

NEWSCOPE

SPRING
1949



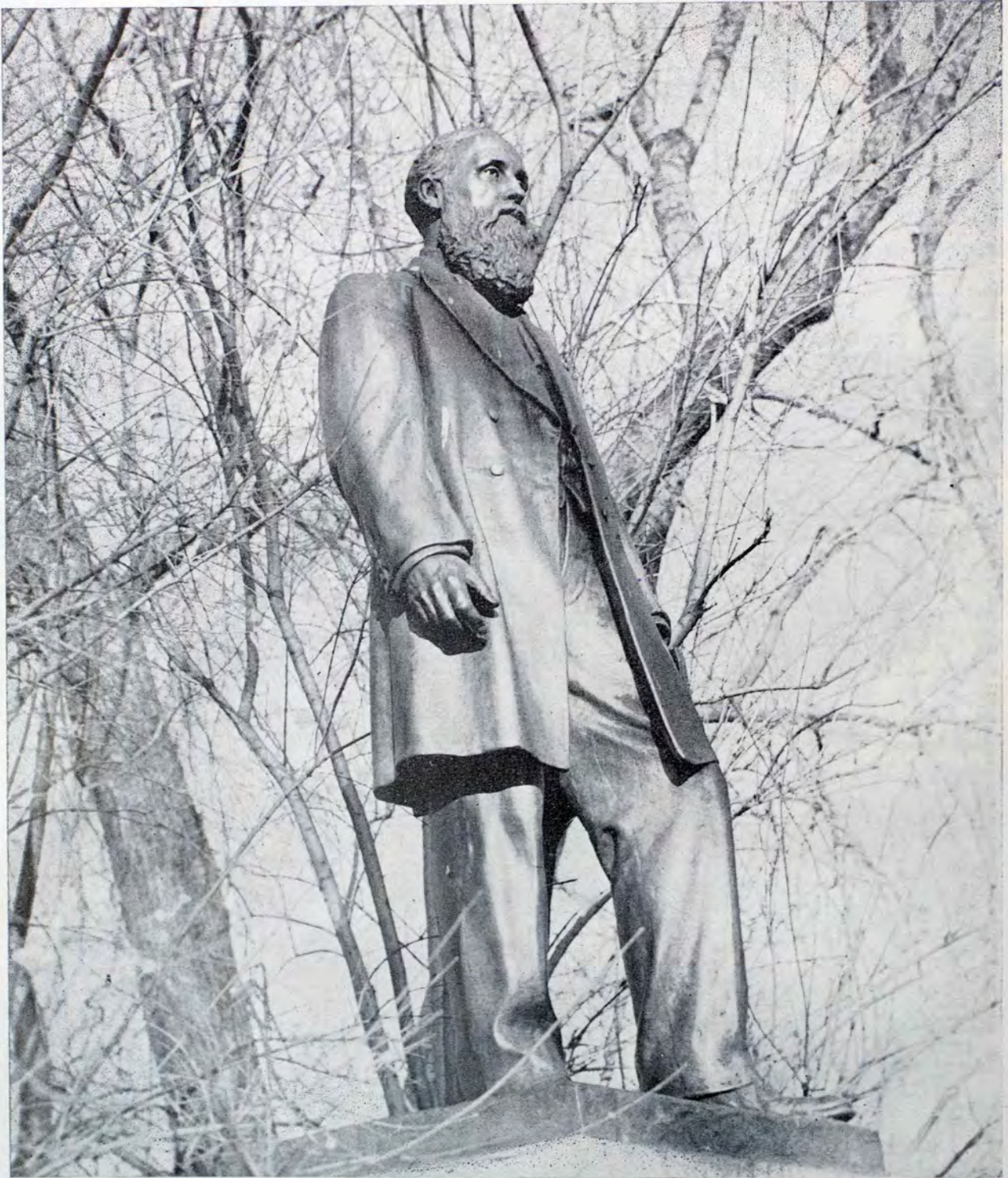


Photo by Sykes

PHOTOGRAPHIC STUDY OF JOSEPH BALDWIN, pioneer educator, statesman and founder of the College

NEMOSCOPE

NORTHEAST MISSOURI STATE TEACHERS COLLEGE
KIRKSVILLE, MISSOURI

VOL. III

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COVER PICTURE

Scene from "The Pirates of Penzance,"
produced during Spring Quarter, 1949.

HUMANIZING EDUCATION FOR BUSINESS

by

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Ph.D.

Associate Professor of Business
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Kirksville, Missouri

Since man is the builder of the social-economic structure, the creator of ideals, and the guiding hand in education, he is the pertinent factor. The social aspects of education and of business must be given a broader concept, a greater significance, and a greater recognition if we want to maintain the "freedoms." In putting a philosophy of business into action, we cannot overlook or lose sight of the social and humanistic foundations and implications of education and of business life.

We have learned in the crucible of experience that social problems are sure to follow economic problems. We expect it, and we are not disappointed. When our economic structure weakens and begins to lag, crime and licentiousness of every description begin to increase. Then we have an increased number of complex problems which may take years or even generations to straighten out.

