady of the Lake	80
3.	Evangeline	76
4.	Treasure Island	75
5.	Julius Caesar	73
6.	Merchant of Venice	69
7.	As You Like It	68
8.	Great Stone Face	63
9.	The Gold Bug	63
10.	Robinson Crusoe	62
11.	Silas Marner	61
12.	Legend of Sleepy Hollow	60
13.	Ivanhoe	56
14.	The Man Without a Country	53
15.	Pilgrim's Progress	50
16.	The Spy	40
17.	Enoch Arden	39
18.	A Dissertation Upon Roast Pig	36
19.	Lancelot and Elaine	32
20.	Marmion	19

As an indication of the lack of definite knowledge regarding our literary masterpieces, we may cite the fact that nearly one-fourth of the contestants did not know the name of the author of the best-known literary unit above.

Correct Answers in the Language Test

Reduced to percentages (expressed in the nearest integers), the correct answers for the examination in language show the following results:

Subjects	Freshmen P. C.	Sophomores P. C.	Juniors P. C.	All P. C.
Transitive and Intransitive Verbs	61	68	80	70
Object and Subjective Complements	28	3	28	19
Prepositions	82	71	74	75
Infinitives, Participles, and Gerunds	58	43	49	50
Pronoun Usages	60	75	83	74
Verb Usages	42	71	79	64
Punctuation	64	79	78	73
Totals	60	69	73	68

Since the verb is now known to be responsible for approximately fifty percent of our grammatical errors, and the pronoun for nearly half the others—involving especially the forms in predicates, complements, and verbal modifiers—this table reveals the fact that there is now a great need in our schools of a definite training, an accuracy-first training, in the most salient phases of grammar. Until the schools give that kind of training, the pupils will not be enabled Diagnostically to check and correct their own errors by means of any self-improvement plan or effort.

Scores by Contestants for Correct Answers

The contestants' scores for correct answers, reduced to percentages (expressed in the nearest integers), are as follows:

Tests	Freshmen Per Cent	Sophomores Per Cent	Juniors Per Cent	All Per Cent
Literature:				
Range	22-62	42-85	35-92	22-92
Median	43	62	66	62
Language:				
Range	27-83	50-89	46-91	27-91
Median	61	67	76	70
Entire Test:				
Range	35-64	48-82	46-90	35-90
Median	49	60	69	57

BUSINESS EDUCATION

E. F. Sholtz, Head of Commerce Department

"The actual, practical and working purpose of the American Public School System is to prepare for higher education. A system which accomplishes only seven percent of what it sets out to accomplish is about ninety-three percent a failure. Not more than one-third of

the children who enter the public schools in this country ever finish even the elementary grades. Not one-half of them finish the sixth grade." These are the words of a prominent writer interested in facts and figures as they pertain to the education of our American youth.

The school system of the United States gives too little thought to what millions of children are to do when they leave school. The youth who spends the most impressionable years of his life in the school room is not prepared for practical work.

Herbert Spencer, the great English philosopher, severely conlemned our educational system over half a century ago when he said: "Every one is ready to indorse the proposition that instruction fitting youth for the business of life is of supreme importance." Spencer realized the fallacy of a system that gave the youth a smattering of learning that even in itself was impractical.

The real objective of the higher educational system in this country is cultural rather than technical in character. It does not pretend in any sense to equip men or women for either industrial or a pernicious system because they must study the system or none at all.

The high school course has been built with the aim of preparing graduates to enter a freshman class of some college or university, though only one boy out of one hundred who graduates from a high school enters a college.

The average American High School does not even pretend to teach the doctor, lawyer, or preacher anything of practical value about accounting, finance, or even the rudiments of those branches of education which will fit our youth for a successful future in the commercial world.

Many professional men and women have been denied the luxuries of life, the position of honor that might easily have been within their reach, simply because these professional people had little practical training regarding business as it really exists in everyday life.

Worth-while positions of trust and honor come only to those who understand the practical side of big business transactions—business operations which require special training rather than natural qualifications.

