

# NEBOSCOPE

WINTER  
1949



## PRESIDENT'S CORNER



JACOB W. HEYD

With the passing of Jacob W. Heyd, the Teachers College lost one of its most devoted friends. He was a thorough student, a lover of the German literature, a great teacher, and a Christian gentleman. As a teacher he ranked among the best. Those who knew him never questioned his scholarship. He was cooperative and gentle in spirit.

Born in Kirksville on January 8, 1875, Mr. Heyd devoted the greater part of his life to teaching. First entering the "Normal School," the name by which this College was known in earlier days, in 1893, he graduated in 1900. After spending one year in the University of Missouri, he entered the University of Chicago and in 1904 he was granted the Master's degree by that University. Twice at later dates he continued his graduate work in that University.

Mr. Heyd first joined the faculty of this College in 1905 and with the exception of a short period of four years when he was a building contractor in the State of Oregon, remained with the school until his retirement on May 27, 1948. During his entire connection with the College he was a teacher of the German language and literature. In 1930 he became head of the Division of Language and Literature, and he held this position until his retirement. His retirement was due to ill health.

Mr. Heyd did not confine his activities entirely to the College. He was the author of several books and a number of brochures. He was also very active in church, civic, and fraternal organizations in this community. For many

years he was a teacher in the Sunday School of the Presbyterian Church.

He showed a fine appreciation and understanding of the problems of the College and of his colleagues. He was always slow to criticize but very willing

to give helpful advice or service when needed. This College to which he gave his love and devotion will long remember him as one of its great teachers and as a sincere friend of its students and faculty.

# NEMOSCOPE

NORTHEAST MISSOURI STATE TEACHERS COLLEGE

KIRKSVILLE, MISSOURI

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VOLUME III

WINTER, 1949

NUMBER 2

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A quarterly publication issued in November, February, May, and August.

Subscription rate is \$1.00 a year; single copy \$.25.

Address all communications to Robert L. McKinney, Assistant to the President.

Entered as second class mail matter April 29, 1915, at the post office at Kirksville, Missouri, under the Act of Congress of August 24, 1912.

Accepted for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized July 26, 1919.

# THE NORTH MISSOURI ACADEMY OF SALISBURY, MISSOURI

Materials for this article were assembled with the help of Mrs. Hildred Spencer Blake of Salisbury, who interviewed elderly residents of Salisbury. Programs were loaned by Mrs. Bennie Brittingham, and the pictures were loaned by Mr. W. B. James, Sr., both of Salisbury, Missouri.—THE AUTHOR.

Settlers of early Missouri coming from the eastern seaboard states of the United States desired that their children should not be deprived of cultural advantages available in the area from which they had migrated. Early schools were established in the so-called "common branches" of learning at state expense. But elements of higher training, the equivalent of high schools and colleges of today, had to be sought in privately maintained institutions. These were established and maintained as religiously sponsored institutions to perpetuate denominational creeds; or they were privately financed and sponsored by groups of people interested in higher branches of learning. These promoters hired teachers, built buildings, and supported these institutions by sending their children to them. Tuition fees were high but it must be remembered that higher education in the late nineteenth century was regarded as the privilege of those who could afford to pay for it. The curricula of these academies are in the main centered around the classical subjects of Latin, Greek, the Fine Arts, Music, and English Literature. Frequently they served as preparatory schools for the longer established colleges in the older settled regions of the United States. As state universities gathered accrediting power in their hands, the academies were regarded as furnishing preparatory courses for entrance into these state maintained institutions. Not infrequently they supplied pre-professional training for the varied professional schools of the state institutions. They became the forerunners of the modern publicly supported high schools.

Two such institutions were established in Salisbury in Chariton County; namely the Salisbury Academy established in 1888 and the North Missouri Institute established in 1891. About 1898 these two institutions were

by

*Pauline Dingle Knobbs*

Associate Professor of  
Social Science Education  
Northeast Missouri State Teachers  
College

combined as the North Missouri Academy.

An early history of Chariton County records that the Articles of Association under which the Salisbury Academy was organized, gave as the purpose of its promoters the following statement:

Desiring to advance the higher interests of the community and feeling deeply that well organized facilities for thorough and practical education are essential thereto, this school, undenominational in character yet Christian in spirit, shall be established.

A Board of Control elected by the stockholders, selected the teachers, built the buildings, and managed the business affairs of the school. The principal was the chief administrative officer and with the faculty, he set the regulations of the institution. An early catalogue of the institution prepared by the principal, Professor B. F. Heaton, states that:

The students are treated as ladies and gentlemen, and are expected to conduct themselves as such at all times and places. Ev-

