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THE TECHNE

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

NOVEMBER, 1921

One cannot ignore the motive power of a world. The miller looks to his millrace; the engineer replenishes his coal bin; the motorman sees to his current; the sailor regards the quarter of the wind; so must we people who have more important concerns on hand look for the carrying out of them to the strength and purity of the feelings. As men we must see to it that the heart beats high; as educators we must see to it that the tide of childish feeling is at the flood; as sociologists we must see to it that the people care. As we do this we are strong; as we fail to do it, we are weak. Pagan defeat and superseding came when the human heart grew faint. It is the same world, this in which we live; the source of its power is still in the round tower of the heart.—*C. Hanford Henderson, in Education and the Larger Life.*



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VOL. 4.

No. 9

THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President*.

VOL. 4.

NOVEMBER, 1921.

No. 9.

EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

A. H. WHITESITT.

ADELIA ZOE WOLCOTT.

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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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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Good Taste In Dress.

EVELYN METZGER, Assistant Professor of Home Economics.

The desire to dress in good taste is an extremely worthy one. It is the natural desire to create beauty which gives such joy to the human soul. "Beauty and grace should be striven for as one strives for truth, honesty and sincerity."

Good taste in dress depends to a great extent upon a natural sense of appropriateness. A knowledge of the principles of design and color are also necessary if one wishes to know how to choose wisely.

The fact that clothes proclaim the thoughts and character of the individual proves that no one can afford to consider them lightly.

Clothes have a marked psychological effect upon the wearer. You will find that you are your best when you are conscious that you look well in your clothes. Good clothes give poise, self-confidence and good manners. Some women, even girls of tender years, have a natural instinct for costuming themselves. Watch children "dressing up," and see how, in a large group, perhaps not more than one will show this gift. It will be she who knows at a glance which of the odds and ends she wants for herself, and with a sure, swift hand she will wrap a bright shawl about her shoulders, tie a flaming piece of silk about her dark head, and with an assumed manner, born of her garb, cast a magic spell over the small band which she leads on to that which, without her intense conviction and their susceptibility to her mental attitude toward the masquerade, could never be done. The woman who is not improved by good clothes is rare.

Color also has a psychological effect. Blue is cold and formal, red irritating, yellow cheerful, violet depressing, and so forth. Bluebeard's beard was blue because it had to be, or he would never have been able to commit such atrocities.

The false standards of appropriateness, beauty and cost come from a lack of knowledge of the principles which govern design. Women everywhere are influenced, not by what they know, but by what they see in fashion publications, in shop windows, on the stage, and to a great extent by what salespeople tell them. Lack of understanding and appreciation of what constitutes beauty is responsible for the blind following of fashion which dictates certain styles and colors that are utterly impossible for certain individuals by reason of their figures or complexions or hair. A costume beautiful because of principle is always beautiful, regardless of fashion or age. Jean Worth says, "Never order fashions that date a dress."

Some women, through ignorance of principle, mistake extravagance in style for dignity, the loud and dowdy for the rich, and the costly for the beautiful, and are led to purchase some gown which attracts the attention at once, but of which they soon grow tired. This inability to choose wisely is very expensive, as it brings only ultimate dissatisfaction and an irresistible desire for change.

In dress design the same fundamental principles are found as in other phases of art—the dominant and subordinate, rhythm, balance, harmony

and unity. The costume is limited only by structure, material, appropriateness, conventionalism and individuality. The idea of the dominant and subordinate is psychological. We must have this always in literature, music—everything. Anything that makes a unified impression upon our minds is so arranged. In a dress we must get one dominant thought, usually the center of interest, and then a subordinate thought. In every color scheme one color or tone must predominate. Rhythm in a dress may be in the lines or masses of decoration, or both. Rhythm simply means, in the case of line, an easy flowing from one part to another, so the eye easily follows, and repetition means that the center of interest or dominant thought has been repeated at cuffs, hem or some other structural place in a subordinate way.

Balance means equilibrium of forces. For the balance of color in a dress there should be a large area of grayed color to balance a small area of bright color. A large undecorated area balances a small area of decorated surface; a space division on one side balances a space on the other. There should always be a balance of unequal proportions in a dress, as equal portions are monotonous. Tucks and a hem in a skirt are more interesting when the hem is the widest and the tucks proportionally smaller. This gives the feeling of weight at the bottom, which is good.

Harmony in a dress means a consistency of relations. These relations may be lines formed by folds, tucks, seams, etc., or masses formed by merely a space of decoration, or they may be two materials that one wishes to use together, or two or more colors. Whatever the relations, they must be consistent, having something in common, which is called the harmony of likeness. We also have the harmony of contrasts, which is a harmony between likenesses and something which contrasts; this gives the arrangement, snap, or character.

