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THE TECHNE

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

DECEMBER, 1920

THE NEED

WE DEMAND educated educators. We demand professionally-trained teachers, men and women of irreproachable character and well tested abilities. We demand from our legislature laws raising the standard of the profession and exalting the office of the teacher. As the doctor of medicine or the practitioner at law is only admitted within the pale of his calling upon the production of his parchment or certificates, so the applicant for the position of instructor in our primary and other schools should be required by law to first produce his diploma, his authority to teach, from the normal schools.

We call no uneducated quack or charlatan to perform surgery upon the bodies of our children lest they be deformed, crippled, or maimed all their lives. Let us take equal care that we entrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed, and crippled, to halt and limp through all the centuries of their never-ending lives. The deformed body will die and be forever put out of sight under the ground, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image.
—*J. Sterling Morton.*

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THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

Vol. 3.

DECEMBER, 1920.

No. 8.

EDITORIAL COMMITTEE.

ODELLA NATION.

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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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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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Important Requirements of Geography Teaching.

BESSIE L. ASHTON, Department of Geography, S. M. T. N.

PREPARATION OF THE TEACHER.

Without a doubt the greatest weakness in geography teaching to-day is the lack of trained teachers. This has been said many times before and it must be said repeatedly until school authorities, as well as the teachers, realize that the untrained teacher can teach geography no better than he can history or algebra. This deficiency is met with in the elementary, secondary, and higher schools, wherever geography is taught. Assigning any subject to the unprepared prolongs the life of "lesson hearing" and postpones indefinitely the era of real teaching. The day has long since passed when *anyone* can teach geography satisfactorily. There has come a change not only in the subject, but also in the attitude of the public toward it and in their appreciation of its value. The Great War did much to teach us the value of geography, and the settlement will be satisfactory and permanent only in so far as geographical conditions have been taken into account.

To meet the demands of the present day the teacher must have a sufficient knowledge of the main facts and principles of physical geography to interpret a region studied, to tell how it came to be, what changes it is passing through, and the consequent effect on man and his activities. This knowledge is necessary in the study of the locality in primary geography, and in the regional geography of the higher grades.

If correct and vivid pictures which will stimulate the imagination and leave a lasting impression on the mind of the pupil are to be presented, the meager text must be supplemented by clear and accurate descriptions. The right kind of descriptive geography makes the subject alive and interesting to children. It is the life side that interests them most, and yet our textbooks are barren indeed in this respect. Geographical readers and magazines go far in meeting the need and should be used freely, but the paucity of such material in many of the common schools means that such information as is needed, vital as it is, if presented at all, must be furnished by the teacher.

A knowledge of the purpose of geography is necessary, also, if the work is to be efficient. Without an aim much valuable time is wasted. It must be remembered that the training of the child is the most important thing to be accomplished. The memorizing of a certain amount of geographical information is only a small part of the end to be attained. The training of the reasoning faculties, the development of the imagination, the awakening of an interest in one's surroundings, the cultivation of the habit of inquiry, the increasing of the ability to apply the knowledge gained, and the creation of a world-wide sympathy with other peoples and an appreciation of the problems they must meet, all demand attention on the part of the teacher.

EMPHASIS OF RELATIONS.

As the essence of geography is the study of relations, geography teaching that does not emphasize this phase of the subject is poor indeed.

Why learn that Norway has high mountains and heavy precipitation if the significance of these facts to the people is not noted? The importance of the resulting glaciers in reducing the habitable area of land and in feeding the streams and giving them a uniform flow, and of the water-power thus created and controlled, especially in a country deficient in other power resources, is worthy of serious study. One of the reasons geography seems uninteresting to some children is because the relations between the geographic conditions and the activities of man have never been brought to their attention. Stripped of the close association between cause and effect, the facts of geography seem so numerous and so isolated and unassociated that the attempt to master them appears a hopeless and useless task. If the controlling influences are used as a center around which geographic facts may be grouped, the amount of information to be memorized is greatly reduced, the pupil's interest in the subject is increased, and the opportunity for reasoning is made manifold.

THE SOLVING OF PROBLEMS.