The Graeco-Roman age was one of progress and conquest, when a man's reputation depended upon his deeds of valor. Business was

considered unworthy of a gentleman and was carried on only by the lowly. Later, when arts and sciences gained in prominence, more respect was paid to business as a vocation. This was followed by an age of discovery, opening up new lands to civilization and giving greater impetus to trade and commerce. Still, a business career was not considered a worthy occupation. Business has never before occupied such an important place in the world's history. As a vocation, it attracts the noble, the rich, the lowly, and the ambitious. It gives opportunity to exercise the greatest talents, and to the successful a reward surpassed by no other fields of action.

The attitude of educators and school men in general is rapidly changing toward business education, and business courses are being installed in our high schools. Some of our teachers colleges are planning courses for the training of teachers of commerce, and our more progressive universities are offering courses for extensive business training and degrees.

Even at its present stage, commercial education as it stands today represents a degree of progress in educational development of which we may well be proud. Of far greater significance, however, are the indications on every hand that it is not to remain static while business reorganization and expansion loudly calls for new types of business training. Among the encouraging signs of a forward movement are the numerous studies, investigations, and reports that are being made by associations of teachers, Federal and State educational departments, and individuals.

There is apparent confusion as to the meaning of commercial education. It is broad and must cover more than one type of training for business. There are those who would have us believe that it can be applied only to orthodox training for bookkeepers or stenographic positions; others contend that it applies only to training for executive positions. Some of us believe that it is applicable to any suitable training for commercial occupations. All agree that it is filling a long felt need in our educational system. But there are some questions that must be given careful consideration by the administrators of high schools and by leaders in business education.

The followng conclusions are acceptable by most teachers: (a) There should be a serious attempt made to set up recognizable standards in commercial education; (b) there should be further experimentation in the intensive commercial course at the end of a three or four-year general course; (c) the training needs of boys and girls are different and should be met by separate courses; (d)

a system of "controlled options" should replace the free-elective system.

The field of business education is practically a new one; and with its great opportunities opening before us, fellow workers. let us be up and doin.

JEALOUSY IN CHILDHOOD

(New Jersey Education Bulletin)

What starts the growth of jealousy in children? What can parents do to prevent the development of this ugly trait that will distort the entire future life of the child? What is jealousy?

Dr. Frank Howard Richardson, noted child specialist and psychologist, writing for the December issue of Children, The Magazine for Parents, says:

Once jealousy has become embedded in a child, it can never be completely eliminated.

Jealousy is a misdirected, perverted form of self-love. And self-love is an indispensable constituent of every human being. Self-love or self-esteem, normally developed, is the basic ingredient of self-respect, ambition, desire to do well in the world and to be well thought of. Distorted, it becomes that ugly, unhappy trait, jealousy.

Parents' Favoritism Fertile Cause

Jealousy may be fostered in a child by the obvious favoritism of the parents for a brother or sister. Sometimes this favoritism is the result of an actual preference for the other child. Sometimes it is assumed for the purpose of spurring the delinquent child, to bring him up to the standard of the child who is praised. Such discriminations are found to have far-reaching and devastating effects.

Consider the common parental practice of holding before a laggard child the success of a model brother or sister. The common result is the growth of a bitter and deep-seated hatred and jealousy toward the brother or sister who is the model. A less evident result is the fostering of a profound sense of the child's own inferiority.

Pitting a brilliantly endowed child against a normal one of the same age, or a naturally bright younger child against a retarded older child, is a bit of refined cruelty.

Should Praise Good Traits

A more subtle cause for the development of jealousy is society's preference for the brighter or more attractive brother or sister. Teachers, fellow-pupils, and playmates are bound to prefer him .

When this occurs, watchful parents may do a great deal to neutralize it by emphasizing the few admirable traits possessed by the less favored one, as well as by avoiding comparisons of the less favored child with the more happily endowed one.

Home praise can do wonders in correcting the world's judgments. The child who is freely and frankly praised for the things that parents can honestly commend is saved from the perils that beset the child who is never given appreciative encouragement.

The upraised child, suffering from unhappy comparisons, flees from reality, because it is too hard to bear. This is a most dangerous habit for any child to establish.

The values that parents set upon their children will be accepted by the children themselves, whether they be just or unjust. Later in life it will be difficult if not impossible for them to alter these estimates of themselves.