Dominance of idea or the center of interest properly placed, with a consistent relation of subordinate forms, holds the attention to the main mass, giving us a feeling of satisfaction which we call unity. This satisfaction can never be maintained when self-assertive spots of bright color are present or when there is a lavish use of various kinds of ornament, even though the materials are very beautiful in themselves. A dress is satisfactory only when the details disappear in the harmony of the whole.

A dress must have good structural lines, which means that the arm's eye must be a good shape, the shoulders and neck must set well, the skirt must fall from the hip, etc. These things are as important to a dress as the framework is to a house. Good undergarments are necessary to the fit and appearance of a costume. The material must be appropriate to the design. A design suitable for taffeta is not suitable for velvet or brocade, etc., and to the wearer; thus, if she is stout it must not be figured, if she is slim it must not be prominently striped, if she is small and the materials must be figured, very small figures, etc. The material must be appropriate to the kind of dress—house dress, afternoon dress, etc. The design must be appropriate to the kind of dress and the occasion of its wearing. Straight lines are more appropriate for tailored suits and dresses, curved lines and scallops for evening or afternoon.

Colors of costume must be appropriate to the occasion. Dark colors

are more formal and suitable for business. Light colors are suitable for youth and festive occasions.

Conventionalism demands in all dress fabrics patterns containing forms only remotely suggesting nature arranged in a balance to express length and breadth, never depth. The worst designs imitate nature; they are picture, and fabrics should always be pattern. We should never select a hat with fruits or vegetables used as decorations that imitate nature. We may recognize the flowers that suggested the ornament, but never must there be any attempt on the part of the maker to imitate or copy nature. We should be less willing to wear furs also with realistic heads, tails and paws dangling pitifully about. This custom suggests to the sensitive, primitiveness, if not coarseness.

Individuality simply means that you have thought enough about your particular self to have discovered what lines are best suited to your figure, what colors enhance and enrich your complexion and hair, how to arrange your hair so it is exactly right for the size and shape of your head and face. Individuality means that one knows so well what to wear that she knows how to wear, and her poise, carriage, grace and manner are distinctive with this assurance.

In order to attain judgment and the power to choose for one's self, a critical inventory of all one's good points as well as defects must be taken before a large mirror. Study every view. The front view is not enough. Note the number of people on the street who have apparently dressed only one view—the front. We must emphasize every good point, and as much as possible correct the unattractive. Study the arrangement of the hair in relation to the profile. Leave the mass of hair loose and push it up and down, discovering where it looks the best. If the head is long and thin, the hair arranged either high on top of the head or low in the neck will emphasize this longness. If one is short and stout, arranging the hair high will apparently increase the height. Examine the complexion to discover the amount of cream, brown or green in the skin, and whether the pink in cheeks and lips is violet pink or orange pink. This will determine the colors that harmonize best with the complexion. If cream is strong in the face, never wear black or white, as both bring out yellow in the face. Wear, instead, pongee and cream white. Coral pink and Peking blue also emphasize yellow. Blondes must wear colors very much grayed, or pastel shades, as they are sometimes called. Brunettes may wear colors a little brighter or stronger in intensity. The red-haired girl must avoid all pure colors and all shades of red. She can wear best golden brown, heliotrope, dull apple green, sage and blue-greens. Gray hair was divinely planned to soften the lines of coming age. A woman with prematurely gray hair can, if properly dressed, appear quite as striking as her sister with fiery locks. Jade green, pinkish grayed violet and old blue enhance her beauty. She should never wear a stiff, hard-brimmed sailor hat, as it emphasizes age. Soft brims with thickness soften the lines. Never dye the hair or pull out the eyebrows so as to change the arch. A few scattering hairs at the outer edge or across the bridge of the nose might be tampered with, but not even an artist could improve on the subtle curve of the eyebrow arch.

We all know that vertical lines make one appear taller and horizontal lines make for width and shortness. Why, then, do stout women wear broad, flatly trimmed hats, stand-up collars, short sleeves with cuffs, no doubt, broad belts and short skirts? I have seen a few with light-colored shoes and dark costume, and many wearing long-haired furs. They see their tall, slim sister doing all these things, and they vainly hope that by doing likewise they may look like her. White or light shoes are very good with light costumes, but are never under any circumstances in good taste when worn with a dark costume. They attract attention to that part of the figure which should be subordinated, and the effect decidedly enlarges the size of the feet and ankles.

We appreciate too little the wonderful opportunities offered in the public school to train children, both boys and girls, in good taste in dressing. Psychologists tell us that there are two periods when girls take the greatest interest in clothes—between the ages of eight and ten, and fourteen and seventeen. This interest should be taken advantage of and every opportunity offered for its expression. Care should be taken that the right standards and ideals are formed. Young girls should be led to appreciate the fact that to be well dressed one must be inconspicuously dressed; that the latest fashion is not always appropriate for the particular individual; that beauty depends upon the principles of design and color and not upon the extravagance and cost. They should be taught “that simplicity is not stupidity or poverty, but refinement and taste.”