It has been said that to think clearly and accurately is one of the most important results to be gained from education. In geography, training along this line can be obtained best through the solving of definite problems. Well stated problems focus the attention and give a motive for study. The solving of problems leads the student to organize geographic facts, to make comparisons and arrive at conclusions, and to investigate new lines of thought. Items of information hitherto unrelated take on new meaning when reviewed in the light of their bearing on the problem to be solved. To answer adequately the question, "Why does Holland have so many windmills?" "Why is Great Britain the greatest coal exporter in the world?" or "What has made Argentina the strongest country in South America?" requires as great a mental effort as to solve a difficult problem in arithmetic. Solving such problems during the recitation holds the attention of the pupils, and the assignment of definite problems to be worked out independently aids in teaching correct habits of study.

THE CAREFUL ASSIGNMENT OF LESSONS.

If satisfactory results are to be obtained from independent study by children, the assignment must be made with care. Children are quick to catch the spirit of the teacher, and if the assignment is passed over as if it is of little consequence, it will receive a correspondingly small amount of attention. An assignment of so many pages carries with it no definite task, except the reading over of the lesson, and the child has the right to feel he has met the requirement by so doing. Such an assignment as "The next lesson will be about agriculture in Russia," is indefinite. No goal has been set. Will merely learning the names of the crops produced be sufficient, or should how and where they are produced be included? The child does not analyze it in this way—it is too vague even for that, and the result will probably be a poorly prepared lesson. For this reason the statement of a problem is of much importance. It limits the task, holds the interest, and calls for thought and judgment. The problem might be stated as follows: "Why is agriculture the most im-

portant occupation of the people of Russia?" or, "In what ways is agriculture in Russia and in the United States alike, and in what ways is it unlike in the two countries?" All of the unfamiliar points which are too difficult for the children to answer without help should be cleared away during the class discussion, and the problem stated at the close. Better results can be obtained if a study period follows immediately in which the answer can be worked out, for the interest is at its height then and the children are impatient and ready to perform a definite task which they understand and in which they are interested.

USE OF SUPPLEMENTARY MATERIAL.

Geography is so vast that it is impossible to put within the covers of one textbook more than a small part of the subject matter that should be known by an individual. The best of texts, from necessity, deal with only the most important phases, and it is the teacher's business to enrich the bare outline by adding to it. The more meager the text, the more necessary this supplementary work becomes. By the use of geographic readers, systematically used and used with a definite purpose, the child is usually able to gain a correct and definite mental picture of the phase of geography being studied, which would be impossible from the text alone. The child not only gains a more vivid and correct mental picture, but, by the use of outside sources, he comes to realize the vastness of the subject and to learn where much that he wants to know can be found. A part of the child's training should be how to use reference books, gazetteers, government reports, and statistical tables. Magazines and newspapers can be used in a similar way, and as these sources are easily available to him at any time, he is encouraged to continue his study of geography after leaving school.

Maps are indispensable in the teaching of geography. Besides their importance in the determination of location, distance and direction, they offer unlimited opportunity for the exercise of the reasoning faculties. Given a physical map of a continent, a pupil in the sixth or seventh grade should be able to determine, to a very large degree, the activities of the people of a particular region, from its location in latitude, its surroundings, and the surface and drainage features shown on the map. Every school should have as a minimum equipment in wall maps physical maps of each of the continents and political maps of the world and of the United States.

The use of pictures, especially in the lower grades, is a very great help. They are sometimes the means of introducing to the small child a hitherto unfamiliar phase of geography, showing more clearly than words what the lesson is intended to teach. Not all pictures are equally valuable, however, and the selection and interpretation of pictures require skill and care. To be of value the picture should show something distinctive and significant which applies to the locality represented. Postcards, magazines, and much advertising material furnish valuable pictures at small costs. The bulletins of the National Geographic Society, which are sent to schools on request, are excellent.

County School Superintendent.

Members of the general assembly will recall, I am sure, the effort made last year to elect members of boards of education by the people and let these boards have the power and right to appoint as superintendent the best man that could be secured either from within or without the county. It failed and so this year we have had, from the mountains to the sea, elections by the people for county superintendents of schools. Within the hour this sentence is written an honored ex-state senator has just come to the state department of education to say that the people of his county had defeated the most capable superintendent they had ever had, because of his progressive measures in securing compliance with the compulsory school attendance law, better school facilities through consolidation and opportunities for training grown-up illiterates. The opponent who defeated him, according to the senator, made his campaign entirely along the line of an appeal to prejudice and opposition to all progressive measures. Only a few days ago people of a fine town informed me that they could not unite with the county in the plan to provide a county high school, because of their unwillingness to have an unprogressive county politician over their expert high-school principal. Gentlemen, in all candor, you will never know how much you have injured the educational interests of the state of Georgia by not permitting boards to select from anywhere qualified professional men as superintendents for the rural children as well as for the cities and towns. Some good men have always been elected under this law, but there are counties that have made no progress and will make none until we can change this system, for the man who panders to ignorance and prejudice can defeat the educational expert in the game of politics. There are scores of members in your body who know more than ever, through their experience of this year, as to the truth of my recommendation at this point, and even yet I hope you can remedy this situation. Until we can be sure of a qualified superintendent, I think it is wrong to make a county pay him a minimum salary of twelve hundred dollars. It is my honest belief that an earnest normal school graduate could do more for real progress in several of our counties in the educational work during the next six months than has been accomplished in them since the office of county school superintendent was thrown into politics in 1909.