If we are to improve our social-economic structure, we must formulate sound economic policies aided by constructive measures of protection of social standards, carried out in the everyday lives of men throughout the world. A well-conceived and well-formulated, though flexible, economic policy put into practice is truly an uninhibited way of life. Our system of government requires good citizenship. Under absolutism men do not need brains or character; they fall in line at the commands of others. There is no other economic system in operation that demands of its people a higher degree of intelligence than our own; and our future structure and position will require the combined intelligence, cooperation, and teamwork of all industry.

From the viewpoint of our social structure and our economic position, we are at crossroads, and have been for some time; and as Americans, we must make up our minds just which route we shall take. At this intersection we have a free choice.

Before Germany's fall, Volkischer Beobachter said that Nazi Germany had solved its labor problem; that no loyal German was without work; and that only enemies of Hitler were in want.

Officials of the Soviet Union have said that if there is anyone living in poverty, it can only be some small remnant of counter-revolutionists who

have refused to merge themselves with the new social system.

Dr. Charles Merriam, of the United States, has stated that Democracy is the best form of government yet devised by the brain and experience of man, "but," he said, "democracy is still on trial. A billion and a half people are waiting to see whether democracy can solve the problems of their daily lives."

Dr. Merriam has also stated that we are standing at the gates of an age of plenty, key in hand, fumbling at the lock.

Why should people under our democracy be in need? Is it not apparent that we can get what we want, if we really want it?

Is democracy still on trial? Have we not proved that democracy can do as much, if not more, for its devout followers than the "isms" have done and are doing for others? We cannot oppose him when he says that Life, Liberty, and the Pursuit of Happiness must have not merely a legal meaning—important as it is—but also an economic meaning spelled out in the everyday lives of men everywhere.

As Americans we have been concerned with the conservation of soil and forests and with the conservation of materials by better engineering methods, but very little has been done about the conservation of human energies—human engineering. All students of education for business know that much of the progress made in business has come through the improvement of the various materials. The makers of mechanical devices know that success often depends on the quality of materials. In the same way, progress and success in our industrial and economic way of life depend on getting quality in human material.

With the advent of the depression of the 30's, we have gained a keener perception of the importance of hu-

manizing education for business. If we think that we are approaching the problem effectively, we have only to open our eyes and to view the present state of affairs. World War II was an experience, stimulating a common objective and the spirit of fellowship, but only sufficiently enough to show what tremendous advances are within our grasp.

That business graduates are lacking in a knowledge and application of the "humanities" is admitted by business educators and business executives everywhere. Industrial engineers, business executives, business teachers, salespersons, secretaries, bookkeepers, accountants need an effective working knowledge of the English language; they need also more history, more economics, and a well-balanced perspective and insight into social and economic problems past and present. Human psychology and the physical sciences are also great humanizing factors in the education for business. The business graduate today is expected to meet the needs of a more complex social-business organism.

If the engineer, the business executive, or the business teacher has not read in the vast fields of philosophy and literature; is not interested in his own economic system and his own society; or cannot establish a mutual feeling of ease when meeting with other people; and cannot sustain a normally intelligent conversation with his fellows, then he feels his own inadequacy as an educated citizen. The business graduate should want to humanize his business skill by acquiring and developing an appreciation of the "humanities."

Harry B. Baker, a graduate of the class of 1929, has been teaching in Detroit, Michigan, since his graduation here. Mr. Baker is now head of the commerce department of the Southwest High School. He has taken an active part in community life in Detroit, is a trustee of the First Presbyterian Church of Detroit, and is serving as president of Alpha Omega Chapter of Phi Delta Kappa at Wayne University.

During his student days, Mr. Baker was a member of Sigma Tau Gamma, Pi Omega Pi, the Historical Society, and Blue Key. He was selected in 1929 as a member of the class likely to succeed, and he has lived up to that prediction.

MATHEMATICS HAS ITS PROBLEMS

by

Vivian W. Kline

Acting Assistant Professor of
Mathematics
Northeast Missouri State
Teachers College

For several years the members of the mathematics faculty of the Northeast Missouri State Teachers College have been aware that students entering the College have an inordinate amount of difficulty with their courses in mathematics. Indeed, until recently, mathematics courses were avoided whenever possible. However, with the increased demands for technical personnel by the government and the influx of veterans, the demand for mathematics and related subjects increased, but the difficulties remained. The question was raised in the division as to whether the cause lay in the College itself, or whether the problem lay elsewhere. In an effort to answer the question a study was proposed, and has been carried on for the past two years. The purpose of this paper is to inform the educationally alert of the problems confronting us here at the College and of the steps being taken to provide satisfactory solutions.

It was proposed that for a period of five years a test, covering the fundamentals of arithmetic and algebra, be given to each freshman who was registered for a course in mathematics. The test had one hundred fifty items and was semi-objective in nature. Each question was designed to test a particular arithmetical or algebraic skill. Each student who took the test was also asked to answer a questionnaire giving information concerning his previous training in mathematics, when and where it was received, and the approximate grades made in each course. These data were verified from the records in the office of the Dean. The papers were scored and the results compiled.