In the primary grades, discussions of appropriate dresses for the school doll are helpful; in the intermediate grades the designing and cutting of colored papers for doll dresses; in the higher grades other mediums, as water color and crayons, can be used to express original ideas. Cut-paper caricature posters are good for dress reform in the public schools.

The fact that grandmother completed her toilet in her boudoir and put on her gloves before she started out suggests her modesty and refinement. What would she think of the many young girls of to-day who appear everywhere on the street, at the theater, and on the car who have left a very personal and apparently important part of their toilet to be done unabashed before a tiny mirror in full public view.

“O, wad some Pow'r the gittie gie us
To see oursels as ithers see us!
It would frae monie a blunder free us
And foolish notion.”

Making a School Survey.

A county superintendent and rural teachers will gain much valuable information concerning the rural schools of their county by conducting a systematic survey. “Better Schools Bulletin,” issued by the state department of education of Ohio, suggests the following outline for guidance:

A. SCHOOL FINANCES. A comparison of the various school districts

of the county will show many inequalities as to: (1) Taxable property; (2) cost of maintenance of the school plant; (3) teachers' salaries; (4) per capita cost of pupils per month and year.

B. SCHOOL POPULATION. (1) Enumeration of pupils; (2) attendance of the enrolled pupils; (3) per cent of attendance; (4) age-grade tables and per cent of normal age, overage and underage pupils; (5) progress of pupils through the grades; (6) promotions and eliminations; (7) small schools, and numbers in each grade; (8) per cent of enumerated pupils attending high school.

C. THE CURRICULUM. (1) The textbooks; (2) supplementary books and library; (3) definite time table for study and recitations; (4) number of minutes given to each subject per week; (5) home project work; (6) is the course of study modern and does it meet the needs of the pupils?

D. THE TEACHERS. (1) Normal-school training; (2) kind of certificate; (3) experience in teaching; (4) number of years taught in the same school; (5) reasons for changing schools; (6) lesson plans for each grade every day; (7) leadership in community activities; (8) what books and magazines are being read?

E. SUPERVISION. (1) Frequency of the superintendent's visits; (2) length of time of each visit; (3) effect of the visits on the teacher, on the school; (4) school reports required of the teachers.

F. SCHOOL BUILDINGS AND GROUNDS. (1) Size, layout and sanitation of grounds; (2) character of the surroundings; (3) plan of building, size of rooms; (4) seating capacity and kinds of seats; (5) cubic feet and square feet per pupil; (6) ratio of light area to floor area; (7) kinds of stoves and furnaces; (8) blackboards, furniture, apparatus and supplies; (9) number of schools that can be consolidated; (10) condition of the school buildings; their age; (11) high-school facilities and their relation to the department's standards.

G. EDUCATIONAL ACTIVITIES. (1) Debating and literary societies; (2) parent-teacher associations; (3) oratorical and spelling contests; (4) club work.

It is quite evident that a survey of the school districts of any county, led by the county superintendent, assisted by the other superintendents, principals and teachers of the county, will be one means of bettering school conditions generally, and will suggest inequalities, waste and neglect, and will point the way to efficient methods and practices that should follow.

"The Child That Is Different."

FRANK DEERWESTER, Professor of Psychology, S. M. T. N.

Not many teachers remain long in the work without encountering some parent who says, "My child is different." The statement is true, because every child is different. Probably no one will question that in their physical structure no two children, even twins, are exactly alike. The psychologist asserts that mental differences are as numerous, as pronounced, as inevitable, even though not so apparent, as the physical ones.

It is to the credit of modern child psychology that it has recognized this fact. It is to the credit of modern education that it has adapted itself so far as it has to these discoveries.

There are two opposite and extreme attitudes toward the individual differences of children. One is that of ignoring these differences altogether; the other that of exaggerating them to such degree as to prevent the recognition of similarities. In school work one of these erroneous attitudes leads to the handling of pupils entirely by groups; the other to the entire abandonment of the group for some sort of "individual plan." Neither course is justified by the facts and needs of child life. Between these extremes lies a golden mean which ignores neither similarities nor differences, neither does it exalt either unduly.

The statement that "every child is different" is literally true. Among the multiplicity of factors which enter into the physical and mental personalities of any two children there may be many similarities, but there are also differences. "A" may be exactly the same height as "B," while differing in weight. He may weigh just as much as "C," but wear a hat of different size. His head measure may coincide with that of "D," but he may be slower in addition. He may add as rapidly as "E," but be slower to anger—and so on without limit. In every recognizable phase of every specific quality of human nature there is at least the possibility of differences between him and every other individual. These differences are not quantitatively equal, some being small—almost immeasurably small—while others are tremendously large, but they may exist at any point, and do exist at many points. The scientific determination and evaluation of these differences is one of the needs of the custodian of childhood. The responsibility for the measurement of these differences is shared by physiologist and psychologist, using both of these terms with a very broad meaning. Some differences may be detected at a glance; others require complex methods and very keen discernment. Complicated and delicate apparatus, together with various sorts of scales and tests, both for achievement and native ability, are a part of the equipment of the modern student of childhood. This paper does not attempt to set forth at length the achievements in these fields. Its primary aim is to emphasize the fact of difference and its variety. Secondly, it aspires to set forth some of the provisions for a just and adequate recognition of this fact.