RESULT OF POLITICS.

The unrest and ill feeling engendered by these campaigns for county superintendents of schools throughout the state this year has almost nullified much of the advance which could have been expected otherwise on account of the new laws passed last summer. In many instances the county superintendents have frequently confessed that they were afraid to do anything until after the election, with such important matters as consolidating rural schools, enforcing the compulsory attendance law, or the adult illiteracy work. They are scarcely to be blamed in view of the tact and energy required and the amount of feeling easily created by thoughtless and ignorant people who have not studied these questions.

The worst of it is that in the very counties which need skilled leadership most, it is hardest to elect a man by popular vote to represent progress in educational measures. Those who were defeated in the spring can hardly be expected to feel enthusiastic about pressing any movement for better schools among the voters who defeated them on account of this very issue. The slackening of effort has already been plainly visible and so 1920 cannot fail to be a disappointment in some counties, despite beginning with the best new laws we have ever had. This fact is due purely and simply to politics—politics where it presents its most deadening work—in our schools. I have placed this situation before you as plainly as I could for your consideration at this meeting of the general assembly. It is certainly worth your attention, for the election of county superintendents by the people is the greatest influence for evil in the Georgia system of education. It looks like a fair proposition for the people to elect this official, but it is just as unbusinesslike and foolish as to select a bank cashier or a railroad engineer by popular vote.—*M. L. Brittain, State Superintendent of Georgia.*

Outstanding Features of Kentucky's New School Code, 1920.

EDGAR MENDENHALL, Rural Education.

1. A county board of education composed of five members elected by the qualified voters of the county exclusive of cities.

2. The county superintendent of schools shall be the executive officer, secretary and treasurer of the county board. He shall attend all meetings of the county board and each meeting of its committee except when his own tenure, salary or the administration of his office is under consideration, and he shall have the right to advise on any question under consideration, but he shall not have the right to vote.

3. The county board of education determines by the consent and advice of the county superintendent the educational policies of the county, subject to the by-laws and policies of the state board of education.

4. The county board of education appoints, on the written recommendation of the county superintendent, all principals, assistant principals and teachers.

5. The tax levy is based upon a budget and is the same in all parts of the county excluding graded school districts, and cities and towns maintaining a separate and distinct system of common schools.

6. The county board of education appoints the county superintendent. No person is eligible to the office of county superintendent who does not hold a proper certificate of scholarship, administration and supervision as provided by law.

7. The county superintendent receives such compensation as the county board shall direct.

8. The county superintendent of schools nominates for appointment by the county board of education all principals, all assistant principals and teachers and assigns them to the positions, transfers them as the

needs of the school require, recommends them for promotion, suspends them for cause and recommends them for dismissal.

9. The county superintendent nominates for appointment by the county board of education all professional and clerical assistants of his office.

10. The county board of education appoints for each district one discreet and well-qualified person of good moral character, as district trustee, who shall be custodian of the school buildings and other school property contained therein.

11. The district trustee shall visit the school at least once each month, and see that the school is furnished with fuel and other necessary supplies.

12. No teacher shall receive a salary of less than seventy-five dollars per month.

13. An appropriation of ten thousand dollars is made to provide for an educational survey by experts, not residents of Kentucky.

The District System.

Massachusetts once had the district system of school administration such as Kansas now has, but abandoned it because of its inefficiency. Martin, in his "Evolution of the Massachusetts Public School System," characterizes the district system of 1827 as "the high-water mark of modern democracy, and the low-water mark of the Massachusetts school system."

Horace Mann, the great statesman and educator, recognized the district system as one of the greatest barriers to educational progress, and he instituted against it one of the most memorable sieges in educational history. It was largely through his efforts that Massachusetts abolished this great hindrance to educational progress.

