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THE TECHNE

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

A SOUND policy under which country life would flourish would not be at the expense of the towns in the long run. On the contrary, the increased wealth, comfort, dignity and happiness of rural life would sustain and enrich the towns. As matters stand to-day, the children of foreign-born parents, who are predominantly to be found attending the admirable schools of the cities, are having spent of public money, for their education and training, at least several hundred per cent more per individual than the average child of older American stock living in the farming districts.—*Dr. Albert Shaw.*

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STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President*.

VOL 3.

NOVEMBER, 1920.

No. 7.

EDITORIAL COMMITTEE.

ODELLA NATION.

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EDGAR MENDENHALL, *Chairman*.

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

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

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

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Sent free to all alumni and students of the State Manual Training Normal 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.

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Many people treble their troubles, making three out of one, by looking forward, looking on and looking back. Troubles grow mightily, if you brood over them.

The Reading of English in High Schools.

ERNEST BENNETT, Department of Foreign Languages.

The study of literature in our junior and senior high schools doubtless seems to many young teachers vague both in its aims and methods. As many of the selections do not set forth definite facts, and as the pupils studying them are supposed to know how to read, these young teachers looking on may sometimes wonder just what the class and its instructor are working towards.

The first mistake on the part of those who take this attitude is to suppose that the pupils know how to read. The majority of them do not. They can read some; they can pronounce reasonably well a good many complicated sentences they do not understand. But if reading is the art of acquiring thought from the printed page, as a rule they still have much to learn. This indicates at once one of the main reasons for the years given to the study of our literature.

It is not the purpose of this paper, however, to discuss aims. It is rather to suggest two or three means of attaining the ends everywhere recognized as legitimate. Their use, it is believed, would make procedure more definite, and would especially help train our boys and girls to gain accurately the substance of a page of difficult English.

First of all, if a teacher is to present successfully an English classic it is essential that she not only shall have read it over, but also shall have thought it over. Only then will she know how so to put questions, propound problems of subject matter, as to fire the pupils' interest. The mere reading of the selection for the first time in the class with the pupils and directing them one after another to read, is not teaching. No subject needs so much careful daily preparation on the part of the teacher as English classics. Without this preparation, teacher and class get nowhere, because the teacher does not even know where she wishes to lead the class.

When the selection, be it long or short, is put before the class, no study of details should be allowed to interrupt the first perusal. The flow of the thought must be fairly rapid if it is to be enjoyed by the pupils and if the selection is to be comprehended as a whole. Always let the first reading have as its end the enjoyment, not the study, of subject matter. If the first reading gives the pupils pleasure, detailed study afterwards will increase their appreciation.

With younger pupils this first reading should usually be in class, the teacher reading aloud with sympathetic interpretation while the pupils follow with their books. It is a real advantage if they have no opportunity at all to read the selection before the class period. Then the recitation means forty minutes of mental stimulus. Besides, understanding is usually more nearly complete if the voice of the teacher interprets the text the first time. There is plenty of opportunity afterwards for the pupils' oral reading, and this reading will be the better for the teacher's having set the model. There will be fewer mispronounced words and less stumbling over difficult sentences.

The procedure from this point depends upon which of the two ways the teacher has already decided the selection shall be used. Perhaps its comparative simplicity, combined with subject matter that readily interests young folks, has determined its use as matter for rapid reading only; perhaps its difficulty both in thought and language has determined its use for intensive study. The proportion of reading matter put to this use will naturally be rather small. It would be folly to study all selections in detail. If your pupils enjoy good literature, give them plenty of it; there is no danger of exhausting the supply. Three selections enjoyed are worth more in the long run than one studied in such detail that it has become wearisome to the class. Since to create a love of good literature is one of the fundamental objects, harm instead of good is probably being done if a carefully chosen piece of literature falls on the majority of the class.

If the selection is for rapid reading only, a brief discussion by way of summary will usually suffice when the reading is done. However, if the class is so interested that it wishes to prolong the discussion, the teacher can guide this discussion along profitable lines.

What is said from here on applies in the main to the careful study of more difficult selections. This study should succeed in making interesting what might otherwise be dry because not understood.