It hardly need be said that the recognition of these human differences is generally increasing. Society in general is becoming increasingly individualistic in its point of view. Provision is made in our schools for physical differences by the varying heights of school desks, in the spacings between desks, in the allotment of "front seats," in the heights of blackboards, in the time length of school exercises, in playground equipment, in medical examinations, in provisions for school nurses, in dental clinics, in cafeteria menus, in free breakfasts, in the teaching of school and personal hygiene, in home-study requirements, and in various other ways. Provision for psychological differences run all the way through the existing system of school organization and administration, and yet lack that full consideration which their importance merits. In the matter of organization, "classes" or "grades" are well-nigh universal. These

are based upon the fact that the individuals of one group differ from those of another. If in a certain school forty individuals constitute the sixth grade and forty others compose the fifth, it is because the individuals of one group differ from those of the other in their knowledge of and ability to work with arithmetic, geography and the various sorts of subject material constituting the curriculum for those grades. It is true that it is assumed, more or less contrary to the facts of the case that the forty in each instance are not different, but "that is another story." Gradation, then, implies differences. So do the scholarship grades of a marking system. There is no point to "A" grades when all grades are "A"; no excuse for a scale of percentages when everybody is marked 70 or 90. Examinations would lose their terror, for teachers at least, if the examination of one would be a sufficient measure of the knowledge or ability of all the members of a class. How greatly would the burden of instruction be lightened if it could be assumed when one member of a class is successfully reached that the same is true of all. But these points are either "commonplaces or foolishness." We cannot by the widest stretch of imagination bring ourselves to the making of such an assumption. The forty are not alike, and we know they are not. And whether the forty be divided by ten or multiplied by a thousand, the differences still exist. The question arises, What are we going to do about it? What *are* we doing about it? What are communities with forty or with forty thousand children doing about their mental differences beyond the general provisions of a standardized course of study, scheme of administration, and method of instruction? It is the writer's belief that what is being done is not nearly up to the level of what could be done and should be done.

One of the first steps toward an adequate treatment of an undesirable condition is a diagnosis. Intelligent action involves knowledge of the factors involved. We shall never reach the point of a wise handling of individual differences until we know more about them than we yet do in both their general aspects and in particular cases. One of the practical problems of psychology is to give both the means and the results of determining the nature and degree of these differences. It will then become the problem of the educator-psychologist to make the best of the situation. Intelligence tests have a place in such diagnoses, but more exact, varied and usable tests, both educational and psychological, will have to be devised and put into service.

Reverting to our typical group of forty as an illustration, we need to know more fully than we yet do the characteristics which distinguish each individual from each other individual. We shall then need to evaluate these differences, because some will amount to little while others will signify much. Then we shall have to plan the wisest possible course of treatment for each individual. When we have done this we shall probably find that many innovations will have been introduced. Many of our cherished practices will have been modified, if not abandoned. The time will probably never come when "class teaching" will be surrendered, but it will come—has come, in fact—when the former sacredness and all-sufficiency of the method no longer obtain. Extremists in

theory have piled up their condemnations of the device, and in practice success has been attained by "individual method" here and there. But the "class" serves a purpose in general teaching and can scarcely be abandoned in its entirety.

Some "plans" evolved for securing the recognition of individual differences are much more radical than others. Some go only so far as to break the large group into smaller groups, with a greater uniformity in ability of members and a better adaptation of the teaching thereto. This specialized teaching may aim either to adapt the amount of instruction to the varying abilities within the group, yet promote all at the usual promotion time, or to adapt the rate of progress to ability and thus permit each group to set its own pace through the curriculum. The first plan means the usual time for completing the course but a variable amount of ground covered. The second plan means the usual amount of work but a variable time for its completion.

More radical than these "parallel-track" plans or "minimum-requirement" plans are the "individual-instruction" plans, of which there are many. These last have been compared to a "free-for-all hurdle race," in which each individual goes through the course of study at his own rate, receiving directly and indirectly such encouragement from his teacher as may be given. The so-called "Batavia plan," which provides one teacher for group instruction and a helper for individual assistance, is thus a combination.