Massachusetts now ranks ninth educationally according to the rating worked out by Dr. Leonard P. Ayres. Kansas ranks twenty-seventh.

CHIEF OBJECTIONS TO THE DISTRICT SYSTEM.

The chief objections to the district system of school organization are that it is no longer so well adapted to meet present conditions and needs as are other systems of larger scope; that the district authorities but seldom see the real needs of their schools or the possibilities of rural education; that as a system of school administration it is expensive, short-sighted, inefficient, inconsistent, and unprogressive; that it leads to great and unnecessary inequalities in schools, terms, educational advantages, and to an unwise multiplication of schools; that the taxing unit is too small, and the trustees too penurious; that trustees, because they hold the purse-strings, frequently assume authority over many matters which they are not competent to manage; and that most of the progress in rural-school improvement has been made without the support and often against the opposition of the trustees and of the people they represent.—*From Cubberley's Rural Life and Education.*

Unit of Administration.

The number of states with the county unit is increasing.

Twenty states now have the county-unit system of local school administration, according to data collected by the Bureau of Education. In two others the adoption of the county system is made optional with the several counties, and in three others some elements of the system have made their appearance. The following classification is made in the Bureau:

County Unit, Strong Form.—Alabama, Delaware, Florida (four counties), Mississippi, Ohio, South Carolina, Texas, Virginia and Washington.

County Unit, Weaker Form.—Arizona, Arkansas, California, Georgia (except in four counties), Mississippi, Ohio, South Carolina, Texas, Virginia and Washington.

County Unit, Optional.—Montana, Nebraska (otherwise district system).

Township Unit.—Connecticut, Indiana, Maine, Massachusetts, New Hampshire, New Jersey, North Dakota, Pennsylvania, Rhode Island, Vermont and West Virginia.

Part of State District System, Part Township.—Iowa, Michigan and South Dakota.

District Unit.—Colorado, Idaho, Illinois, Kansas, Minnesota, Missouri, Nevada, New York, Oklahoma, Oregon, Wisconsin and Wyoming.

Advantages of the County System.

The county system of school organization is merely an attempt to apply to our educational affairs the same common sense principles of business administration which have been put into practice, in whole or in part, in other departments of our governmental service, and which have been found to give such excellent results everywhere in the business world. Under the system as best developed, the people elect a county board of education of five, who are analogous to a city board of education for a city. This board then selects and appoints a county superintendent of schools and such deputy supervisors as are needed; determines the educational policy for the county and sets financial limitations; manages the schools of the county, outside of cities having a city superintendent, as a unit, and after much the same method of organization and management as has been found so effective in city school organization; alters, consolidates, or abolishes the school districts, as the best interests of education require; oversees the work of its executive officers, determines the county school tax; appropriates all funds; employs teachers, fixes, and pays them their salaries; provides equal educational advantages and length of term for all schools in the county, and free high-school advantages for all children; acts as a board of control for any rental school which may be established; looks after the building and repair of all school buildings, and the purchase of all books and school supplies; and, in general, manages the scattered schools of the county

as though they were a compact city school system. Under such a system of school organization educational progress can be made in a year which it would take a decade or more to obtain under the district system. —*From Cubberley's Rural Life and Education.*

The Three Millstones About the Neck of Rural School Progress.

(1) Absence of real professional supervision, (2) insufficient revenue, associated with the too small district unit of taxation, and (3) the untrained teacher. Of these evils the first two are the natural result of the way in which our rural school system was evolved in the settlement and agricultural development of the country. If the rural school is to come into its own, both organization and supervision must be changed, and with the coming of effective supervision the untrained teacher would quickly disappear. A sufficient revenue is absolutely fundamental to rural school improvement. Good teaching, modern buildings, ample equipment, efficient supervision, all cost money—more money than country people are often willing to pay. As a rule farmers usually raise but a small fraction of the amount they might legally levy for school purposes. Rural school penury is almost proverbial. About \$33 is expended annually for the education of the city child, while for each country child but \$13 is used. Until this inequality is remedied the lack of revenue will remain a fundamental difficulty with the rural school.