The most important thing of all, after the first reading, is to connect the end with the beginning and the middle with both. Any good piece of reading matter, except collections and compilations, is a carefully organized whole, and a thoughtful reader sees the selection as a whole. The reader who does not take a bird's-eye view of what he has read does not really understand it, cannot remember it, has not made its substance his own.

Connect, one with another, all the paragraphs in the long series that composes the whole. Lay bare the underlying chain of thought. This is likely to mean an outline, usually prepared in class by teacher and pupils working together. Too often people read a long selection, or a whole book, paragraph by paragraph, as though each were complete in itself and had nothing whatever to do with those that precede and follow. At times even the sentence is isolated. This explains, perhaps, why so many avid readers are by no means educated. It doubtless goes far to explain why the Bible is interpreted in so many different ways.

We must make reading mean for our pupils more than a mere succession of unrelated images and ideas flitting through the mind. They must be so trained that a page of mathematics or science or economic history will yield them its thought without the help of the teacher at every line.

The careful teacher will have marked in advance the lines and passages she has reason to believe a part of the class at least will not understand. Discussion is thus centered upon essentials instead of being frittered away on what the pupils understand perfectly well already. Foreseeing the difficulties, the teacher often is able to draw from the students themselves the desired interpretations. Informal debates that are profitable exercises in thinking and expression will frequently spring up.

Complete understanding of a passage often demands a considerable

study of individual words. Students should be caused to realize that the words used by good writers have very definite meanings, that usually no other words would say what the writer means, and that mere guessing on their part as to what unfamiliar words mean results all too often in making the author say things he had no intention of saying.

If our students are to become clear thinkers they must be able to distinguish the words they do not know from those they know, and acquire the habit of making that distinction. Most careless readers rarely make it. They usually have a notion that if the sound of a word is in even a slight degree familiar, they know the word. Few notions are more deceptive. We all experience the odd sensation from time to time of discovering the real meaning of a word we have heard all our lives. One big benefit from the study of foreign languages is this habit of dividing the words met with into the known and the unknown—a habit that carries over into the student's use of English. But many boys and girls never study a foreign language, and they should be given this habit through the medium of their mother tongue.

So here the use of the dictionary becomes necessary; and the abridged dictionaries, moreover, do not usually serve the purpose. Meanings must be matched to context, compound words often analyzed into their parts, nice distinctions sometimes drawn. Do not believe that just because a word is common it is fully understood. A little investigation on this point will generally bring to light amusing and even absurd misconceptions. For instance, in an elementary psychology class, made up of twenty-three high-school juniors and seniors, only three had any clear notion of what *mortal* and *immortal* meant.

This much attention to vocabulary is necessary for intelligent reading. Besides this, word study for its own sake can be made fascinating to a fair minority of the class, and at least interesting to the majority. Every page of good English is a gold mine for this purpose. All depends on whether the teacher herself enjoys the study of words.

For the teacher it is not a matter of knowing all there is to know about English words. It is a matter of interest in placing related or opposing words side by side in order to compare them, sometimes almost under the microscope, as to their shades of difference in meaning, the ground they occupy in common, and the ground that is peculiar to each; as to the class of verbal society to which they belong, whether they are aristocrats, strenuous business men, rough and ready laborers, or shady characters; as to which goes to the heart of the matter like the head of a lance, and which merely throws a blanket over it. It is also a matter of assigning a word, when the task is not too difficult, to its particular place in the family group to which it belongs, or tracing out striking features of its personal history, when this does not lead too far afield. A fair knowledge of Latin helps wonderfully in teaching this side of English, and if to this may be added some French and German or Anglo-Saxon, so much the better. But without these, there are always the New International and the Standard dictionaries.

A convenient point of departure for this kind of study is to ask the difference between words that have enough resemblance for them to be

confused frequently. For instance, ask some bright student to tell the difference between an *emigrant* and an *immigrant*, and from the discussion will also come the meanings of *migrant* and *migrate*. Ask the student of domestic science if she prepares a given dish according to a *receipt* or a *recipe*. The boy interested in current topics could tell why radicals are *deported* and not *exported*. And this would suggest the whole group of words containing the root *port*, such as *import*, *transport*, *support*, *report*, *reporter*, *porter*, *portable*, etc. When some writer causes the sun to *rise*, ask the class why he did not make it *raise*. Then ask why Dryden did not say *raise* in his line:

"The royal hand that razed unhappy Troy."