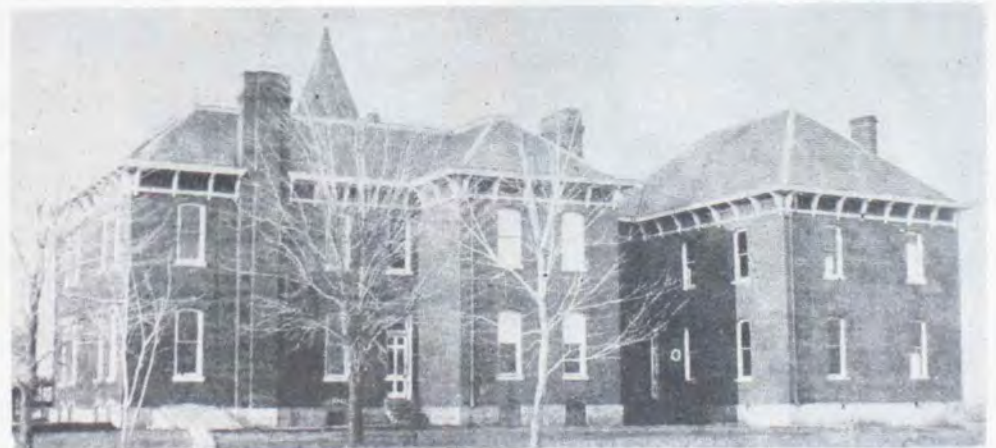
ery endeavor is constantly made to place before the student a high standard of conduct to impress them with a sense of their moral obligations and to inspire in them a love for the right and a contempt for the wrong, so that a resort to penalties may not be necessary.

By 1892 the increased enrollment of the school called for an expansion of the original building. When completed it contained a large assembly room known as the chapel, classrooms, music rooms, an art studio, a chemical and "philosophical" laboratory and "society halls"—where dramatic productions were given. These halls were apparently the local forerunners of the modern "Little Theaters." There were two Societies in this Academy—the Philomathean for young ladies and the Athenian for the young men. One of the catalogues urges that:

Every pupil entering the Academy becomes a member of one of these societies, as the training they furnish in readiness of offhand utterance and graceful expression cannot easily be overestimated.

The classical emphasis of these organizations is evidenced in the photograph of a drill of a group of young women dressed in Greek costumes.

The Academy library consisted of several hundred volumes and was under the immediate control of the principal. He designated a librarian, who checked books out and "noted the



OLD SALISBURY ACADEMY BUILDING

condition in which the books were returned."

The curriculum of the Academy had a dual purpose. First, it was to offer a practical education: "sufficiently robust and varied to supply the business needs of all who lack time and opportunity for more extended culture."

Second, it was to furnish a range of subjects that would prepare its graduates to meet the requirements of admission to the sophomore classes of the University of Missouri.

The story of the North Missouri Institute joins that of the Salisbury Academy through the person of Professor G. C. Briggs, who became principal of the Salisbury Academy in 1888. G. C. Briggs was born in North Carolina and educated at Wake Forest College from which he had received his Bachelor's Degree before coming to Salisbury, Missouri. Trouble developed in the faculty as rival instructors struggled for status and power. In 1891, Mr. Briggs resigned as principal of the Academy and proceeded to found the North Missouri Institute. An elderly resident of Salisbury recalls that bitter rivalry developed in the town and finally in 1895 the two institutions were combined under the name of the North Missouri Academy.

The curriculum of the North Missouri Institute was more comprehensive than that of the Salisbury Academy. Its advertisements state that:



CLASSICAL DRILL AT THE ACADEMY

Besides the regular English, scientific and classical schools including Modern Languages, Latin and Greek, there are special departments of Music, Art, Elocution and Physical Culture, Business and Shorthand and Military.

Several pictures of the cadets of the North Missouri Institute illustrate the then prevalent idea that military discipline presented desirable training for young men. It is interesting to note the introduction of Physical Culture classes probably as supplementary to military training and as an outgrowth of local physical culture training from German settlers organizations known as "Turner Societies." These "Turnvereins" were quite prevalent in areas of Missouri where German settlements were numerous.

As the public schools gained in strength and power, the North Missouri Academy declined in fortunes. In 1911 it was merged with the public schools of Salisbury. In 1911 the Salisbury School District purchased the North Missouri Academy building and used it as a high school unit until 1925. In that year it was torn down and the present Salisbury high school building was built on the same grounds.

Thus the story of the Salisbury Academy, the North Missouri Institute, and the North Missouri Academy is the usual story of sacrifice, noble effort and hardship expended in an early effort to bring the better way of life to settlers on the Great American frontier that was Missouri. As democracy marched on and education for the masses succeeded education for the classes, these academies disappeared from the American scene. But in the memories of former students, names of pioneer teachers like those of B. F. Heaton and G. C. Briggs linger as a precious heritage pointing the way to the better life.

"To live in hearts of those we leave behind is not to die."

Robert Rufener, 1945, a music major, is serving his second year on the faculty of the Alma College, Alma, Michigan. Prior to this position, he spent two years as music supervisor at Berkeley Public Schools, St. Louis; two years as brass instructor at the Superba Music Studios, St. Louis; and has played two seasons with the St. Louis Philharmonic Symphony Orchestra.

The following program, presented at the Academy, exemplifies the cultural aspects of the curriculum.