It is fundamental that the state should share with the local community the support of the rural school. The cities are dependent upon the farms for much of their wealth, and it is but fair that they should help in the education of the country children, since any agency that improves rural conditions contributes to the welfare of the city. Many states contain sparsely settled localities that are unable to raise sufficient funds to support an efficient school, and these communities especially should receive the help of the state. Perhaps the unwillingness of the farmer to support his school better is due to the fact that he does not realize adequate returns. In localities where the reorganized school is in operation the financial support is adequate and given cheerfully.

The reorganization of the rural schools is leading directly away from the one-teacher school, and the factors necessary for reorganization can not be found in the one-room school. Educationally the graded system gives the rural children all the advantages of the city children. Three or four teachers working together, doing the work formerly done by one, can do greater justice to the children under their charge. Redirected teaching and vitalized courses of study can then become a reality. This and the ultimate fulfillment of such a course through a good high school make the new system the adequate solution of the rural school problem.

These results can best be attained by uniting several districts into one and erecting a building adequate for the new work. Consolidation of the country schools, therefore, is the best way by which this reorganization may be brought about.

For many localities, of course, consolidation is impossible, and for the children of these districts the one-room school must continue to serve. Good teaching may be done in these schools by well-trained teachers, who are themselves of the country, are acquainted with country life, and in sympathy with rural ideals.

In many small one-room schools throughout the country these devoted teachers are found, and, in spite of many handicaps, they are successfully adapting the work to the community needs, and are giving the boys and girls a useful type of training. If a district should find consolidation impracticable and well-nigh impossible, attention should be directed to the improvement of the small one-room school, with the purpose of making it stand truly for rural life and rural education. —1919 Yearbook of the Department of Agriculture.

The County Superintendency in Kansas.

Probably no school official is so necessary to the welfare of this state than the county superintendent. It is the only county office that requires high qualifications. Probably no other county official could perform the duties of this school officer, but this officer could easily qualify for any other county office. Nevertheless the county superintendent receives as a rule a smaller salary than that of sheriff, auditor, treasurer and recorder of deeds. Because of this low salary many competent county superintendents are going into other work. This office should be an appointive one, like that of city superintendencies, and the appointee should not be limited to any particular county. The salary should be on a par with the salary of city superintendents, providing the qualifications are the same.

The following letter portrays vividly a general situation:

COUNTY SUPERINTENDENT OF SCHOOLS,
_____, KAN., October 11, 1920.

Mr. F. L. Pinet, Secretary Kansas State Teachers' Association, Topeka, Kan.:

DEAR MR. PINET—This is to acknowledge receipt of your numerous, kind and courteous invitations to enroll as a member of the State Teachers' Association and to encourage a large attendance at one of the meeting places, by precept and example, from the force of teachers within this jurisdiction.

The writer regrets very much that he is unable at this time to enclose the two dollar bill which is required to accompany his application for membership in said association, for the reason that the present state of his finances will not permit of that extravagant indulgence. To elucidate and make plain, and by way of apology and explanation, he begs to state that his salary as county superintendent of schools is \$66.67 per month, which, as you may know, in these piping times of peace, will not purchase much food and raiment for the writer of these lines, and go very far toward the support of a large, dependent and hungry family.

As a second and further reason why the writer of these lines cannot gladden your heart with a remittance of the aforesaid two bucks at this time, and why the name of yours truly may not be emblazoned on the roll of teachers of the great state of Kansas, is that his promissory note

is past due at the bank and his October salary as hereinabove mentioned has been hypothecated to pay the September grocery bill.

However, regardless of the writer's chronic financial paralysis, he has exhorted the plutocratic school teachers of this county to join the association and to attend the meetings. A goodly number have responded and signified their intention to comply. Hence your timely solicitations have not been in vain, and as a result of the same a large percentage of _____ county teachers will be in attendance at Hays, Hutchinson and Topeka on the 28th, 29th, and 30th.

It is urgently requested and confidently hoped that you will use your good offices to the end that the legislative committee of the State Teachers' Association will give some attention to the matter of adequate salaries for the county superintendents in the short-grass country, and all over the state, who have under their respective jurisdictions the welfare of all the pupils of the rural schools and cities of the third class, which number is 70 per cent, more or less, of the entire school population of this state.

In conclusion, if the electorate of this county sees fit to elect the undersigned for another term, and the legislative body in its wisdom shall make adequate provisions for increased salaries, the writer may look forward to the time when he can become a member of your honored association and have the pleasure of attending its meetings, clothed in glad raiment, with money in his pocket and a comfortable feeling under his vest.

Very truly yours,

County Superintendent of Schools.