May Cause "Inferiority Reaction"

One of the most fertile causes of the almost universal "inferiority reaction" that we hear so much about nowdays, is some such false valuation placed upon a boy's or girl's capabilities and accepted by him. Many of us know to our bitter cost how next to impossible it is for us to alter such estimates.

Parents have their likes and dislikes. Some traits "rub us the wrong way." Others are especially sweet and dear to us. But to allow these deeds and traits of our own children to sway us into showing preferences and antipathies toward them, is a monstrous thing.

The "Children" article points out that another fertile cause of the growth of jealousy in children is the advent of a baby brother or sister who suddenly becomes the center of the household interest and affection formerly held by the child.

Parents often fail to realize just what a serious shock the advent of a new baby is to the emotional life of the "baby" who is superseded. This period that furnishes so fertile a soil for the sowing of the seed of jealousy cannot be handled too carefully by loving parents.

If the situation is properly handled, however, the coming of a little brother or sister may stimulate the development of some of the finest virtues in the character of the older child and there need be no hint of jealousy on his part.

CAMPUS JOTTINGS

Fourteen names appear on the honor roll for the fall semester at Pittsburg State Teachers College, according to the announcement of Registrar J. F. Mitchell. These students won the recognition by earning no grade of less than "A." All four college classes and eight departments are found in the list, with the department of home economics heading the group with four students. The roll is as follows: Miss Mary Eleanor Beck, Pittsburg, senior, English; John Depaoli, Frontenac, junior, mathematics; Norris E. Johnson, Opolis, sophomore, commerce; Miss Dorothy Kiddoo, Neodesha, senior, home economics; Kenneth McFarland, Caney, senior, history; Miss Dorothy May Maclary, Chanute, junior, home economics; Miss Clara Elizabeth Marsh, Independence, freshman, home economics; Melvin Nydegger, Parsons, senior, foreign languages; George E. Richardson, Pittsburg, freshman, physical science; Mis Mildred S. Robb, Joplin, senior, foreign languages; Miss Helena Margaret Stomp, Garnett, senior, mathematics; Miss Kaherine Walbert, Columbus, senior, home economics; Mrs. Kate E. Wilson, Pittsburg, sophomore, education.

The Gorilla track team wil not meet the Oklahoma Aggies this spring, as the latter have been unable to adjust their schedule to such an event. The Gorillas defeated the Aggies soundly last spring.

Miss Oolooah Burner, a member of the national board of the Y. W. C. A., spent three days recently at Pittsburg State Teachers College for the purpose of conducting a series of Bible studies for women students. Two hours a day were given to the studies. Miss Burner was also the speaker at a joint meeting of the Y. M. C. A. and Y. W. C. A.

Job Negeim, an Arabian and for many years a resident of Jerusalem, is making a series of talks on the Holy Land at the meetings of the College Y. M. C. A. Negeim is a music student at the College.

Folk dancing is required of all students at Pittsburg State Teachers College whose specialty is physical education. Consequently, a number of the college's huskies, including football stars and wrestlers, are learning the intricate figures of many a quaint old dance.

Kansas composers are invited to bid for fame and a modest cash award by entering the contest in original music composition sponsored by the Kansas Federation of Music clubs, Prof. Walter McCray of Pittsburg State Teachers College, director of the competition, announced. Rules governing the contest are ready for dis-

tribution. Three kinds of composition will be received. The best orchestral number will win a prize of $75 and the best compositions for mixed chorus and for solo voice will win $50. Manuscripts must reach Professor McCray before Jan. 1.

The wrestlers representinng Pitsburg State Teachers College won a hotly contested match here on Feb. 24 from the Emporia State Teachers Colege by a score of 15 1-2 to 11 1-2. The last tussle was necessary to decide the meet. The Pittsburg grapplers secured a fall and three decisions, and the Emporia grapplers won two falls. The 175-match was declared a draw. Earlier in the month the wrestling team defeated the College of Emporia by 26 to 5.

The Kansas City Little Symphony Orchestra gave two concerts at the College on March 2. The matinee program was arranged especially for the school children of the city. Miss Florence Kirby of the college faculty was piano soloist with the orchestra at night.