On a basis of the test results, questionnaire results, and personal interviews, many students were advised to change their schedules and to take courses for which they had not originally registered. No pressure was brought to bear in this direction; however, more than ninety-five percent of the students followed the advice given. Of the other five percent, a few ran into difficulties in making a change because it meant giving up another course which seemed more important or desirable. Most of the five percent, however, refused to accept the fact that although they had been exposed to high school algebra in some instances for as long as a year and a half, and had made average

or better grades, they still had no understanding of algebraic fundamentals.

Students were placed in one of the following courses: Algebra 5, a beginning course in algebra designed for those who had had no high school mathematics or who gave no indication of knowing even the most elementary topics of algebra; Algebra 7A, a slightly more advanced course in elementary algebra, designed for those who had had algebra in high school, but who needed a review before attempting college algebra; Algebra 7B, a course in college algebra, dealing with topics in quadratics and beyond, and the first course for which credit is given toward a major in the field. Unfortunately, it was noted that most of those in the last two groups came to us from out-of-state high schools, while nearly all of the first group were graduated from the high schools of N. E. Missouri.

Segregation of students into groups having approximately similar mathematical backgrounds made the problem of teaching much simpler. During the quarter emphasis was placed on those weaknesses in background which were indicated in each group. The caliber of work done was considerably improved and the amount of material covered was greatly increased. Final grades in the courses indicated that there were fewer failures, and the general attitude toward the study of mathematics was greatly improved.

The study will be continued for a period of three more years. The procedure will vary in the Fall of 1949, only in that the tests will be given to all freshmen and results compiled before matriculation so that students may be placed in the proper courses without the necessity of changing schedules after registration has been completed. At the end of the five-year period the results of the study will be compiled and published in final form. The material given here is merely a preliminary report.

It is interesting to note that of those freshmen taking the mathematics test, more than sixty percent found it necessary to begin their college mathematics with Algebra 5. This means that they must necessarily spend two-thirds of a school year taking those subjects which they should have or might have had in high school. This means that they cannot begin any course which can be counted toward a major in the field until they are two-thirds of the way through their freshman year of college work, and that they will not be able to take the mathematics necessary for a study of the more advanced courses in science until they are in their third year of college work, leaving just one year to crowd in as much science as possible, not all that is wanted, and with the burden of an overloaded schedule of laboratory courses in the senior year. These people have but two choices: they may take an extra year of college work; or they may meet the requirements and be graduated in a four-year period without having had an opportunity to pursue those studies in which they are most interested and perhaps need most to engage in their chosen fields of work. They are justifiably unsatisfied with the training afforded them in the secondary schools.

From those who were able to begin their work with Algebra 7A, we have little complaint. They lose a quarter, but that is not unusual. By careful planning they can progress in a normal fashion. Of the three percent who are able to go directly into 7B Algebra we are proud. They enjoy all the opportunities and advantages the College has to offer them.

There is a particular group of freshmen who deserve our utmost consideration. They comprise, in general, a part of the Algebra 5 group. They are the prospective scientists and engineers who come to us from high schools where they have had no opportunity to study anything beyond general mathematics, and that in some instances has been poorly taught. They have not had either plane or solid geometry. Some of them have never heard of trigonometry. They have come to us from small communities where their parents have paid taxes to support schools to educate their children. These students have no choice. They must spend five years

(Continued on Page 8)

THE HUMPHREYS COLLEGE AND BUSINESS INSTITUTE

by

Thomas E. Waddill

Student, Northeast Missouri State Teachers College

Deepest appreciation is extended to Mr. J. H. Sorge, Winigan, Mo., a former student of Humphreys College and early-day rural teacher; Mrs. Ella Frazier, Green City, Mo., graduate of Humphreys College and part time teacher there; Mr. Willie Frank Roach, Browning, Mo.; Mr. Harry Hamilton, Humphreys, Mo., for their valuable factual information, for use of papers, pictures, and personal memories for background material without which this article would have been impossible. Credit also is due Dr. Pauline Knobbs, Associate Professor of Social Science Education, Northeast Missouri State Teachers College for her inspiration, guidance, and helpful criticisms. —THE AUTHOR.

The cornerstone of a rather elegant two-story brick structure to house the Humphreys College and Business Institute was laid June 24, 1884, dedicated with due ceremony September 28, 1884, and the school was opened to students the following day. Humphreys, Missouri, which was known as Haley City until 1882, is described in early writings as "... a beautiful little town of about 450 inhabitants, many of the residences being very neat, cozy, little frame structures. The society is excellent, as is usually the case in college towns, and it has been found that the town and college mutually assist each other, and beside the college there are three church organizations—Baptist, Christian, and Methodist Episcopal Church South."

The institution was established on a plan of selling scholarships at \$50.00 each. The reasonable price of these certificates covered twenty-seven months tuition; but they failed to furnish sufficient funds to support the faculty and rapidly expanding curriculum of the institution.