Is There a Santa Claus?

(From the New York *Sun* of Years Ago.)

We take pleasure in answering at once thus prominently the communication below, expressing at the same time our great gratification that its faithful author is numbered among the friends of the *Sun*:

"DEAR EDITOR—I am eight years old. Some of my little friends say there is no Santa Claus. Papa says, 'If you see it in the *Sun*, it's so.' Please tell me the truth. Is there a Santa Claus?"

115 W. 95th street."

VIRGINIA O'HANLON.

Virginia, your little friends are wrong. They have been affected by the skepticism of a skeptical age. They do not believe except they see. They think that nothing can be which is not comprehensible by their little minds. All minds, Virginia, whether they be men's or children's, are little. In this great universe of ours, man is a mere insect, an ant in his intellect, as compared with the boundless world about him, as measured by the intelligence capable of grasping the whole of truth, and knowledge.

Yes, Virginia, there is a Santa Claus. He exists as certain as love and generosity and devotion exist, and you know that they abound and give to your life its highest beauty and joy. Alas! How dreary would be the world if there were no Santa Claus! It would be as dreary as if there were no Virginias. There would be no childlike faith then, no poetry, no romance to make tolerable this existence. We should have no enjoyment except in sense of sight. The eternal light with which childhood fills the world would be extinguished.

Not believe in Santa Claus! You might as well not believe in fairies!

You might get your papa to hire men to watch in all the chimneys on Christmas Eve to catch Santa Claus; but even if they did not see Santa Claus coming down, what would that prove? Nobody sees Santa Claus, but that is no sign that there is no Santa Claus. The most real things in the world are those that neither children nor men can see. Did you ever see fairies dancing on the lawn? Of course not, but that is no sign that they are not there. Nobody can conceive or imagine all the wonders there are, unseen and unseeable, in the world.

You may tear apart the baby's rattle and see what makes the noise inside, but there is a veil covering the unseen world, which not the strongest man, nor even the united strength of all the strongest men that ever lived, could tear apart. Only faith, fancy, poetry, love, romance, can push aside the curtain and view and picture the supernal beauty and glory beyond. Is it real? Ah, Virginia, in all this world there is nothing else so real and abiding.

No Santa Claus? Thank God! He lives and lives forever. A thousand years from now, Virginia, nay, ten times ten thousand years from now, he will continue to make glad the heart of childhood.

Standards of Reorganization.

Dr. Dewey well expresses the mission of the public school when he says: "What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our school is narrow and unlovely."

The country boy and girl are entitled to just as good an education as their city cousins, and until this is given them rural education does not measure up to its proper requirement. If the American farmer expects to play his part in the program for reconstruction and reform he must provide an education for himself and his children that shall fit them both for the task. Never before has the need for the training of the rural population been so urgent as to-day, and never before has the demand for a new rural school been so clearly defined. This does not mean that the country child should receive a fundamentally different education from the child who expects later to work in a mine or teach school, but it does mean that the country child has as much right as the city child to a training which will enable him to live in the world in which he finds himself and understand his share in it, and to get a good start in adapting himself to it. It is the business of every school to train its pupils to be successful as human beings and as American citizens. To do this it must take into account and make use of the conditions around—the interests, the needs, and the occupations of the families of its pupils. This does not mean that our rural schools shall be a copy of the city schools, but that there shall be set up in every rural community a school which will base its work upon the life of the community and the needs of the community, so that its pupils shall receive the necessary training to enable them to fit successfully into the life of the community. The great function of this school will be to furnish the boy with the particular

knowledge required for the life that he is to live, for knowledge lies at the base of his efficiency. It must shape the attitude of the pupil so that he will meet his part of the world's work or its play in the right spirit. It must not leave him a parasite, ready to prey upon others, but must make him willing and glad to do his share. Finally, the school must give him the individual training in technique or the skill required in his different activities; not to do this in the best way possible is to leave him a well-intentioned and well-informed bungler, falling far short of efficiency.—1919 Yearbook of the Department of Agriculture.

Salaries of County Superintendents.

The salaries of county school superintendents show an upward tendency in practically all states of the Union.