While on the topic it might as well be settled whether bread *raises* or *rises*. One thing suggests another, if the teacher is on the alert for word values and usages, and the class hour passes all too quickly. These apparently impromptu lessons are often the ones from which the students profit the most, perhaps because they think they have led the teacher away from the assignment into luring bypaths.

But the best exercise of this sort will be after the teacher has carefully jotted down the possibilities for word study that the selection being read offers. As a rule, it would be a pity for the class already to have extracted the sweet from such an exercise through previous study. They will do better thinking in the recitation under the teacher's guidance and the stimulus of informal discussion.

This is why a text in English etymology rarely makes an appeal to the boys and girls. Such a manual is a very convenient guide for the teacher, but should ordinarily be used in this way only. Basing the word study on the reading gives it an air of spontaneity and is the natural approach and setting for it. Words then acquire importance because of their relation to the text in which they stand.

It is a mistake to think that such exercises are purely formal. Words are things as much as plants and animals are. They come down to us laden with the meanings many centuries have put into them, and often as molded by lips that were dust before the modern world was born. Besides, in studying them one also studies the things for which they stand. To distinguish words is to distinguish ideas and clarify thought. What we know is measured pretty accurately by the number of words we can use. Words are the instruments of thought as well as the symbols by which thoughts are conveyed. Any individual without a reasonably large linguistic element in his education is likely to be badly hampered in his thinking. The possibilities of the mother tongue as the medium of this linguistic training are rarely utilized to the full.

"The aim of each state should be to work toward a situation where the teacher in the elementary and secondary schools shall possess a training that is adequate and a professional recognition that will attract and satisfy the aspirations and the economic needs of able men and women. To open the door to a finer preparation for the life of a teacher, and to put this profession on a plane of the highest honor and dignity, is fundamental to any true progress in education for our country."—*Carnegie Foundation for the Advancement of Teaching.*

Fear.

The chief fears that lower the vitality and invite disease are, the fear of ill health, the fear of misfortune or bereavement, and of loss of money or position. But should sickness, bereavement or adversity come to you, face the facts courageously, catching the spirit of the ancient song, "I will fear no evil, for Thou art with me." Do not fear anything. Every morning, when you awake, repeat the words of this song until the strength of them is felt in your mind and body. "In quietness and in confidence shall be my strength." Begin each day with these promises uttered aloud with a confident assurance, and again each night as you prepare for sleep, and you will be surprised how much easier your days will be and how much more restful will be your nights. The habit of serious, resolute, trustful meditation upon these divine assurances, once formed and held, works its own marvels. The verifiable results of such a practice upon health, upon mental adequacy, upon character, delicate and imperceptible though they seem at first, are increasingly registered upon the life within until they utter themselves in an enlarged and well-founded efficiency for all life's tasks. This is what the Psalmist said—he was perfectly aware of the fact that life would not be all green pastures and still waters; he would be compelled to walk in and through the valley of many a shadow; but, come what might, still he would not fear nor be afraid. The man whose inmost soul is filled with and possessed by such thoughts finds himself strongly fortified against the encroachments of disease.

According to your faith, your openness, your willingness, your capacity, be it unto you! If everyone could form the habit of going about with the words, "I will be well! I will be well! I will fear no evil, for Thou art with me! I will fear no evil, for Thou art with me!" on his lips, in his mind and deeply embedded in his heart, I do not say it would enable him to lie down with rattlesnakes or to drink water full of typhoid germs unharmed, but it would add greatly to his prospects of good health. Pitch your expectation high. Look for the best, hope for the best, strive for the best, and, according to your faith, be it unto you. If you will say these words resolutely, and keep on saying them trustfully, hopefully, that very action of your inner life will work wonders.

I do not say that no disease can stand before you, for you are not omnipotent; but I do say that you will set in operation one of the great healing forces of the world. Fear of disease and death is normal; still, to allow the mind to dwell on these things is to become a hypochondriac. To shrink from pain is as natural as hunger and as necessary for the preservation of the race; however, to be a slave to suffering is to be a nervous wreck.