It is reasonably safe to assert that in every school of even a few hundred pupils there are some sufficiently "different" from the norms of the several classes to make their successful teaching with the group impossible. The need of individual handling, for a time at least, no one will likely question. The meeting of this conceded need is not so simple. In a school of eight teachers, for example, it would likely be easy to find, say, fifteen such pupils, often twice or thrice that number. To provide a teacher to give individual attention to the fifteen often seems out of the question, yet that is evidently what should be done, and is being done in places. "Ungraded room" in some cities, "opportunity class" in others, express the outstanding idea in the minds of those who are working upon this problem. Several of our Kansas cities, as a recent study shows, have made beginnings in this field. Sometimes the segregated group—to be handled individually, however—is culled from the entire city, sometimes from a single building. Sometimes it is composed entirely of "retarded" children, selected, perhaps, by an intelligence test, though not necessarily in this manner. But by what right do we limit "opportunity" to the deficient? Granted that such should have the fullest possible opportunity. But is not the bright child entitled to his opportunity also? If we concede this we are led inevitably to an extension, through the "opportunity class" or some kindred device, to multiply far beyond present standards the provisions for individual instruction in our schools; never, we believe, to the entire elimination of the group, but to the extent of a much more fair and intelligent adjustment of our educational processes than now prevails. "Every child is different," and education should be adapted to the individual.

Faculty Notes.

LAURA BENEDICT is a new member of the department of English. She is a graduate of the Indiana State Normal and of Indiana State University, where she also took her master's degree. She was head of the English department in the Burlington, Iowa, high school for eight years. She left a professorship of English in the Iowa State Teachers' College to come here.

EDITH THURLOW, head instructor in piano, comes from Boston. She is a pupil of Percy Grainger, the famous pianist, of Copeland, and others. Miss Thurlow has done considerable concert work.

C. W. WRIGHT, after a year and a half spent outside the classroom, reenters the department of mathematics as associate professor. He returns to his work wholly restored in health.

ERNEST BAXTER, an S. M. T. N. alumnus, joins the faculty of industrial arts. Last year he taught industrial arts in the Parsons high school.

R. E. WILLIAMS is another alumnus who enters the faculty of industrial arts. He had been teaching in Lewistown, Idaho.

OREN A. BARR is a new member of the faculty of history and social sciences. He has his bachelor's degree from the Illinois State Normal University and his master's from the University of Illinois. He taught history and civics in the Normal University for a time, then served as superintendent of schools in Carthage and Rushville, Ill. Mrs. Barr and their three children will join him here soon.

HARRY P. EVANS, whose home town is Olathe, joins the faculty of physical sciences. During the war he was a lieutenant in the air service, while for a year before and two years afterward he was in commercial work as metallurgist and chemist. He took his master's degree at the University of Kansas in 1916, where he was at the same time an instructor.

MARY E. CASE, who taught review subjects during the summer session, became a regular member of the faculty this fall, with the position of critic teacher in the training school. For the past three years she had been county superintendent of Harrison county, Iowa. She was trained in Drake University, University of Chicago, and Northwestern.

W. H. HILL, assistant professor of mathematics, holds his bachelor's and master's degree from the University of Colorado. He was instructor in mathematics at the university while doing his graduate work, and previously to that was head of the department of mathematics in the Greeley, Colo., high school for five years.

J. R. WELLS returns as assistant professor of biology after a year's leave of absence spent in graduate work at the University of Chicago, where he took his degree of master of science in September. Mr. Wells taught biology in the Montgomery county high school at Independence for three years before joining the S. M. T. N. faculty in 1919.

HAROLD E. HUNTER is a new member of the department of mathematics. He did his college work at Hedding Collège, Illinois, and took his degree of master of science at the University of Illinois last summer.

ELLA E. BENNETT comes from Arizona to be our Y. W. C. A. secretary. In that state she was for three years the Y. W. secretary at the Tempe State Normal, and at the same time visiting secretary for the Northern Arizona State Normal at Flagstaff and the State University at Tucson. Miss Bennett did her graduate work in the University of California.

HELEN KELLOGG is the new professor of voice. She was trained in the Skedden Conservatory of Music and Dramatic Art at Minneapolis, where she became assistant instructor to Edwin Skedden, the famous teacher. She resigned that position to come to Pittsburg.

I. G. WILSON is the new head of the department of English. He was trained in Fremont College, State Teachers' College, Nebraska, and the University of Nebraska, in which latter he took his master's degree. In his graduate studies he both majored and minored in English. He served as superintendent of schools at Stella, Albion, Pawnee City and Schuyler, Neb., for a number of years, then became head of the department of English at the State Teachers' College. It was this position he gave up in order to come to S. M. T. N.

PEARL GARRISON, an S. M. T. N. alumna, is a new assistant professor of home economics. After taking her degree here she did a year of graduate work in Columbia University, then held the position of supervisor of household arts in the Pocatello, Idaho, schools.

ALICE FLOYD is critic teacher of English in the junior high school. Her teaching experience includes positions in Sedan, Elgin and Caney, Kan. Her studies have been in Manual Normal College, Ottawa University, and the University of Chicago. She served with the army Y. W. C. A. during the war.

ALLEN K. SMITH joins the department of physical sciences. He has his degree of bachelor of science from Coe College, 1919. He had been instructor in chemistry and mathematics in Sioux Falls College until coming here. During the war he was in the Chemical Warfare Service.