#### PART I

1. Grand Chorus:—  
Soldiers' March from Faust, Act 1  
GOUNOD  
The Lost Chord.....SULLIVAN  
Chorus
2. Piano Concerto in G. Minor  
MENDELSSOHN  
E. A. Just  
Orchestral Acc. on 2nd Piano by  
Miss Jessie Wayland
3. Tambourine Drill  
Class
4. O Loving Heart.....GOTTSCHALK  
Lullaby—Slumber Sea...CHRISTHOLM  
Miss Bennie Welch
5. De Rochambeau and the Rose  
ROSA PERRY  
Miss Myrtle Guthridge
6. The Isle of Song—Cantata for ladies'  
voices.....F. ABT  
Ladies Chorus.

#### PART II

7. Cachoucha Caprice.....J. RAFF  
Study in C. Minor.....E. A. JUST  
Miss Jessie Wayland
8. "Mary Stuart".....SCHILLER  
Miss Rembert, Reader
9. Military Drill.....N. M. A. Cadets
10. Cavatina from Queen of Sheba. GOUNOD  
Legendary Ballad.....E. A. JUST  
Miss B. Wallace, Contralto

#### COMEDIETTA.

11. "When Greek Meets Greek"  
JEROME K. JEROME  
Mr. Schofield...E. M. Brockman  
Mr. Akland.....Pittman Virgin  
Mrs. Schofield....Miss Bradley  
Effie Winningham...Miss Garhart
12. Jerusalem.....PARKER  
Anvil Chorus.....VERDI  
Grand Chorus  
Bahnsen Concert Grand Piano Used.

Harry O. Donnohue, 1934, has been appointed general purchasing agent and head of the purchasing division of the A. B. Chance Company in Centralia, Missouri, it was announced recently by Nathan A. Toalson, vice president. Donnohue and his family have lived in Centralia since 1935. He has, also, done graduate work at the University of Missouri.

Ralph King, 1940, is teaching boys' physical education at Boonville, Missouri. Mr. King previously taught at Paola, Kansas.

John Dixon, 1948, is now located at Fulton, Missouri, where he is teaching industrial arts in the High School.

# Teaching offers greatest opportunity

—agreed the School for Executives sponsored by the American Association of Colleges for Teacher Education at Estes Park, Colorado . . . . .

Reprinted from JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, October, 1948

Teaching offers to the youth of America greater opportunity today than does any other profession.

This was the conclusion of college administrative officers from 42 states as they ended a week of intensive study at the biennial School for Executives sponsored by the American Association of Colleges for Teacher Education (an NEA department) at Estes Park, Colorado, August 16-23.

The half-million additional first graders who will enter school in September, requiring 20,000 more teachers for this grade alone, were cited by Walter E. Hager, association president and head of Wilson Teachers College, Washington, D. C., as an example of the manner in which hundreds of thousands of elementary-school teaching positions during the next decade will await young men and women who start their preparation in the years immediately ahead.

"The number of teaching positions available during the 1950's will undoubtedly provide the greatest opportunity for careers the nation has ever known in any professional or semi-professional field," Hager declared.

"In addition to normal replacements," Hager added, "we shall need an average of 43,000 new teachers during each of the next seven years for the enrolment increase which has been predicted for elementary and secondary schools. Also, there are approximately a half-million emergency and regular teachers who do not meet accepted standards of preparation. Replacements will be needed for thousands of these teachers."

Teachers today, Hager pointed out, are winning "higher salaries, greater understanding, and increased respect as the result of an irrepressible tide of public opinion." This same public opinion, he added, is "focusing attention on the responsibilities of teachers to their pupils, to their communities,

and to their country. Teaching is both a public responsibility and a personal opportunity."

Important steps essential for the advancement of teacher education were analyzed at the closing general session by E. S. Evenden, professor of education, Teachers College, Columbia University; Paul V. Sangren, president, Western Michigan College of Education, Kalamazoo; W. E. Peik, dean, College of Education, University of Minnesota; L. D. Haskew, dean, College of Education, University of Texas; Ralph McDonald, executive secretary, NEA Commission on Teacher Education and Professional Standards; and Ernest O. Melby, dean, School of Education, New York University.

On the committee which arranged the conference were H. D. Welte, president, Teachers College of Connecticut, New Britain, *chairman*; W. D. Armentrout, vice-president, Colorado State College of Education, Greeley; and W. E. Lessenger, dean, College of Education, Wayne University, Detroit.

The association's executive committee sent a telegram to President Truman, with a copy to the governor of each state, urging that local selective service boards be authorized "to defer on an individual basis, and upon recommendation of appropriate school authorities, teachers and prospective teachers who are serving or preparing to serve in fields in which there is a critical shortage of teachers and in which they will make an essential contribution."

## Ten-Point Program

The following 10-point program which the association will urge to help strengthen teaching as a profession, thereby making it more attractive as a career for young men and women, was stated by the executive committee:

(1) A public-relations program which will help the public to see that

"the teachers of this country are the real defenders of the democratic way of life."

(2) A vigorous program of selection of prospective teachers "with standards set high so that any graduate of our institutions will be an able and well-prepared person." Recruitment and selection is to be made a continuous process involving "all faculty members, students, and laymen, emphasizing both scholarship and social competence, starting early in high school." It will involve "guidance out of, as well as into, teaching."