Three events have been added to the list of solo contests in the interstate high school contest that will be held at the College, April 28 and 29. They will be in French horn, trombone, and clarinet. The purpose of the additions, said Prof. Walter McCray, chairman of the contest committee, is to stimulate interest in these important orchestral instruments. The solo events already on the program from former years have been in violin, viola, piano, cornet, flute, cello, and the four voices, soprano, contralto, tenor, and bass. Winners of first place in solo events will receive a gold medal, and winners of second place will receive five dollars in gold. Scholarships also will be awarded to winners of contests in voice, piano, violin, viola, and cello.

Ten new extension classes have been organized by Pittsburg State Teachers College for the spring semester. They bring the total of such off-the-campus classes to 38 for the year. Joplin has five of the new classes. Prof. J. A. G. Shirk teaches astronomy there; Prof. E. N. Howell, medieval history; Prof. E. F. Monroe, advanced grammar; Prof. W. H. Hill, methods in elementary mathematics; and Miss Elmina Graham, the American novel. The new classes elsewhere are: Coffeyville, recent English fiction, Miss Lucy Harmon; Sedan, History of the Reformation, Professor Howell; Croweburg, constitutional history, Prof. O. A. Barr; Pittsburg, administration of secondary education, Prof. H. C. Pryor; Columbus, American History, Professor Howell.

The mere fact that Pittsburg State Teachers College has a basketball team of some eight or ten men that has twice won the state championship and is for the third season among the high bidders

for that honor, does not keep other students who failed to make this famous team from playing the game. A reserve team has played several junior colleges and senior high schools this season, and an intramural league of seven quintets has afforded much fun for some thirty-five more men.

Kappa Delta Kappa, a social fraternity, has been organized at the College, with Dr. L. C. Heckert as faculty adviser. Lawrence Curfman of Pittsburg is president.

"What Every Woman Knows," a play by Sir James M. Barrie, will be given by the Arden Players under the direction of Miss Alice Hubbard at the College on March 17.

Persons planning to attend summer school at Pittsburg State Teachers College have already begun making room reservations.

The Y. W. C. A. and Y. M. C. A. gave a "mixer," or an all-school party, Friday night, February 4, for all college students.

A new family of senior co-eds took possession of the home management house at Pittsburg State Teachers College at the opening of the semester. They are Miss Marion Gregg, McCune; Miss Genevieve Hawkins, Sedan; Miss Dorothy Kiddoo, Neodesha; Miss Helen Moore, Altamont; Miss Hallene Price, Minden, Mo.; Miss Velma Frankenbery, Altoona.

A chapter of the American Association of University Women which was organized in Pittsburg last fall now has twenty-one members, most of whom are instructors at Pittsburg State Teachers College. Two divisions of the group have been made, one to study international relations, the other to study literature. A problem for study by all members is the pre-school education movement. Meetings of the association are held monthly.

The Kansas State Teachers College of Pittsburg announces the award of sixteen certificates, including eight Bachelor of Science degrees and eight life certificates, to students who completed their work during the fall semester. The degree students were: Norris Drew, Hope; Avery Eddy, Havensville; Mrs. Lucille Hoffman, Moran; Hyrle Ivy, Tescott; Miss Mabel Stitzel, Erie; Miss Ruby Thomison, Wellington; Miss Lottie Williams, Osage City; and Miss Isabell Johnston, Minden, Mo. Life certificate students: Robert Britton, Lewis; Miss Leona Dewitt, Richards, Mo.; Miss Esther Elliott, Haviland; Miss Vanneeta Herbin, Giarard; Miss Mary Jane Nation, Erie; Mrs. Myrtle Phillips, Pittsburg; Miss Della Post, Mound City; and Miss Marie Cederberg, Joplin, Mo.

SUMMER SESSION

The summer session of THE KANSAS STATE TEACHERS COLLEGE OF PITTSBURG begins Tuesday, May 31. A wide choice of courses will be offered in the Biological Sciences, Drawing and Handcraft, Education, Methodology, English, Foreign Languages, Geography, History and Social Sciences, Home Economics, Industrial Arts, Mathematics and Applied Mechanics, Music, Physical Education, Rural Education, and Speech.