The program called for two departments, the preparatory, consisting of two years of study, and the collegiate course of four years of study on the basis of four terms per year. The curriculum for the fourth year of the collegiate course, which would have been the most advanced year, included Latin, Logic, Political Economy, Zoology, Analytics, Mathematical Astronomy, Geology, Calculus, Oratory and Elocution. The graduate of the college received the Bachelor of Arts degree.

Three gold medals are known to have been given to the winners of oratorical contests. The first was on May 1, 1885, and was won by I. R. Donoho; the second February 22, 1886, was won by Miss Carrie Stringer, and the third was won by Miss Flora St. Clair.

1887 was about one hundred and sixty, which was more than usual. Later the enrollment was to increase to well over three hundred students.

The doors opened September 29, 1884, with Professor G. A. Smith, A.M., professor of mathematics, history and literature and president. Students of Professor Smith remember him as a very tall man, full of energy. They also remember him as a friend, philosopher, thorough scholar, and as a man devoted to progress. Prof. Smith repeatedly told his students in substance, "I was twenty-six years old before I knew my ABC's but I resolved to educate myself so I might be able to help others get an education." He definitely carried out his resolve for he encouraged many stu-

dents to get an education which they would not otherwise have had opportunity to secure. Before the college building was completed Prof. Smith did not sit idly by. He collected and organized a faculty, set up a course of study and put both into operation in the Methodist Church building. When the building was completed the college moved in, accompanied by the public school students who were under the charge of Prof. Smith. The Public School consisted of the first eight years and those who were more advanced and seemed capable, were allowed to take certain courses in the college.

Some of the teachers who assisted Prof. Smith the first year were J. H. Ellison, teacher of plain and ornamental penmanship; Mrs. Mary E. Smith, principal of preparatory department; Miss Lillie Buhl, teacher of instrumental music; and J. W. Forquer, teacher of vocal music.

The second faculty, for 1885-86 consisted of Prof. Smith who had added a course entitled Mental and Moral Science to the curriculum; I. S. Smith, principal of the business de-



HUMPHREYS COLLEGE AND BUSINESS INSTITUTE, HUMPHREYS, SULLIVAN COUNTY, MISSOURI

partment; Grace Whaley, teacher of composition, language and literature; J. W. Clapp, civil government, algebra and mental arithmetic; Virginia I. Russell, elementary grammar; J. H. Proctor, principal of the preparatory department; and J. W. Forquer, history and music.

The faculty for 1886-1887 continued with Prof. Smith, aided by some new faculty members and a changed curriculum. J. W. Clapp taught natural science; William Miller, languages and literature; J. L. Gallatin, mathematics; William Hartshorn, preparatory department; A. W. Hartshorn, penmanship; J. W. Forquer, vocal and instrumental music; Mrs. Anna Shearer, landscape, portrait and hand-painting; I. S. Smith, traveling agent.

The faculty for 1887-88 continued much as usual. Flora St. Clair, having graduated, was added as a teacher of language and literature; A. J. Cooper taught the natural sciences; and Mattie Gay was principal of preparatory department.

From the foregoing it is interesting to notice that during the term 1886-87 J. W. Clapp taught natural science, whereas during the term 1885-86 he taught civil government, algebra, and mental arithmetic.

The institution operated for a num-

ber of years and did not prove to be self-supporting. So Prof. G. A. Smith left and joined the Allen Moore School in Chillicothe, now known as the Chillicothe Business College. After teaching many years in the Chillicothe Business College, Prof. Smith became superintendent of schools in Chillicothe and later returned to Humphreys as superintendent of schools. About 1920 Prof. Smith retired to his farm and the care of his orchards. The country and community lost a great personality when Prof. Smith met his instant death in an auto accident near Cameron, Missouri, at age eighty-four. Prof. Smith was apparently author of a number of textbooks, whose names and subjects are not available.

Students came to Humphreys from quite a radius and the Humphreys College and Business Institute was considered a fine institution of learning. Prof. Smith seemed to be the spark and power behind the organization and expansion of the college. The community solidly backed the college while Prof. Smith was there. When he left, a Prof. Harrington came from Pennsylvania to assume the position of principal and professor of grammar and language. The public school had been separated and a community

building had been erected. Control of the college finances and policies was assumed by the Methodist Church. Prof. Harrington was assisted by Prof. H. M. Peterson as a teacher of arithmetic and mathematics. Mr. Sorge (referred to in the author's note) stated that Prof. Peterson was a self-made man of exceptional intellect and abilities. Prof. Steel taught physiology and possibly other related courses. Many of the earlier faculty members remained and a majority of the courses previously offered were retained. However, tragedy struck this little town in northwestern Sullivan county when the attractive building of 1884 burned to the ground in the early 1890's. The closest approximation of the tragic date seems to be in late 1892 or spring of 1893. The college continued however for a while through the backing of a Methodist Conference, but Prof. Harrington had never been able to increase or even retain the interest that Prof. Smith had created under his able leadership. So through a lack of interest and finances, Humphreys College declined and disappeared except for the profound influence and mark it had made on its students and its community, the state and nation. The date the college became inactive and ceased operating could not be determined but was probably between 1895 and 1900. Though the first building burned, the classes and faculty moved back to the Methodist Church until another building could be erected and then a move into the second building was made. However the college became inactive, the building was closed, and was torn down about 1912 by a Mr. Crawford. The brick were used in putting up business houses in Humphreys. The "Corner Stone box" which contained pictures, papers, writings, etc., was taken out, still in good condition and the contents were preserved in the safe in the store of Mr. Willie F. Froach. Some years later when Prof. Smith returned to the Humphreys public schools, the contents were returned to him.