(3) An increase as soon as possible of the amount of pre-service preparation of teachers in the public schools to a minimum of five years. The two-year curriculums still accepted in some states are "no longer adequate and no longer professionally acceptable."

(4) Major changes in curriculums for teachers "demanded by the nature of current political, international, economic, social, and educational problems."

(5) Adjustment of curriculums to the increasing number of junior colleges so that graduates may elect to prepare for teaching without a loss of time.

(6) "Wider and wiser use of laboratory facilities in the preparation of teachers." As "the laboratory school is to the teachers college what a hospital is to the medical school, it should affect the work of all teachers and the curriculum content of all years."

(7) Immediate steps to attract better-prepared staff members for teacher-education institutions including: wider advisory participation of faculty members in selecting additional members; higher salaries, especially maximum salaries; lighter teaching loads; retirement provisions; aid for writing, research, and special committee work; and development of a system of internships for young, prospective college teachers.

(8) Revision of certification laws in many states to permit experimentation and changes in the curriculums of institutions preparing teachers.

(9) Higher salaries for public-school teachers.

(10) Provision of courses in colleges and universities which prepare teachers that will provide the ability "to discover real-life problems in the communities where they teach and to develop curriculum material related to those problems which will aid in their solution and thereby improve the communities' living standards."

(Continued on Page 9)

# BAND TO TOUR

The Northeast Missouri State Teachers College band, under the direction of Paul Strub, will play 22 concerts on its annual Spring Concert Tour this year. The band will play 15 concerts in Northeast Missouri on March 1-4, and later in the spring will make a seven-concert tour of Southern Iowa.

The 55-piece band, traveling in two chartered busses, will present programs in Macon, Shelbina, Monroe City and Hannibal on March 1; Louisiana, Bowling Green, Troy and Fulton, March 2; Mexico, Moberly, Salisbury and Brunswick, March 3; and Brookfield, Marceline and La Plata, March 4.

A varied program of classics, light classics, marches, novelty numbers and popular tunes will be included on the program. The daytime concerts will last 45 minutes and the evening concerts will be an hour in length.

The band will be accompanied on its tour by Miss Melva Rae Gingerich, Dean of Women; James Dougherty,



PAUL STRUB, DIRECTOR



THE COLLEGE BAND MAKES SPRING TOUR

Athletic Coach, and Dr. Leon Karel, of the music faculty. Dr. Karel will play the oboe with the band.

Director Strub has been band director at the Northeast Missouri State Teachers College for the past two years. He was band director at McBride High School in St. Louis for one year and band director at the Fulton High School for three years. At one time he was County Supervisor of Music of Lincoln County.

Strub has been a member of the St. Louis Philharmonic Orchestra, playing the trombone in that organization.

A graduate of the Teachers College in Kirksville where he was active in music circles, Strub received his Master of Arts Degree from the Northeast Missouri State Teachers College in the first class to be granted this degree.

Robert S. Ellwood, 1927, is Chairman of the Division of Education at Nebraska State Teachers College at Chadron, Nebraska. He formerly was located at Illinois State Normal University, Normal, Illinois.



## TRAVEL PLANS FOR 1949

Each year the Teachers College provides educational service through travel to its students, alumni and friends. For 1949 several well-planned trips to various parts of the United States and foreign countries are offered.

The tour details listed below are somewhat tentative in schedule and costs. There will not be much change, if any. All tour arrangements are under the supervision of Mr. G. H. Jamison of the college staff. Readers of NEMOSCOPE are invited to participate in any of these trips and if the travel program does not suit your particular needs Mr. Jamison will be happy to consult with you concerning your desires.

Below are listed the chief features of the travel program:

### Mexico, June 18 to July 4

Seven nights in the lovely Del Prado Hotel, Mexico

Two nights at the Garci-Crespo Hotel

Two nights at Cuernavaca

One night at Taxco

Eight very interesting sightseeing trips

Four elegant night clubs are visited (All meals from arrival in Mexico City until departure included)

Cost from Moberly or St. Louis, from \$320.

### The East, June 30 to July 12

Coach rail service. Pullman space if desired. Night boat trip, cabins included, Detroit to Buffalo. Five meals on boat and dining car included. Complete sightseeing of Detroit, Niagara Falls, Toronto, Montreal, Boston, New York and Washington are included.

Lodging for nine nights in hotels and boat.

Cost from St. Louis from \$183.50.

### The West, August 11 to 27

A 17-day trip using coach service, unless pullman space is desired.

One day at Salt Lake City.

Three days at Los Angeles, also San Francisco.

Three days touring Utah National Parks and Grand Canyon.

Two days at El Paso. One day at Carlsbad Caverns, and a chance to visit Old Mexico.

Two night club dinners.

Six sightseeing trips.

Tour starts at Kansas City with cost from \$208.

### Chicago

To see the very successful Railroad Fair of 1948, which is being enlarged for 1949, a three day all expense trip may be planned for July 14 to 18. The cost from Kirksville, including rail fare, two nights lodging, two tours of Chicago, and a lovely dinner will be about \$38.