CLAUDE MCFARLAND comes from the DeKalb, Ill., Teachers' College to become a member of the department of geography. He took his bachelor's degree at the Indiana State Normal and his degree as master of science at the University of Chicago. He there majored in geography and minored in geology.

CARRIE A. HUPP is director of physical education for women. She came to Pittsburg from the State University of Iowa, where she was assistant director in the same department. Her training was obtained in the State University of Iowa and Northwestern University. She is also a graduate of the Chicago Normal School of Physical Education.

GLADYS BARNASKE is assistant director of physical training for women. She is a graduate of the State Teachers' College at Cedar Falls, Iowa.

JAMES R. STAIB is a critic teacher in the junior high school. He holds his degree from S. M. T. N., 1921. Last year he was superintendent of schools at Longton, Kan.

MAY G. LONG, head of the department of physical training for women, has returned to her former position in the State Normal at Bellingham, Wash. Her aged father, who makes his home with her, was unable to adapt himself to the Kansas heat.

ELIZABETH E. LATHROP, who was a member of the English department, is in Madison, Wis.

LOIS E. GOFF, secretary to the Y. W. C. A., married a Doctor Rice after leaving S. M. T. N. last summer. They planned to sail at once as missionaries to Persia. Their leaving, however, has been delayed by the illness of Doctor Rice's father.

ERMINE OWEN, professor of English, resigned at the close of the summer school. She is now teaching in the Methodist college in Oklahoma City. Miss Owen had served S. M. T. N. since 1907 as the head of the department of English, and almost all persons who have done work in the Teachers' College since that date have had at least one course with Miss Owen. She was in consequence one of the best-known teachers in southern Kansas.

ANTHONY STANKOWITCH, head instructor of piano for two years, holds a similar position in a girl's seminary at Montgomery, Ala.

LILLIAN I. McLEAN, primary critic teacher for several years, is doing the same work in a Pennsylvania state normal. Miss Zoe Thralls, also a former S. M. T. N. critic teacher, is in the same school.

LILLIAN LUEHRS, assistant professor of history in 1920-'21, is teaching in a Minneapolis high school, so she may be with her parents, who live in that city.

FRANK J. DOBROVOLNEY, who was an assistant professor in physical science last year, has a teaching fellowship in the University of Minnesota.

REGINA FRANK, instructor in physical training for women, asked for a leave of absence in order to study in the University of Chicago.

MADGE M. LOCKE, assistant librarian, resigned to study at Manhattan.

WINONA McLATCHY, instructor in public-school music, resigned last winter to enter the business world.

ELIZABETH H. GILBERT, professor of voice, will spend the winter studying in New York.

JESSIE C. LESLIE, critic teacher in the junior high school, is spending the year in Teachers' College, New York.

ANNE CASELEV, assistant professor of history, abandoned the teaching profession last winter to enter business. She makes her headquarters in Pittsburg.

EDITH E. CASSEDAY also gave up her work in the department of home economics last year to go into business. She still regards Pittsburg as home.

C. O. VAN DYKE, who was associate professor of mathematics, went to Iowa with the intention of studying and later practicing chiropractic therapy.

VIVIAN ATWOOD, who taught applied arts, quit teaching at midwinter last year to take up commercial work. She makes her home in Pittsburg.

WHERE THEY ARE LOCATED.