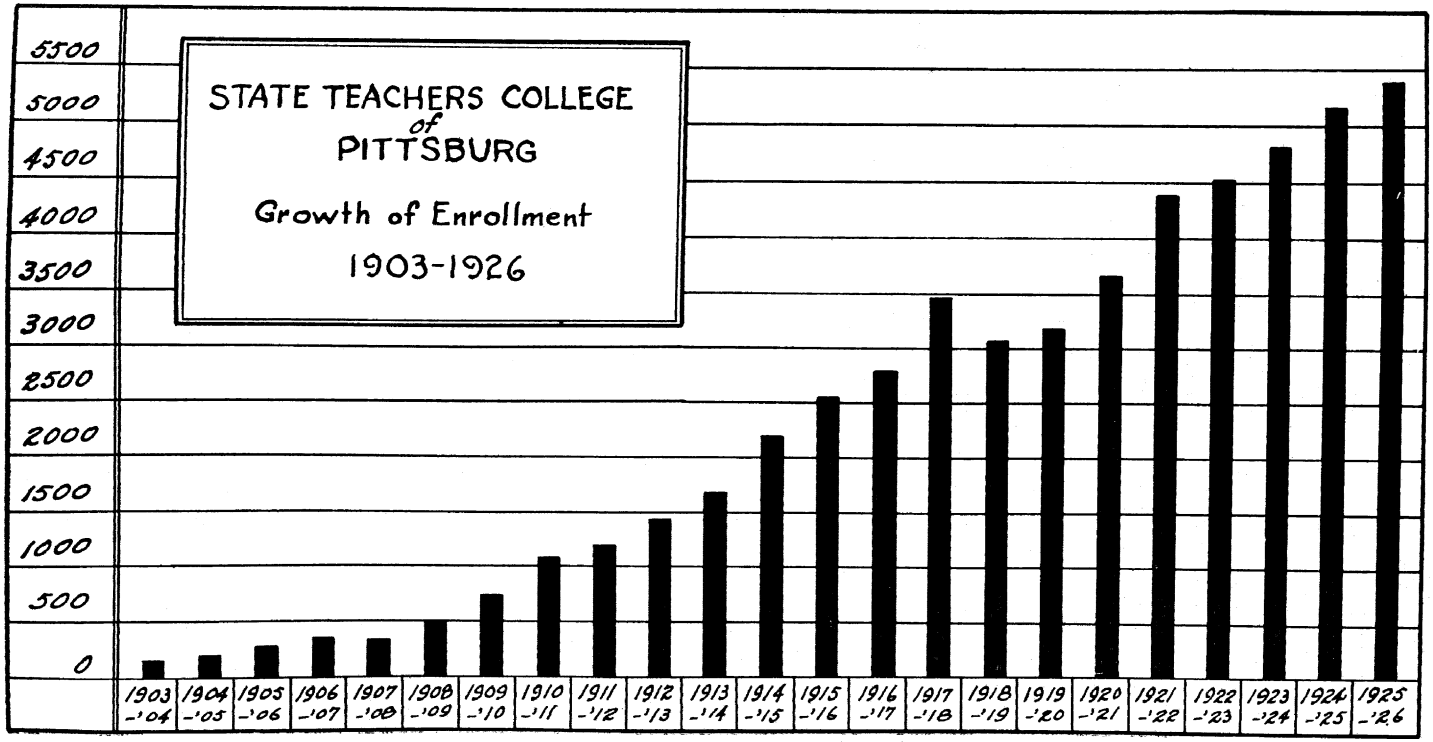
Classes will be under the direction of the regular members of the faculty, with such added help as may be needed.

Special features of the summer session will be a number of lectures by educators of national note, among whom are: Dr. Edwin E. Slosson, Dr. William McAndrew, Dr. A. E. Winship, and Mr. Synud Hossain, with still others who will be arranged for. There will be entertainment and instruction through high grade plays and moving pictures, a vocational conference, and a community week.

Enrollment for the August term will be on Saturday, August 2.

For further information and bulletin, write

PRESIDENT W. A. BRANDENBURG
Pittsburg, Kansas


STATE TEACHERS COLLEGE
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PITTSBURG
Growth of Enrollment
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