For 1950 tours are being planned for Alaska and Canada and also Florida for the Christmas holidays.

All expense trips to Alaska, Europe, mid-winter luxury cruises to the West Indies and South America and to Western Canada, are also available. The College is prepared to offer credit in connection with the tours to Mexico, the East and the West.

### ALUMNI NOTES

Fred Biesemeyer, 1948, whose home town is Boonville, is teaching industrial arts and is assistant coach in the Boonville, Missouri, High School.

A. T. Johnson, 1929, is head of the Vocational Agriculture Department in the Moberly Public Schools. He organized this department in 1946. Johnson teaches vocational agriculture in the Junior College and the Junior High School and supervises institutional on-the-farm training for veterans. His home address is: 326 Woodland Avenue, Moberly, Missouri.

Alpha Mayfield, 1927, formerly of Macon, Missouri, is Dean of the Fine Arts College at Houston, Texas. She has previously taught at the Iowa State Teachers College, the University of Virginia, The University of Delaware and other institutions.

Wayne McKanna, 1928, is teaching in Mt. Washington School in Kansas City. His address is: 5547 Highland Avenue, Kansas City, Missouri.

Charles R. Spindler, 1939, commerce and social science major, is head of the Economics Department at Missouri Valley, Marshall, Missouri.

Evelyn Powell, 1942, whose home town is Fulton, Missouri, is teaching in the Music Department at Missouri Valley College, Marshall, Missouri.

Mary Elizabeth Crawford, 1942, a social science major, is employed as a teacher of social studies in the lower division of Moberly Junior College, Moberly, Missouri.

# WOMEN'S RESIDENCE HALLS

With the selection and purchase of furniture, rugs, draperies and other furnishings the opening of the two new residence halls for women begins to strike a clearer note of reality.

The Housing units as originally planned provided for three separate residence halls. However, at the present time two halls, Blanton and Nason, are being finished and twelve student rooms in the third unit are being completed for occupancy.

The three units were constructed as separate units, yet are connected by hallways in such a manner that all the residents will have easy access to the facilities offered in each of these three units. In construction these buildings have reinforced concrete floors, brick walls, and tile partitions. This will insure the safety of the residents from fire. Special fire doors will protect the stairways in each hall. In addition to the main stairways there will be two service-type stairs, one for each of the two residence halls that are being finished in their entirety at the present time.

The residence halls will be under the supervision of a director of residence whose living apartment is located in Blanton Hall on the first floor near the social lounge. The office and lobby for receiving visitors, distribution of mail, and similar services for the residents of the halls will be located on the first floor near the director's suite.

by

*Melva Rae Gingerich*

Dean of Women

Blanton Hall will contain housing facilities for 142 women. The plan of this building is, in general, for small living units for four women, each unit consisting of two sleeping rooms with bath between the rooms and adequate closet space for each room. A few rooms in this hall will accommodate four women to each room. Nason Hall, the center dormitory, of the proposed three housing units, will have thirty-one rooms, each room to be occupied by four women.

Each of the four floors in Blanton Hall has a large lounge which will be for the general use of the residents. The two lounges on the second and the third floors are furnished in maple furniture, the upholstering and draperies done in one lounge with blue predominating and the other with green predominating. These two recreational rooms will be open only to women, and will be used for study, for relaxation, for unit social gatherings, and for general women's group meetings. Each of these lounges has a kitchenette and pressing room easily accessible, so that residents may have "fudge" parties or college "spreads,"

or press a dress without having to go to the laundry on the ground floor. The telephones on each floor in Blanton Hall are located in the corridor just outside the lounges.

The social lounge on the first floor opening off the office room will be used by residents to entertain visitors and by the group for all-dormitory social affairs. This living room is to be done in natural wood finished furnishings with the upholstered pieces and the draperies done in varied fabrics all blending into the room's predominant color note—rose. The fireplace in this room will serve as a focal point for many social gatherings in the halls.

The ground or basement floor of Blanton Hall will be used by women students and their guests as a recreation room. It will also serve as a foyer for those eating in the college cafeteria. Coat rooms for men and for women are provided off this lounge. A Snack Bar will be operated as a part of the food service unit of the residence halls. It will be open during the day and during calling hours for guests. The lounge and the Snack Bar are to be decorated in colors to harmonize with the color scheme used in the cafeteria where yellows and greens are being used lavishly. The furniture is to be chrome. A private dining room is located between the cafeteria and the lounge. This room will be used for small group gatherings and parties.

Laundry and hair washing and dry-




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THE NEW  
WOMEN'S RESIDENCE HALLS  
AT THE  
NORTHEAST MISSOURI STATE  
TEACHERS COLLEGE

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ing facilities for residents are provided on the ground floor of Nason Hall. A room is also set aside for storage space for trunks and luggage on this same floor.

The student rooms are to be equipped with hard maple single beds, study tables, chests of drawers, and desk chairs. The lounge chair for each room is upholstered in bright colored plastic material. Residents will have an opportunity to express their individuality in the draperies, the bedspreads and perhaps small throw rugs. The floors are of asphalt tile in colors that will compliment the lounge chairs and they will blend easily with other furnishings.