Many of the students of the time served as teachers in rural schools, others entered professions and business. There are yet many former students living who are prominent in various fields. Especially do they have faith in the intellectual and social growth of the youth of today and in the free land which they helped to build and to preserve.

Following is the "Announcement" for the school year of 1896-97:



Seated Left to Right: Willie Musgrave, Prof. and Mrs. Smith, Ed. Rodman.
Standing Left to Right: Ella Browning, Hermia Fields, Jennie George, and Willie Bates.

ANNOUNCEMENT

OF THE

CHILLICOTHE-DISTRICT HIGH SCHOOL

AND

HUMPHREYS BUSINESS COLLEGE

FOR

1896-7

L. H. GEHMAN, A. M., President
HUMPHREYS, MISSOURI

EXPENSES

Tuition, per quarter, 10 weeks \$ 8.00
Teachers' Course, 10 weeks.... 10.00
Diploma or Certificate..... 2.00
Matriculation fee required of every student..... 1.00

Tuition must be paid quarterly in advance and no student will be assigned to any class until he has made satisfactory arrangements with the president for the fees for the quarter.

SPECIAL OFFER

Tuition in advance, five months \$15.00
Tuition in advance, one year -- 29.00

Special rates will be made for children of Ministers of the Gospel of all denominations who are in the regular work and for young men preparing for the ministry.

BOARDING

Board in private families, \$2.25 to \$2.50 per week. Boarding in clubs may be had at much lower rates.

THE LOCATION

The location of the school is very fortunate. Humphreys is situated on the Quincy, Omaha and Kansas City R. R. in one of the richest farming districts of northern Missouri. The progressive spirit and liberality of the people is shown in the fact that they contributed ten thousand dollars for the erection of the building, which is large and modern in its arrangements, and with the campus of five acres, containing shade and ornamental trees, affords everything that can contribute to the convenience and comfort of the student.

MUSIC DEPARTMENT

Negotiations are now pending with an eminent instructor whose training at home and abroad under the best masters, together with an extended experience as a teacher of music, guarantees a high grade of excellence in this department.

SPECIAL STUDENTS

While we strongly urge all students who can do so, to take the regular Academic Course, we are at all times ready to admit students who are unable to take the entire course, to such work as may best meet their requirements. It is the aim of the School to do the greatest good to its patrons.

MUSEUM

A large and valuable collection of minerals, fossils, etc., the private property of the president, is devoted to the use of the classes in Natural Science. Donations toward a museum for the School are respectfully solicited.

TEACHERS' TERM

The entire year's work affords a profitable course for teachers, but in what we call the Teachers' Term, we offer professional subjects in addition to the regular curriculum. This work is under the immediate care of the president, whose long experience as a teacher and success in the training of teachers, affords assurance of valuable professional training. The number of professional teachers is constantly increasing and those who lack in this particular, find that their services are not sought after.

THE DISCIPLINE

The discipline of the school is mild but firm. This is not a reform school

but a place for earnest, hard working students. The rules, while few and of a general character only, will be rigidly enforced. The faculty will aim, by mild means and kind advice, to restrain from wrong doing and by practice in well doing to establish a firm, self-reliant character.

THE NON-RESIDENT DEPARTMENT

Is intended for any, especially for teachers, who would like to continue their studies in one or more branches while attending to other duties. The plan of correspondence teaching has been extensively tried and students have found themselves able to make rapid progress. The terms are \$1.50 per month for two branches and 50 cents for each additional branch. The student also pays the postage both ways. Write to the president for particulars.

ENTRANCE

It is best to enter on the first day of the first quarter, if possible, but if you cannot do so, come as soon as you can.

THOROUGHNESS

Is our aim. Not a mere smattering of many things, but all our efforts are concentrated toward making thorough students, whose minds are so disciplined that they are able to grapple with the difficulties that come in their way.



A CLASS TAUGHT BY PROFESSOR SMITH, BELIEVED TO HAVE BEEN A GRAMMAR CLASS

THE FACULTY

Consists of experienced, professional teachers whose aim it is, not only to impart book knowledge to their pupils, but to assist the student in building character whose leading traits shall be truth, honor and justice.

PREPARATORY DEPARTMENT

Students not sufficiently advanced to enter the regular Academic Course will be placed into classes in the Preparatory Department. This department is under the care of Miss L. A. M. Frost, a teacher of rare tact and ability, whose earnest manner and enthusiasm will result in great good to those under her care.