Stop talking about your ills; stop thinking about them; stop pitying yourself. Fix your eyes on something high, fine, useful. Be unafraid, and say bravely and steadily, "I will be well! I will! I will! I will fear no evil!" You will be helped, because then you will be in tune with the infinite; your desires and determination will be linked with the purpose of God for you.

We are put into this world with a clean waybill to another port than this. Across the ocean of life our way lies straight to the harbor of Eternity. We are freighted with a consignment that is bound to be delivered, sooner or later, at the Master's wharf. Let us be alert, then, to recognize the seriousness of our destinies, and content ourselves no longer with shallow soundings. Look to it that your ship is in good order; then spread the sails, weigh the anchor, and point the prow fearlessly and trustfully for the country that lies on the other side of the deep and restless sea. Sooner or later the voyage must be made. Let us make it, then, hopefully, courageously, uncomplainingly, with a resolute will at the wheel and the great God himself to furnish the chart. Then shall we weather the wildest gales, and find entrance at last to the Harbor of Peace.

Learn how to live.—*The American Journal of Clinical Medicine.*

NOTE.—Other quotations in this number of *TECHNE* on "Fear" from same journal.

How the New York State Department of Education is Developing Nutritional Work in the Schools.

MARY G. McCORMICK, Supervisor of the Nutrition of School Children, New York State.

[New York state was the first state to recognize the importance of nutritional work among school children by creating, through its state department of education, the position of supervisor of the nutrition of school children. This was created in September, 1918. Various avenues for action at once appeared.]

MIDMORNING FEEDING RECOMMENDED FOR EVERY UNDERNOURISHED CHILD IN THE STATE

It has been found by experience that undernourished children reach normal weight most quickly when given two supplementary feedings each day, a midmorning and a midafternoon feeding. Since the midafternoon feeding can be taken at home, and since the midmorning cannot, we recommend that the latter be provided at the schoolhouse about 10:30 in the morning. A plan both simple and practical has been worked out, so that neither equipment nor extra help is required. The feeding generally consists of a half pint of milk and a Graham cracker. Very often milk dealers will sell the milk to the school at a reduced price. Those children who can afford to pay for the milk should do so. To supply those who need the milk and cannot afford to buy it, funds are raised by local organizations, such as the mothers' clubs or parent-teachers' associations. In the rural sections the undernourished children are urged to bring from home an extra cup of milk for this purpose. Under no circumstances is the noon meal to be diminished because of this.

This milk feeding not only has improved the nutritive condition of the children, but it has been the means of persuading many children to drink milk who heretofore have refused to drink it. The group spirit exercises a determining influence in children's actions. The experience of seeing his friends go daily to receive their milk creates, even in the child who thinks he doesn't like it, a strong desire to do as the others are doing.

We are recommending the midmorning feeding for every undernourished child throughout the state.

A HOT SCHOOL LUNCH ADVOCATED IN BOTH CITY AND RURAL SCHOOLS.

In some communities the nutrition of all children would be very much improved if a simple hot school lunch, served at cost, could be provided. In factory towns, for instance, where both the mother and father work, the children go home to an empty house at noon. Very often the only lunch the children receive consists of a cup of coffee (left in the coffee pot since breakfast) and a piece of bread. Nevertheless these children have pennies to spend, usually to buy candy. We have recommended, wherever possible, that the domestic science class, under the direction of the domestic science teacher, prepare a simple noon lunch. This plan is not only advantageous to the children, who would not otherwise have an adequate lunch, but it also gives the girls in the domestic science classes an opportunity to prepare food in large quantity. Obviously this plan is not practicable for very large cities. In these the lunches in all the schools should be organized and directed by a school lunch expert employed by and responsible to the board of education.

In the rural schools a hot dish, such as a cup of hot cocoa or soup, prepared at the schoolhouse at noon, will not only make the box lunch more palatable and therefore more likely to be eaten, but it will also add considerable nutrition in an easily digested form. It has been proved that the well-organized school lunch, instead of increasing the burden of the already overworked rural teacher, really simplifies her problems. The noon hour is more orderly, less noisy, and more restful for all, while the afternoon work shows marked improvement.