The food service, which includes the cafeteria and the Snack Bar service, for the residents will be under the supervision of a qualified dietician. Those eating in the cafeteria will be assured a well-balanced diet of well-prepared food. This service is one the college is happy to be able to offer to students on the campus, since there is some correlation between a good diet and the development of good study habits.

The social life of the women residents including their government, the development of their own social program and the housekeeping needs will be under the supervision of the director of residence. She, too, will be a trained college woman. She will be one who likes young women, has an appreciation of young people's problems and yet, one who realizes that these young women often need guidance in living in a group, in adjusting to group living. Our aim is to give to the women students, through dormitory living, opportunities for beneficial social and academic adjustments. In the cafeteria, in the social experiences of the residents in the halls, in the activities in which these women participate on the campus will be provided opportunities for cultural development that will better fit them to take their places as responsible citizens in the communities in which they will live after leaving college. Thus, we hope to give to the state educated citizens, who will appreciate the responsibilities of living.

Anna Finnell, 1929, formerly of Hurdland, Missouri, is teaching English at the Unionville, Missouri, High School.

Seaton Bonta, 1944, physical education major, is Superintendent of Schools at Hurdland, Missouri.

## Teaching offers greatest opportunity

(Continued from Page 5)

### Demand for Teachers

As an example of the unprecedented demand for teachers in the elementary field, R. W. Fairchild, president, Illinois State Normal University, said that placement officers have available only one elementary teacher for every 100 that are needed in that state. "For inexperienced elementary teachers," he added, "beginning salaries of \$2500 to \$2700 are commonly offered in Illinois."

Students who wish to explore opportunities in the teaching field may expect to receive assistance from many agencies other than the schools and colleges, according to reports made at the conference.

Dean F. E. Henzlik, Teachers College, University of Nebraska, told of a three-day conference which the Lincoln, Nebraska, Chamber of Commerce helps to finance annually on the university campus. To this conference superior high school students in the state are invited for the purpose of obtaining a better understanding of the teaching profession.

George H. Hilliard, director of student personnel services, Western Michigan College of Education, Kalamazoo, pointed out improved conditions of employment in teaching as a result of "more reasonable attitudes by communities toward the professional and personal life of the teacher, and the lifting of the ban on married women teachers, which has existed for many years."

### Committee Publications

Prospective teachers will receive laboratory teaching experience during each of their four years of undergraduate preparation if a proposal made at the conference is adopted.

The recommendation was made by the Association's Committee on Studies and Standards, headed by John G. Flowers, president, Southwest Texas State Teachers College, San Marcos. It was contained in a study carried on for three years, during which the committee secured data from more than 200 colleges and universities in all parts of the nation. The 340-page report submitted is entitled "School and Community Laboratory Experiences in Teacher Education." (American Assn. of Colleges for Teacher Education, State Teachers

College, Oneonta, N. Y.; pa. \$2.50, cl. \$3.)

The committee making this report also included Florence Stratemeyer, Teachers College, Columbia University; Allen D. Patterson, State Teachers College, Lock Haven, Pennsylvania; and Margaret Lindsey, Indiana State Teachers College, Terre Haute.

Another report recently published by the association, GENERAL EDUCATION IN TEACHERS COLLEGES, by Warren C. Lovinger, associate secretary, American Association of Colleges for Teacher Education, was also presented at the conference. (pa. \$1.50, cl. \$2.)

This is a study of programs of general education in four-year curriculums for elementary-school teachers in 127 former member institutions of the American Association of Teachers Colleges. It reveals that the average amount of work required of prospective elementary school teachers for general education purposes is 48.2 semester hours, which is slightly over three-eighths of the four-year college program and the exact amount recommended by the Harvard Committee and the Commission on Teacher Education.

Eagerness for learning on the part of children in bombed and blasted Germany and the idealism of their teachers in the face of terrible odds is the great hope for the future of Germany, according to Elizabeth Winkelmann, Berlin educator who attended the conference. She was one of seven foreign educational leaders at the meeting who recently arrived from Germany and Austria to study methods of preparation of teachers in American colleges and universities under a program financed by the Rockefeller Foundation and sponsored by the AACTE.

The visiting educators said they were impressed by the stirring faith of American people in democracy and education. "It is this faith in the democratic way of life that we wish to carry back with us. We hope to observe and to learn the technics of democracy in education, and especially for those who teach teachers," said one of the visiting Bavarians.

Dean and Mrs. Chris A. De Young of Illinois State Normal University at Normal are coordinators of this project for the association.—ROY K. WILSON, Assistant Director, NEA Division of Press and Radio Relations.

Alice Overby, 1929, is employed as elementary principal at Bevier, Mo.

# EVERGREENS FOR NORTHEAST MISSOURI

The problem of providing color to the winter landscape in the prairie section of Northeast Missouri is one that has long vexed many homeowners.