NON-DENOMINATIONAL

While the school is owned and directed by the M. E. Church, South, we invite students from all denominations. We teach no creed nor system of theology, nor do we desire to make sectarians, but it is our purpose to give a distinctive Christian education free from bigotry and narrowness.

LITERARY SOCIETIES

The Automathean and the Phi Alpha Societies afford excellent opportunities for drill in parliamentary usage and for the intellectual and moral advancement of its members. The societies have beautiful halls on the third floor, which are handsomely furnished and offer every convenience for successful work.

COURSE OF STUDY

The Academic Course consists of four years' work. The requirements for admission to this course are Reading, Elementary Arithmetic, Geography, Grammar, U. S. History and the ability to make good English manuscript, showing proficiency in spelling, capitalization, punctuation, indentation, paragraphing and the general arrangement of matter.

First Year

FALL TERM	SPRING TERM
Arithmetic	Arithmetic
Grammar	Algebra
Geography	Physical Geography
Physiology	Physiology
U. S. History	Civics

Second Year

FALL TERM	SPRING TERM
Latin	Latin
Algebra	Algebra
Rhetoric and Composition	Physics
Physics	English
English	Botany

Third Year

FALL TERM	SPRING TERM
Latin	Latin
Greek or German	Greek or German
Geometry	Geometry
General History	General History
Psychology	Ethics

Fourth Year

FALL TERM	SPRING TERM
Latin	Latin
Greek or German	Greek or German
Trigonometry	English
English	Political Economy
	General Review

Curators

Dr. J. M. Sullivan, Pres.	Humphreys, Mo.
J. C. Henry, Secretary	Humphreys, Mo.
H. B. Decker	Humphreys, Mo.
O. G. Allen	Humphreys, Mo.
Henry Case	Humphreys, Mo.
G. T. Moberly	Humphreys, Mo.
J. M. Wattenberger	Milan, Mo.
Martin Callahan	Parsons, Mo.
E. M. Perkins	Linneus, Mo.
H. C. Marlin	Wintersville, Mo.
E. E. Bostrick	Linneus, Mo.
J. S. Smith	Chillicothe, Mo.
P. T. Grace	Humphreys, Mo.
J. M. Callahan	Humphreys, Mo.
Rev. J. A. Snarr, P. E. Ex-Officio,	Chillicothe, Mo.
Rev. T. R. Gray, P. C. Ex-Officio,	Humphreys, Mo.

Executive Board

O. G. Allen, President	Humphreys, Mo.
Dr. J. M. Sullivan, Secretary,	Humphreys, Mo.
Henry Case	Humphreys, Mo.
J. C. Henry	Humphreys, Mo.
Rev. T. R. Gray, P. C. Ex-Officio,	Humphreys, Mo.

Calendar

Fall Term opens Tuesday, Sept. 1, 1896.
 Second Quarter opens Nov. 10, 1896.
 Midwinter Examinations, Jan. 12-16, 1897.
 Spring Term opens Tuesday, Jan. 19, 1897.
 Fourth Quarter opens March 30, 1897.
 Spring Examinations, May 25-29, 1897.
 Commencement week, June 1-5, 1897.

Business Department

Opens, beginning Second Quarter Nov. 10, 1897.

Teachers' or Review Term

Opens, beginning Fourth Quarter March 30, 1897.

Faculty

L. H. GEHMAN, A. M., President
 Languages, Mathematics and Science.
 MISS L. A. M. FROST
 Literature and History and Principal of the Preparatory Department
 G. J. STRINGER, Assistant
 N. B.—Other instructors will be appointed later.

Mathematics Has Its Problems

(Continued from Page 4)

to accomplish that which they should be able to achieve in a four-year college course. They too are bitter. Have they cause?

It was interesting to note that in one quarter of intensive training, the students in Algebra 5 learned as much as or more than they had learned in one and one-half years of high school algebra. One might then raise the question as to whether or not it would be better to eliminate the teaching of algebra in the high school and substitute something of a more practical nature and more suitable for all high school students—allowing those who intend to go to institutions of higher learning to postpone the study of mathematics beyond arithmetic until they have reached that institution. This would be more feasible from the parents' point of view if the first year of college work were free.

On the other hand, statistics show that algebra has been a part of the high school curriculum since the beginning of high school education in the country. Indeed it has been found that high school students are capable of learning analytical geometry and the calculus. We must assume that the high school students of N. E. Missouri are of no lower intelligence than those in other parts of the United States. Where then is the difficulty?

Can it be that the high school teachers of Missouri are not adequately prepared? Can it be they are not adequately supervised? Can it be the classes are too large, making good instruction impossible? Can it be that salaries are so low that teachers do not put forth enough effort to do a good job? Are they uninspired? Can it be that high school teachers find it necessary to teach the arithmetic which should have been learned in elementary school and therefore have little time to teach algebra? If so, why does this condition exist? Is there not enough attention given to homogeneous grouping of students? Are the enrollments large enough to allow such grouping? If not, should there be consolidation? Is the turnover in teachers too great to have anyone stay long enough to do a good job? If so, why? Is it possible that we have high schools too small to justify a class in mathematics or a salary for a teacher of mathematics?