THE TREND.

The commissioner for education at Washington has declared that the public schools opening for the new year find conditions of the utmost seriousness. He cited the shortage of teachers and lack of seating accommodation. He also stated that one-third or two-fifths of American teachers lack adequate preparation. The teacher shortage, he declared, would never be obviated until they are paid three or four times more than they now receive.

The *Springfield Republican* reports that besides the salary question, the problem of finding living accommodations is making trouble for the schools. It reports that a few New England towns have established living quarters for teachers. But the community houses would not solve the problem in a great number of places. In the rural districts and villages good boarding places are hard to find at any price, and until they are available one fears that the country school which cannot offer the social and recreational privileges of the city will have another disadvantage to contend against.

The department of public instruction of New Jersey has offered a number of cash prizes for the best essays on "Why not become a teacher?" to be awarded to high-school seniors and juniors of the state.

Two thousand persons are eligible for state scholarships for college study in New York. Each scholarship entitles the holder to \$100 a year for four years while taking an approved college course in the state. The scholarships are assigned by counties, each of which is entitled to five times as many scholarships as there are assembly districts in the county. Each year 750 scholarships are awarded, so that 3,000 scholarships are continually in force. The sum of \$30,000 is appropriated annually by the legislature for the purpose.

More than 82 per cent of the children in the rural schools of New York state were examined under the school medical inspection laws in 1918-'19, according to Dr. William A. Howe, state medical inspector, while 79.5 per cent of the enrolled children in the city schools were examined. In cities, however, 37.7 per cent of all defects were corrected, while 23.3 per cent of defects were corrected among children in the rural schools.

In Milwaukee every child is given a weekly home record chart, on which he is asked every day what he ate and drank, when he went to bed and when he arose, the amount of rest and exercise; in fact, everything that may be related to his health, entered.

A recent survey of Virginia public schools shows that about four-fifths of all school children in Virginia receive their education in non-city schools and about 44 per cent are enrolled in one-room or two-room schools. Standard tests were given in all these schools. These tests indicated that the work of the rural schools was of a very inferior character. In general, this has been found true in all the states where these tests have been given.

The General Education Board has distributed \$29,251,900 for various purposes of general education and for the development of medical schools.

The legislature of Indiana, session of 1919, took a decided step forward in advancing the standard of teachers in that state. A state teachers' training board, whose duty it is to standardize and unify teachers' certificates and teachers' training courses, was created. Two types of certificates—provisional and life—are recognized. Provisional certificates are awarded upon completion of two- and four-year college courses. Life certificates are issued only after two years of successful experience plus the factor of personal fitness.

During the summer of 1920 the University of Pennsylvania adopted permanently a course in education, namely school hygiene, for the training of normal-school teachers and public-health nurses in this field. This course was made compulsory by state legislation in every school curriculum from primary to university, including rural schools, that they might improve the condition of malnutrition now existing in the schools. This course was conducted by Miss Jane Cape, who is now in charge of the nutrition work in the department of home economics at the State Manual Training Normal School, Pittsburg, Kan. This is a nationwide movement. Steps are being taken in this institution to promote health education in the schools.

School Life states that civic instruction is carried on in 60 typical cities which are listed. It states that interest in this subject is awakening, but that effective work is done in only a few places.

The last legislature of Indiana has passed a law providing that no teacher in the state shall receive less than eight hundred dollars per year.

In a report published by the Carnegie Foundation, discrimination between high-school and elementary teachers is regarded as one of the most serious difficulties in the way of professional advancement for teachers. The report points out that the prestige of a high-school instructorship quite outranks that of "grade" teacher's position in popular respect, and must continue to do so until training and compensation are equalized and the two schools are merged into a single institution.

The council of the American Home Economics Association voted to undertake the raising of \$6,000 to establish for three years a chair of home economics in the American College for Girls in Constantinople and to send a teacher there from America. There is an opportunity to reach out into many homes and into the very kind of homes that most need help. Prof. Abby Marlatt of the University of Wisconsin has been made general chairman of the committee for raising this fund. Schools are urged to take up a 25-cent per capita contribution from students in home economics. Up to July 1, \$4,800 was in hand or pledged. It is expected that the department of home economics in the Constantinople College for Girls will serve as a foundation of a great school of practical arts for women of the near East.