- Mr. and Mrs. Logan Anderson, Chicago University.
 Anna Allen, B. S., 1916, home economics, Independence, Kan.
 Rosa Allen, Kansas City, Kan.
 Bernice Akers, commerce, Chanute high school.
 Urzula Ash, Kansas City, Kan.
 Gladys Alexander, Pittsburg, Kan.
 Amy Brandenburg, University of Wisconsin.
 Anna Burdette, home economics, Clearwater, Okla.
 Ernest Baxter, manual training, S. M. T. N.
 Lola Brandenburg, domestic art, Kirksville, Mo.
 Lottie Bruton, Neodesha, Kan.
 Nadine Bresee, junior high, Pittsburg, Kan.
 Lillian Baldwin, domestic art, Cartersville, Mo.
 Opal Briggs, Neosho, Mo.
 Louise Baumann, commerce, high school, Burlington, Kan.
 Marie Bollinger, Mound Valley, Kan.
 Frankie L. Butler, Coffeyville, Kan.
 Georgia Garney, Erie, Kan.
 Hazel Coble, Columbia University.
 Theresa Carmody, home economics, Bonner Springs, Kan.
 Eugenia Carey, Norwich, Kan.
 Laura Clark, home economics, Carthage, Mo.
 Cecil Chambers, domestic art, Hepler, Kan.
 Henrietta Crotty, English, Webb City, Mo.
 Cecil Carter, home economics, Dewey, Okla.
 Anna Costello, commerce, Caney, Kan.
 Mary Costello, Galena, Kan.
 Anna Crayton, Blackburn, Okla.
 Thomas Ezra Davis, Norwich, Kan.
 Ollie Matthews Dues, Coffeyville, Kan.
 Helen Donahey, Kansas City, Kan.
 Jennie Drake, Iola, Kan.
 Charlotte Doty, junior high school, Meriden, Iowa.
 Marie Doll, Ashland, Kan.
 Irene De Armor, Parsons, Kan.
 J. R. De Armond, El Dorado, Kan.
 Mary Dewey, rural high school, Holyrood, Kan.
 Mrs. Millie Doughman, Mound Valley, Kan.
 Della Evans, home economics, Walnut, Kan.
 Mrs. Eliza Francis Edwards, junior high school, Chanute, Kan.
 Iva Fern Fisher, home economics, Wellington, Kan.
 B. Alice Francisco, home economics, State Normal, Ada, Okla.
 Jorn R. Fesmire, manual training, Mulberry, Kan.
 Joe Forsythe, superintendent, Cherokee, Kan.
 Ethelyn L. Flagg, Hutchinson, Kan.
 Mary Ruth Fisher, Twin Falls, Idaho.
 Vivian Flora, Tyrone, N. Mex.
 E. A. Flottman, Chicago University.
 W. A. Gail, high school, Rosedale, Kan.
 Roscoe Griffin, insurance, Topeka, Kan.
 Alva R. Gilbert, Graceland College, Lamoni, Iowa.
 Pearl Garrison, domestic art, S. M. T. N.
 Finis Green, Cedar Vale, Kan.
 Nina Gibson, Kansas City, Kan.
 Mrs. Inez Graham, Rosedale, Kan.
 Louise Gibson, Teachers' College, Columbia, N. Y.
 Esther Gable, domestic art, Pittsburg, Kan.
 Raye Goffe, home economics, McLouth, Kan.
 Vera Goffe, domestic science, Iola, Kan.
 Viola Godsey, home economics, Collinsville, Okla.
 Mary Greene, Boulder, Colo.
 Norma Gardner, Bronson, Kan.
 Mary Ellen Gould, representative for home economics, Extension Bureau, Chicago.
 Ben H. Gear, Neal consolidated school.
 A. L. Hosman, Galena, Kan.
 Mildred Hedges, Galena, Kan.
 Margaret Hemphill, Chanute, Kan.
 Jennie Hylton, director home economics, Waco, Tex.
 Effie Hackney, home economics, Cherokee, Kan.
 Margaret Heigle, home economics, Pasadena, Cal.
 Abbie Hayman, home economics, Okeene, Okla.
 Anna Hughes, home economics, Fort Scott, Kan.
 Iona E. Jones, Pittsburg, Kan.
 Reevel Kimmey, domestic science, Overland Park, Kan.
 Etna King, home economics, junior high school, Vinita, Okla.
 Mable Kyger, McCune, Kan.

- Margaret Kenney, Wichita, Kan.
 Ethel Ligon, Niotaze, Kan.
 Jennette McGregor, Neosho, Mo.
 Muriel McFarland, home economics, Coffeyville, Kan.
 Zella McCue, home economics, Westphalia, Kan.
 Margaret Miller, home economics, Wichita, Kan.
 Lena Marie Miller, junior high school, Chanute, Kan.
 Sadie Merriitt, McCune, Kan.
 O. E. Michie, McCune, Kan.
 Florence Moody, Columbus, Kan.
 Bryan R. Miller, Eudora, Kan.
 Zoe McGonigle, Edna, Kan.
 D. W. Miller, Chicago University.
 Robley Matthews, Chanute high school.
 Frank Mantoath, superintendent, Scammon, Kan.
 Mary Masterson, Fort Scott, Kan.
 Ethel Masters, Picher, Okla.
 Edna McDonald, hospital dietitian, Knoxville, Tenn.
 Bertha Barners McCarty, Ottawa, Kan.
 W. R. Nation, De Soto, Kan.
 W. R. Nellis, superintendent, Russell, Minn.
 Hazel Oliver, Parsons, Kan.
 Salina Oliver, Hutchinson, Kan.
 W. E. Phillips, State Normal, Weatherford, Okla.
 Chas. Piatt, Parsons, Kan.
 Leone Pittinger, Oakley, Kan.
 L. Pierce, Elif, Minn.
 Margaret Philips, Larned, Kan.
 C. E. Potter, Harveyville, Kan.
 Charles Popkins, Anthony, Kan.
 Jessie Quackenbush, superintendent, Chetopa, Kan.
 Lydia M. Rodenburg, Halstead, Kan.
 Minnie Roseberry, Erie, Kan.
 Russell M. Roberts, Larned, Kan.
 W. L. Rambo, Arma, Kan.
 Pearl Reeves, Wellington, Kan.
 Ruth A. Rencenberger, Hutchinson, Kan.
 Irene Roberts, supervisor of music, Baxter Springs, Kan.
 Mabel Roseberry, Chanute, Kan.
 Mrs. Lucile Rust, Frankfort, Kan.
 Mrs. Ruth Reynolds, junior high school, Fort Scott, Kan.
 Lydia M. Rodenburg, junior high school, Newton, Kan.
 Almeda Samples, Walnut, Kan.
 Leta Scott, Parsons, Kan.
 S. L. Snyder, Denver, Colo.
 E. E. Stonecipher, La Cygne, Kan.
 J. E. Stonecipher, Columbus, Kan.
 Bertha L. Stewart, Cherryvale, Kan.
 Beulah Shockey, home economics, Iola, Kan.
 Sophia Shirley, home economics, Coffeyville, Kan.
 Reba Smither, Kansas City, Kan.
 Wilma Scott, Teachers' College, Columbia University, N. Y.
 Margaret Sergeant, home economics, Cleveland, Okla.
 Velma Shumard, demonstrator Com. Products Co.
 Hazel Thompson, home economics, Altamont, Kan.
 George Vining, Dearing, Kan.
 Ray E. Williams, S. M. T. N.
 Bertha Waddle, Hepler, Kan.
 W. R. Young, Cedar Vale, Kan.
 Robert Popkins, Newton, Kan.