It is not the purpose of this paper to point the finger and say the difficulty lies here. Indeed the writer does not know wherein the difficulties are to be found. Its sole purpose is to present the problems, raise the questions, and stimulate some thought which may lead to the corrections of a weakness in our educational system.

ALUMNI NOTES

Elsie Jones, 1928, is English instructor in the Macon, Missouri, High School.

Mary Ellen Albright, 1944, is also teaching social science in the Macon, Missouri, High School.

Ruth Browitt, 1925, has the position as Principal of the Central Grade School, Macon, Missouri.

Holland Clem, 1940, whose home town is La Plata, Mo., is teaching social science in the High School there.

Sam Murdock, 1940, formerly of Kirksville, Mo., has been re-elected as Superintendent of Schools at Baring, Missouri.

Roy E. Boatwright, 1942, a native of Stanberry, Mo., is Pastor of the Waldo Avenue Baptist Church in Independence, Missouri.

Gordon O. Johnson, 1944, has the position as supervisor of building trades in Missouri Schools. His offices are located at Springfield, Mo.

Patricia Ludden, 1947, whose home is at Kirksville, Mo., is employed as a laboratory and X-ray technician at the Mercy Hospital in Waverly, Iowa.

Goldia Maddex, 1942, an elementary education major from La Plata, Mo., is employed in the elementary school system at Washington, Missouri.

Loraine Kehoe, 1946, an elementary education major, is employed as third grade teacher at the East Park School in Moberly. Her address is: 515 Vincil St., Moberly, Missouri.

Mrs. Mildred Harrison Cowden, 1939, an elementary education major, is teaching the second grade at East Park School in Moberly. Her address is: 715 South Clark St., Moberly, Missouri.

Charles G. Young, Jr., 1939, was named counsel for the Federal Reserve Bank of St. Louis by the Board of Directors recently. He became affiliated with the bank in 1947 after legal practice in Kansas City. His address is: 6055 Waterman Boulevard, St. Louis, Mo.

Paul Kelso, 1939, instructor in mathematics at the Teachers College in Cedar Falls, Iowa, since 1948, has been appointed to the new position of Coordinator of Student Counseling there. He will assume his duties June 1. Dr. Kelso formerly taught in the Atlanta, La Plata, and Steffenville, Missouri, High Schools and at the University of Missouri.

Charles Hulen, 1941, a native of Centralia, Mo., is now music instructor at the high school in Macon, Missouri.

N. E. Demoney, 1927, is Superintendent of Public Schools at Ester-ville, Iowa, where he has been located since 1932.

Bessie Browning, 1926, formerly of Powersville, Mo., is employed as social science teacher in the High School at Macon, Missouri.

Robert Northcraft, 1947, formerly of Kirksville, Mo., is now operating the Cherie and Mike's Shop in Cherokee, Iowa, which specializes in tot's apparel.

Roscoe Thomas, 1948, a business education major, is employed by the State Department of Vocational Education at Jefferson City, Mo., to construct and teach itinerant courses in distributive education.

Gus Lamar, 1946, a recent visitor on the campus, is employed as the Driver Education instructor and Assistant Football and Basketball Coach at the Webster Groves High School. His address is: 5874 Elmbank, St. Louis 20, Missouri.



The late R. M. Ginnings, class of 1893, was a former instructor of Mathematics in the "old normal school" and later became head of the mathematics department at Western Illinois State Teachers College, Macomb, Illinois. He is survived by his widow and three sons.

Elmer Wagner, 1941, is teaching music in the Riverview Gardens High School, St. Louis 15, Missouri.

Margaret Lee Bullock, 1942, a music major, is teaching music in the La Plata High School, La Plata, Mo.

Jim Salter, 1948, whose home town is Kirksville, Mo., is employed by the Ribbonwriter Company in Dania, Florida.

Lynn McHarg, 1936, formerly of Columbia, Mo., is now football and track coach at Lafayette High School, St. Joseph, Mo.

Nancy Cox, 1947, whose home town is Bevier, Mo., is employed as commerce instructor in the Macon, Missouri, High School.

Harry Gallatin, 1948, a physical education major, played professional basketball with the New York Knickerbockers the past season.

Effie Morrey, 1937, is teaching at Stephens College, Columbia, Mo. She has taught several years in Kirksville High, as well as Delta State Teachers College of Cleveland, Miss.

Charles E. Garner, 1925, received his Doctor of Education degree from Washington University in St. Louis, Mo., in June. His address is: 829 Newport Ave., Webster Groves, Mo.

Stanley Hayden, 1924, former member of the Teachers College faculty, will become registrar of the Missouri Valley College at Marshall at the opening of the fall semester. He will also continue in his present position as Director of Admissions.