S. M. T. N. NEWS.

That 20 per cent of all the children attending the Manual Normal's training school, grades I to VII, are suffering from malnutrition, was the showing of thorough tests conducted by Miss Jane Cape, instructor in the department of nutrition. Nearly one-half were under weight, and those proving to be 10 per cent or more underweight were classified as sufferers from malnutrition. The average number of pounds below normal weight was 6.3. The tests were made through coöperation of the nutrition and education departments. "Malnutrition does not always mean insufficient food," Miss Cape says. "It may be due to improper choice of foods, to some physical defect, or to faulty health habits that prevent proper utilization of food by the body." Miss Cape sees in the situation a strong argument for more health teaching in the schools, and for more school physicians, school nurses, and nutrition experts.

Miss Agnes Saunders, joint director of home economics, addressed the Hutchinson section of the State Teachers' Association on "Home Projects in Home Economics."

Miss Nora Neal, instructor in piano and pipe organ, was the organist for the concert by which the new organ in the First Presbyterian church at Columbus was dedicated October 8.

The music department has this fall the largest enrollment in its history. Ten instructors make up its faculty.

A larger number of correspondence students were enrolled by the middle of October than had ever been enrolled before so early in the school year. The most popular courses were the short story, English history, and industrial history. These students are usually teachers who, after attending the summer session at S. M. T. N., wish to continue their work towards a degree or a higher certificate without interrupting their earnings.

A Joplin choral society was organized October 5 and Walter McCray, head of the music department at S. M. T. N., was chosen as its conductor. The society has a large membership and excellent facilities. It will render a mixed choral program shortly before the holidays.

Charles Foster Kopp, whose graduate studies were pursued in the University of Cincinnati and who has had extensive experience both in teaching and in industrial work, has been employed to take charge of the drafting department.

A unique extension class is the one in economics at Joplin, the membership of which, about 50, is made up of Joplin bankers and their employees. Dean G. W. Trout is the instructor. He will meet the group every two weeks throughout the school year. The class and its instructor banqueted at the Conner hotel the night of October 4.

The teaching of the printing arts is to be conducted hereafter on a larger scale at S. M. T. N. A large cylinder press operated by electric power has been installed, and a linotype is being set up in the department. A considerable amount of smaller equipment has also been added. Lester Reppert, who was instructor in printing before the war, is again a member of the faculty. He spent the latter part of the summer in Chicago at the Mergenthaler school preparing to give courses in the operation of the linotype. The new print shop will soon be doing much of the large amount of printing that S. M. T. N. requires.

The junior high school of the S. M. T. N. training school became this fall a completely organized department, after two or three years of gradual changes looking in that direction. There is a common basis for all credits and a graduation requirement of 30 credits. Five credits per semester may be earned. The boys give a double period three times a week to industrial arts, the girls the same time to home economics. General mathematics, a three-year course for junior high schools, has replaced the separate arithmetic and algebra courses. The social science course includes community civics, current events, industrial and commercial geography. Recitations are socialized so far as practicable and study recitation periods are a regular part of the program. A unique feature of the grading system is the use of weighted credits, whereby brighter and industrious students acquire more rapidly than the others the necessary total of credits.

The "opportunity courses" offered in evening school on the campus as one phase of S. M. T. N. extension service were popular from the start this fall. As the evening school is planned for persons employed in industry through the day, nearly all the courses given are industrial in nature. Sessions are held on Monday and Thursday nights, from 7 to 9 o'clock. Experience has proven that many persons can devote two evenings a week to school who cannot find the leisure for three sessions per

week. The instructors are twenty in number. The students use the laboratories and shops just as the day students do. Classes were organized in all but three of the many branches offered. The subjects taught are as follows: Millinery, children's clothing, feeding of children and infant feeding, dressmaking, basketry, automobile mechanics, vulcanizing, oxyacetylene welding, machine shop practice, storage batteries, armature winding, motor repairing, telegraphy and radio, shorthand, dictation, typewriting, business English and spelling, bookkeeping, penmanship, machine bookkeeping, coal mining, graphic statics, shop mathematics, algebra, geometry, trigonometry, practical electricity, advanced practical electricity, automobile electricity.