The winters tend to discourage many gardeners who have attempted to grow tender plants. The climate is usually open with constant freezing and thawing and sudden changes in temperature—a condition difficult for humans to say nothing of tender plants.

Progress has been made however with some of the more common evergreens and junipers that help to soften and warm the landscape. Such plants would probably be used to a greater extent if information concerning them was more widespread. The fact that nearly every home has plantings of some kind proves that there is a real interest on the part of the home owners in beautification.

Plants should be selected from a reliable nurseryman and complete culture requirements obtained so they may receive proper treatment.

The list of evergreens given below are suitable for this section of the state and all of them may be found growing on the campus of the Teachers College.

## Scotch Pine *Pinus Sylvestris*

A picturesque but not beautiful pine growing to a height of 75 feet. The twigs are dull gray in color with the bark reddish brown to yellow near the top of the tree. The needles appear to be twisted and not too crowded. This tree is resistant to cold, drought, and dry winds.

## Mugo Pine *Pinus Mugo*

This common bush pine can be used for foundation planting and as an accent plant. It is very hardy with deep green needles that do not brown during the winter months. Mugo pine will grow to a height of 4 feet after several years. It may be used as a clipped plant for hedges or formal effect.

## Austrian Pine *Pinus Nigra Austriaca*

This pine is a symmetrical pyramidal tree to ninety feet with heavy wide spreading branches. The needles are dark green and appear rather stiff on rough blackish twigs. It is a hardy, rapid growing pine that tolerates adverse city conditions and exposure.

by  
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The Austrian Pine is desirable for mass effect and windbreaks.

## White Pine *Pinus Strobus*

A very beautiful pine with soft graceful foliage. The needles are five in a cluster and are very flexible. The tree is quite picturesque when full grown with its horizontal branches. It requires fairly rich soil but will adapt itself to clays. White pine is susceptible to scale and blister rust but don't let this stop you from planting.

## Pfitzers Juniper *Juniperus Chinensis Pfitzeriana*

The Pfitzer juniper is one of the most common planted evergreens found in this area. It is a good foundation plant that will seldom rise over four feet but sometimes spread to a diameter of ten feet. Junipers have very sharp pointed leaves that appear more like spines than leaves. The juniper is very hardy and will withstand the adverse city conditions as well as partial shade.

## Red Cedar *Juniperus Virginiana*

This is our native juniper that may be collected and used in the landscape. It is a tall growing tree that carries the apple rust spores. Red cedar has a dark green foliage in the summer but during the winter months has a brownish cast. A good tree for windbreaks and for accent plants.

## Norway Spruce *Picea Abies*

This is the most commonly planted spruce. It will grow to eighty feet or more in height with spreading branches and pendulous twigs. The leaves are short, sharp and a lustrous dark green. Norway Spruce requires a moderately moist soil but otherwise is tolerant of most conditions.

## Blue Colorado Spruce *Picea Pungens Glauca*

A tree with a positive upright form and stiff habit of growth. The branch-

es are in such close whorls that they give a layering effect to the tree. The color is such a vivid blue green that care must be taken in its use. When planted with other evergreens it is toned down considerably. It is used mainly for accent purposes.

## Canada Hemlock *Tsuga Canadensis*

A very graceful tree that requires a moist place away from the wind. In this section the north side of a building is the most favorable, otherwise winter-burning may result. The leaves are small, narrow and flat, and tend to form a flat spray along the twig which gives the tree an easy airy gracefulness.

## Japanese Yew *Taxus Cuspidata*

An excellent evergreen for low plantings in shady places and on the north side of buildings. It has an upright spreading habit of growth and takes about thirty years to attain a height of ten feet. Japanese Yew is perfectly hardy but will winter-burn somewhat if exposed to the winter sun. In protected places the dark green foliage stays green all year and is one of its most desirable features.

## Oregon Hollygrape *Mahonia Aquifolium*

An attractive low growing holly-like plant, suitable for foundation planting. The plants grow two to three feet tall and have shining, leathery, spiny toothed leaves that resemble holly leaves. The leaves turn a red in the fall and to a purple if there is much winter sun. This plant will have a neater appearance if kept pruned of winter-burned leaves each spring.

## American Holly *Ilex Opaca*

This is another broad-leaved evergreen that can be grown in this section if given some protection. This plant has spiny, glossy dark green leaves that are ruffled at the edge. There are several varieties of *Ilex opaca* but the two that are the hardiest and will stand our climate are "Bountiful" and "Merry Christmas." Hollies like a neutral to acid soil, sandy in character. They must be planted with a ball of earth and given winter protection for the best results.

### Spreading Euonymus Euonymus Patens

This low shrub has an upright habit with thin leaves that are semi-evergreen. The leaves remain on the plant all winter turning a brown color as spring approaches and dropping with the new buds. It has a pinkish fruit which remains late in the season. This plant may be injured by severe winters and therefore should be somewhat protected. Desirable for foundation planting and hedges.

### Laland Firethorn Pyracantha Coccinea Lalandii

A dense, rounded, neutral plant with fine texture and glossy, evergreen leaves. The fruit is a bright orange and remains on the plant all winter. This plant will suffer from foliage-burning if not protected during the winter. In this section it is best planted on the north side of a building. Useful in the landscape for an accent plant and for its fruit and evergreen foliage.