Doris Carothers, 1946, of Dallas Texas, is employed as regional statistical consultant with the Bureau of Public Assistance, Federal Security Administration and has work in the five states of Louisiana, Texas, Arkansas, Oklahoma, and New Mexico.

Ruth Struby Taylor, 1938, whose home town is Kirksville, Mo., recently received her Doctor of Medicine degree from the Creighton University School of Medicine in Omaha, Nebraska. She plans to intern at the Creighton Memorial St. Joseph Hospital in Omaha.

Thomas B. Martin, 1941, who recently visited the campus, is at the present time working on his Ph.D. degree in Business Education at Indiana University. Mr. Martin will return to his position as Head of the Division of Business Education at Delta State Teachers College, Cleveland, Mississippi, this fall.



THE ENTRANCE TO THE CAMPUS reflects the modern plant but also hints of the preservation of lofty ideals and spiritual values.

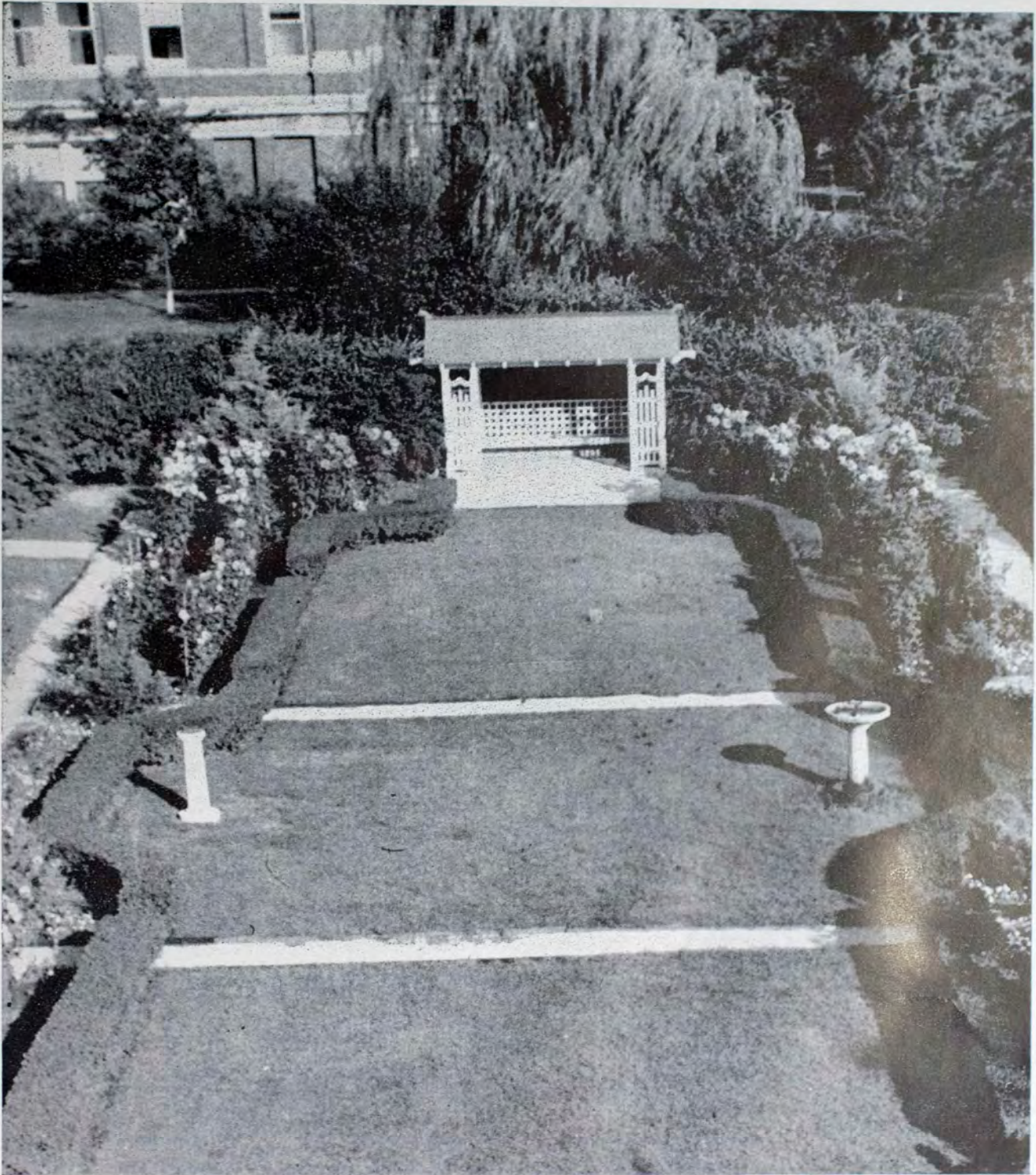


Photo by Sykes

BEAUTIFUL AND TRANQUIL SURROUNDINGS are believed conducive to a happier, and richer student life. To that end the Northeast Missouri State Teachers College has developed "The Most Beautiful Campus in the Midwest."