The department of rural education is new in the list of departments that make up the State Manual Normal College. Edgar N. Mendenhall, who was last year professor of rural education, is in charge of the new department. This part of the educational field is assuming such distinct importance that it is becoming quite general both in universities and teacher-training colleges to organize separate study of rural problems.

The S. M. T. N. student body has the largest proportion of men in its history. Many of them are here for industrial engineering and pre-medical courses, while the young women who, in former years, always held a safe majority, are filling the depleted ranks of teachers.

Anthony Stankowitch, professor of piano, is available for a limited number of concerts before high schools, these concerts being a feature of the institution's extension service. He played concerts for the Parsons and the Cherokee county high schools early this term. Mr. Stankowitch is an artist of unusual merit. He has taught for a number of years in American conservatories, after securing the best the European musical centers had to give him. Inquiries should be addressed to Prof. Walter McCray, head of the music department.

The football season was going well for the Manual eleven when this paragraph was written, October 11. Four games had been played, of which two had been won, one tied, and the fourth lost. These contests were: Emporia Normal at Emporia, September 25, 19-15 for Emporia; Haskell at Lawrence, October 1, 14-14; Drury College at Springfield, Mo., October 5, 20-12 for Manual; Springfield Normal at Pittsburg, October 9, 13-7 for Manual.

The squad had the heartiest kind of support from the student body from the opening of the season. A large bunch of rooters accompanied the players to Emporia. The first game on the home field drew a large crowd and was preceded the day before by one of the best down-town demonstrations S. M. T. N. students ever made. Coach Weede's men play as follows:

Doty	C	_____
Vehlow	LG	Allen
Opie	RG	Hope
Hill (captain)	LT	_____
Matthews	RT	_____
Price	LE	Ham
Kincaid	RE	Laird
Scott	Q	Weidemann
Alyea	LH	Sturgeon
Stalker	RH	_____
Smith	F	Karleskint

According to what is now a well-established tradition, Southwestern College will be the opponent in the Thanksgiving game on the S. M. T. N. gridiron.

The basket-ball season for Manual players will open promptly after Thanksgiving. Eight college games will be played on the home court as well as four or five high-school games. S. M. T. N. will also be the scene of tournaments for Crawford county high schools and third district high schools.

Standard Educational Tests and Scales may now be obtained in quantities at cost from the Coöperative Bureau of Educational Research maintained by the Manual Normal. This bureau has been filling many orders from superintendents and teachers who are desirous of finding out how their schools rank with other school systems. Besides the tests, a number of calls have been received for Rugg's Rating Scale for judging high-school students, Rugg's Rating Scale for judging teachers in service, the Classroom Instruction Card, and Mendenhall's Teacher-rating Employment Card. Of this last card, prepared by Professor Mendenhall, Dean William S. Gray, school of education, University of Chicago, in an order for a supply for use in one of his courses, wrote: "The blank which you have published, entitled 'A Teacher-rating Employment Card,' is very suggestive in connection with the employment problem." This card was reproduced in the September issue of the *American School Board Journal*.

Fifty-seven men who, because of disabilities suffered in military service, are unable to work at their former occupations, are vocational students at State Manual Normal College under the auspices of the Federal Board of Vocational Education. Prof. James A. Yates is faculty adviser to these men, supervises their courses, and represents the institution in dealing with the Federal Board. Electrical-, mining-, and mechanical engineering are popular with these men. Certain of them also study manual training, civil engineering and steam engineering. In these courses, in order that preliminary technical training may be dispensed with, all subject matter is made as practical and as concrete as possible, with theory reduced to the essential minimum.

The industrial arts department has recovered from the partial interruption of its work caused by the war and the calling of the young men into military service. The machine shop, automobile repair shop, and the drafting room are again busy places.