The following marriages of S. M. T. N. people have occurred during the summer vacation:

- Miss Ruth Summers and Mr. W. E. (Wep) Phillips.
 Miss Mertie Flater and Mr. Lester Dunkle.
 Miss Margaret Caffey and Mr. Rudolph Schirk.
 Miss Mary Martin and Mr. Rickey.
 Miss Anna Oliver and Mr. William Russell.
 Miss Isa Greene and Mr. Page.
 Miss Helen Gregg and Mr. Clyde Neibarger.
 Miss Ruth Reardon and Mr. H. L. Reeves.
 Miss Ellen Carey and Mr. Ernest Banzet.
 Miss Perva Goodwin and Mr. Louis Hughes.
 Miss Mary Graham and Mr. Keegan.
 Miss Hazel Martin and Mr. Paul Alyea.
 Miss Esther Loehr and Mr. Lester Reppert.
 Miss Faye Wright and Mr. Walter Hartman.
 Miss Olive Frankenfield and Mr. Chas. W. Small.
 Miss Flora Marsh and Mr. John Braden.
 Miss Fenn Caffey and Mr. Donald Alexander.
 Miss Pearl Jacks and Mr. Will Pease.
 Miss Helen Carlton and Mr. John Schwab.
 Miss Belle Patterson and Mr. Harold Ruch.
 Miss Gladys Adamson and Mr. Charles Popkins.
 Miss Edith Roseberry and Mr. Floyd Wright.

THE TREND.

George H. Reavis, assistant state superintendent of schools of Maryland, makes this pertinent comment relative to supervision and the Maryland program of education: "Successful department stores find that it pays to employ one supervisor for each fifteen to thirty clerks. In large telephone exchanges one operator in eleven answers no calls, but directs the other ten on duty. In good hospitals one nurse in seven attends no patients, but directs the other six. Five bricklayers will lay more brick if one of them, rather than laying brick, directs the other four. The Maryland program calls for one supervisor for each forty teachers. The state supports extension courses, and all teachers with less than a normal-school education are required to attend summer school at least once in three years."

Educational leaders, in the main, are insistent upon the fundamental need of a department of education, with its head in the President's Cabinet. Education is and should be regarded as essential to the preservation of American ideals and as necessary to preserve what is best in our civilization. When the Secretary of War and the Secretary of the Navy submit their budget the Secretary or Commissioner of Education should be placed in a position to ask directly for appropriations for a cause which should make wars impossible.

A recent study of W. F. Webster, assistant superintendent of the Minneapolis schools, shows that the kindergarten is an important factor in cutting down retardation.

Supt. Paul Stetson, of Dayton, Ohio, has announced that one of his chief aims will be to bring the parents and teachers closer together. "One of the great roads to success in educating children," he declared, "is the close relationship of the home and the school. The school should be a meeting place for parents as well as an institution of learning for children."

Some of the state teachers' associations have adopted definite codes of ethics for teachers. The October number of *The Journal of the National Education Association* prints in full the Michigan code.

D. B. Waldo, president of the Michigan State Normal School, Kalamazoo, states that 140,000 teachers of the United States have had training equivalent to high-school graduation and two years or more of professional training in addition, while 560,000 have had less than this modest minimum.

The value of strong leadership in the state department of education has been amply demonstrated in the state of Pennsylvania. Thomas E. Finegan was called from New York state to head the Pennsylvania schools, and the effect of his leadership permeates the entire school system. This is an outstanding example of the results of appointing a state superintendent instead of leaving the choice of this important official to the "whirligig" of politics.

TO-DAY.

So here hath been dawning
Another blue day;
Think wilt thou let it
Slip useless away.

Out of Eternity
This new day is born;
Into Eternity
At night will return.

Behold it aforetime
No eye ever did;
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day;
Think wilt thou let it
Slip useless away.

—*Thomas Carlyle.*