### Myrtle or Periwinkle Vinca Minor

One of the best and most widely used groundcovers. A small trailing plant with glossy green leaves that remain green all winter. Vinca likes a moist shady place, under trees and on steep banks where few other plants will grow. Its main use in the landscape is helping to reduce the maintenance and to give the plan its finishing touches.

### ALUMNI NOTES

Mrs. Mildred Brockman, 1941, is employed as fifth grade teacher at South Park School, Moberly, Missouri. She has held this position since the fall of 1947.

Henry A. Bamman, Jr., 1946, formerly of Callao, Missouri, is English instructor at Eastern Washington College of Education, Cheney, Washington.

Dean Funk, 1947, is employed as Counselor for the Administrative Staff of the University of New Mexico, Albuquerque, New Mexico.

William H. Reger, 1929, formerly of Harris, Missouri, is Principal of the Eugene Field Junior High School at Hannibal, Missouri.

Ada V. Seibel, 1929, is teaching social science at the Central Junior High School, Hannibal, Missouri.

Kenneth R. Moore, 1935, a social science major, is Principal of the Palmyra, Missouri, High School.

## Northeast Missouri Business Education Teachers Have Record

Twelve teachers of business subjects in the schools of Northeast Missouri have a record of more than nineteen years of service in their present position. The combined service of these twelve will total 307 years at the end of this school year.

At a time when many Kirksville graduates are seeking positions in Iowa and Illinois where there seems to be an attraction of higher wages, it is heartening to have this number who have remained at their post and have rendered a large part of a lifetime of service in one position.

There is probably in the group not a person who has not had many opportunities to go elsewhere, but they have felt the need of staying in one place, and they have stayed there to become an integral part of their community.

These twelve are:

Miss Marguerite Solan, Hannibal, 35th year

Miss Janet Buck, Kahoka, 31st year

Miss Elsie Deutschmann, Lancaster, 29th year

Miss Chloe Jordan, Hickman High School, Columbia, 28th year

Miss Helen Leaphart, Brookfield, 27th year

Miss Lurline Wightman, St. Charles, 26th year

Miss Lois Hastings, Louisiana, 24th year

Supt. H. L. Purdin, Elsberry, 24th year

Miss Beulah Beggs, Hannibal, 21st year

Miss Chelsea Brown, Memphis, 21st year

Miss Irene Doyle, Mexico, 21st year

Miss Bessie Elliott, Moberly Junior College, 20th year

Of this number five are graduates of the Northeast Missouri State Teachers College. These five are:

Elsie Deutschmann, class of 1919

H. L. Purdin, class of 1928

Beulah Beggs, class of 1927

Chelsea Brown, class of 1928

Bessie Elliott, class of 1932

Several others of the group have been in attendance at Kirksville for limited terms, but have their degrees from other institutions.

Elsie Painter, 1945, elementary education major, is Principal of Schools at Monroe City, Missouri.

### ALUMNI NOTES

Louise M. Seibel, 1930, is employed as hygiene and music instructor at the Central Junior High School, Hannibal, Missouri.

Bess D. Swartz, 1944, is now Principal of Schools at Madison, Missouri. She also teaches classes in social science.

Geneva Babbitt, 1946, is commerce instructor and Principal at the Lucerne, Missouri, High School.

Forrest Layne, 1943, whose home town was Center, Missouri, is employed as commerce teacher in the high school at New London, Missouri.

Mrs. Mary Belle Fanning, 1943, is serving as Principal of Schools at Perry, Missouri. Mrs. Fanning majored in Social Science while in college here.

M. F. Beach, 1919, has the position as Superintendent of Schools at Higbee, Missouri.

Mildred Armstrong, 1935, is now Principal of the East Park School in Moberly, Missouri.

Anna Benning, 1930, is employed as English and art teacher in the Renick High School, Renick, Missouri.

Lewis Coghill, 1948, industrial arts major, is teaching in the Wentzville High School, Wentzville, Missouri.

Opal Camden, 1928, is employed as home economics teacher at Lancaster, Missouri.

H. M. Campbell, 1931, is teaching English and speech in the high school at Queen City, Missouri.

Quentin Jones, 1942, has the position as Principal of the Bible Grove High School at Greensburg, Missouri. He majored in business education while in college.

Esta Carter, 1928, an art major, is teaching in the high school at Granger, Missouri.

James Cupp, 1940, formerly of Brashear, Missouri, is teaching social science in the high school at Memphis, Missouri.

Hattie Farrah, 1937, is employed as Latin and English teacher in the Shelbina High School, Shelbina, Missouri.

Sudie B. Long, 1925, now has the position as elementary principal at Fayette, Missouri.

W. A. Burton, 1925, is Superintendent of Schools at Sumner High School, Sumner, Missouri.

Mrs. Wilma Salter, 1946, is now located at Dania, Florida, where she is secretary for the Outdoor Venetian Blind Company. She was formerly employed in the Dean's Office at the College.