"We have been taught that universal education is the very foundation of our American liberties, institutions, and ideals, as it should be. The unfortunate thing is that we have believed all these years that we had universal education in this country. We are just beginning to discover our mistake."—*Dr. Frank Spaulding*.

Self-distrust will destroy you; trust, surrender, abandon yourself; believe and thou shalt be healed.

Insist on being well; go to bed with that idea and get up with it; carry it about with you as you carry your own face and hands about with you—and somehow you are apt to find that it is unto you even as you yourself will!

ALUMNI NOTES.

Married, at Oberlin, Ohio, August 11, 1920, GLENN SEYMOUR SKINNER and DORA JEAN DENMUTH. Glenn graduated from S. M. T. N. with the class of 1914 and was one of its strongest boosters in early days. He received his Ph. D. from the University of Illinois and is now on the faculty of the University of Wisconsin. Mrs. Skinner was a member of the musical faculty at Oberlin. S. M. T. N. extends congratulatory hands to Mr. and Mrs. Skinner.

WHERE THEY ARE LOCATED.

MISS BEA CLARK is teaching home economics at College of St. Mary's, Leavenworth.

MISS RAYE GOFFE is teaching home economics at McLouth, Kan.

MISS MARGUERITE POHEK, a life-diploma graduate of last year, is attending Boston University this year.

ARLEY BREWER is ward principal at Coffeyville.

MISS MARTHA TRINDER, class 1920, who has been teaching home economics at Lawrence, is resting at her home at Maryville, Mo., this year.

W. F. LOVELESS is instructor of manual arts in junior high school, Topeka.

RACHEL A. KENDRICK, class 1918, has charge of domestic art work from four of the city schools and one parochial school at Topeka. About 200 girls take the work from Miss Kendrick.

REX ATON has manual arts work in the pre-vocational school at Topeka.

JENNIE E. SMITH is instructor in woodwork in grade schools of Topeka.

JEAN SWAN is teacher of domestic science and art at Sumner junior high school, Topeka.

ESTHER BELTON LOVELESS, during illness of the regular editor, edited the *Household*, a monthly magazine, for two months. This S. M. T. N. - edited material went to 1,290,000 subscribers.

WINONA WOODBURN, head of domestic science, Hoyt rural high school, writes expressing high satisfaction with this high school and great pleasure in her work.

MARIAN NATION is teaching history at Picher, Okla.

MISS MAUDE SKINNER, of the class of 1918, who is teaching at Mulberry, is candidate for county superintendent of Crawford county.

WILLIS HALE, graduate of 1913, captain in U. S. A., is now stationed at Artillery hall, Yale, New Haven, Conn. Captain Hale still retains an interest in S. M. T. N., and sends greetings to his old friends.

LESTER RAMBO and ETHEL OBERG, both of the 1920 class, surprised their friends by slipping over to Carthage and getting married during vacation. Mrs. Rambo is not teaching. Mr. Rambo is superintendent of the Arma schools.

LAWRENCE GIBSON is teaching in the high school at Edna, Kan.

If there is any alumnus not receiving THE TECHNE, please write at once, asking to be put upon the permanent mailing list. Every alumnus will confer a great favor upon S. M. T. N. by sending in school news and writing the alumni editor, Miss Roseberry, about his work or that of any other alumnus. Personal items are also highly acceptable.

Exaggeration of the instinct of fear and apprehension not only makes people ill, but is illness itself. The thousand and one needless worries over the future are simply providence for the morrow gone mad.

Crying over troubles will not mend them, but to bear them with dignity and courage will do much to turn them into blessings. Make the best and not the worst of things.

IT IS related of a certain king, that, when embarked on a voyage, attended by some of his courtiers, and carrying with him some of his treasures, a storm arose, which made it necessary to lighten the ship; whereupon, he commanded his courtiers to be thrown overboard, but saved his money. How is it with parents who are embarked with fortune and family on this voyage of life; when they need a better schoolhouse to save their children from ill health, or a better teacher to rescue them from immorality and ignorance; or even a slate or a shilling's worth of paper to save them from idleness; have we any parents amongst us, or have we not, who, under such circumstances, will fling the child overboard and save the shilling?

—Horace Mann, 1796-1859, Statesman and Educator.