Of the total 2,874 county superintendents, reports were recently received by the United States Bureau of Education from 2,050, stating their salaries. The average of all annual salaries in 1920 is \$1,740. The range and frequency of salaries is shown in the following table:

Salary.	Number receiving.
\$100 to \$300.....	19
300 to 499.....	22
500 to 699.....	75
700 to 899.....	58
899 to 900.....	58
900 to 1,199.....	145
1,200 to 1,499.....	363
1,500 to 1,799.....	439
1,800 to 2,090.....	426
2,100 to 2,399.....	144
2,400 to 2,699.....	177
2,700 to 2,999.....	32
3,000 to 4,999.....	140
5,000 and over.....	10

While the salaries of county superintendents have received in the past considerable of a jog upwards, nevertheless when compared with the salaries of men and women employed in other occupations of no greater importance, or even of less importance, they cannot be yet said to be sufficiently attractive and commanding to draw to the office men and women of professional type and training, on the whole, that the importance of the office demands. The conditions of the office should be such as to encourage specific training for this work with the hope of following it as a life career, just as men fit themselves for city superintendencies. Until such a state of affairs can be developed, the hope of building up the best rural school conditions is bound to result in more or less disappointment. Let us hope when the time comes, if it ever should come, that wages in other occupations and professions should be reduced, the public will not feel impelled also to reduce the wages of teachers and superintendents. Living wages are the only thing that will attract and hold in our public school work the best manhood and womanhood. It is conceded, as never before, that the perpetuity of our free

institutions demands that the best type of men and women be employed to direct and conduct the work of public education. There can be no greater patriotic duty than the proper support of our public schools.
—*Northwest Journal of Education.*

S. M. T. N. News.

A midwinter choral concert is to be given this month in the S. M. T. N. auditorium under the auspices of the Music Department. The principal numbers will be "The Wreck of the Hesperus" and "Old Plantation Memories." A Christmas anthem also will be sung. The Joplin Choral Society plans to attend this concert in a body.

"It Pays to Advertise," was the first offering this year of the Arden Players, the Manual Normal's dramatic society. A cast of twelve presented the play in November under the supervision of J. R. Pelsma, professor of public speaking.

S. M. T. N. dinners were held at each of the four sections of the state teachers' convention November 29. A high-water mark in attendance and good-fellowship made the occasion one to be remembered. Independence naturally saw the largest number—306. One hundred five dined together at Topeka, 100 at Hutchinson, and about 25 at Hays. The larger part of the faculty was at Independence. Dean Hattie Moore Mitchell and Prof. F. H. Dickinson were faculty representatives at Topeka, Prof. A. H. Whitesitt, Prof. O. P. Dellinger, and Miss Jane Carroll at Hutchinson, and Registrar J. F. Mitchell at Hays. President Brandenburg spoke at the Independence banquet and sent letters of greeting to the other three places. In his talk and letters he set forth what the present needs of the institution are, and showed how a united and active alumni organization can aid S. M. T. N. in satisfying these needs. There were also greetings by other faculty people and alumni, the singing of school songs and the emitting of school yells, and a thoroughly cordial atmosphere of reunion.

The last month has brought several more ex-service men to S. M. T. N. for their vocational training under Federal supervision. The total was 59 early in November.

J. R. Wells, former instructor in biology, writes he has been appointed laboratory assistant at the University of Chicago, where he is doing his graduate work.

Manual Normal College sent nearly its whole faculty to one or the other of the sectional meetings of the State Teachers' Association. It helped to swell the crowd of teachers that took at Pittsburg, Thursday morning, a special train bound for the Independence convention. Teachers from the Pittsburg schools and from many other points in Crawford and Cherokee counties made up the rest of the crowd.

The Department of Physical Training for Women offers a very useful course for teachers next semester. Its subject will be march tactics. The foundation of all drills, such as figure marching and military drills, will be given the students. Thus, equipped with the complete set of tactics, they will be able in their own schoolroom later to build their own drills and adapt those of others as they please.

Frank J. Dobrovolsky is a recent addition to the teachers of chemistry in Carney Hall. He is a graduate of Dakota Wesleyan and pursued his graduate studies at the University of Chicago.

TO THE outsider, to the man not taking part in the game, education may easily seem a very drab-colored enterprise, a mixture of monotony, naughty boys, and ultimate disillusionment. But to the man that participates, and puts his heart into it, there is not, in the world, a drama half so interesting, half so exciting. half so important as this veiled drama of education. As a present act, it engages all his faculties and resources, all his knowledge, skill, love, insight. He can never bring enough equipment to the task. And as a world process, it is a determining factor in the future of the race, that part of Destiny which we hold in our hands.

—C. Hanford Henderson.

