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Student Opinion

Central Washington University

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HIGHER INSTITUTIONS
COOPERATE WITH SCHOOLS

Normal Credits Receive Full Recognition in University and College.

"Not for self but for the people of Washington," is coming to be the spirit of the educational institutions of this state according to President Black in his talk to the students of the Normal Wednesday morning. Where formerly strong tendency for higher institutions to become ends in themselves and to get for themselves what they could by aid of their partisan supporters, there are now being welded into one unified system of higher education. The real University of Washington consists of the University at Seattle and the State College at Pullman with junior colleges at both places and at the three normal schools. Such is the improved situation as Mr. Black sees it.

The recent conference on interchange of credits between the higher institutions which took place at Seattle last week advanced this movement definitely, according to Mr. Black's report. It arranged for the full recognition of the value of the work in the normal schools as work of college grade and it provided for the easy interchange of credits between the normal schools, the state college, and the university in a way that really unifies and coordinates the work of the higher schools as never before.

Mr. Black also discussed the Smith-Hughes Foundation Schools which are to be established in this state and supported by federal funds. These schools will be strictly vocational schools of the high school grade receiving students who are fourteen years of age without considering scholastic training and preparing them for various trades and for agriculture. The relation of these schools which are soon to be organized to the high schools and to the University is still an unsolved problem.

Some members of the faculty speaking after the assembly expressed the view that the Smith-Hughes act by federalizing the Smith-Hughes act by federalizing a large part of American education is the most important event in educational history of this country for many years and that the plans proposed should be very carefully studied by all who are interested in American education "because the law is very wisely administered," said one member, "it will tend to Prussianize America."

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FACULTY-STUDENT BASEBALL

In the baseball game between Faculty and Seniors Friday evening, the Faculty showed that in spite of their vast store of knowledge they are capable of being just as frivolous and gay as the unsophisticated Normalites. At first glance it was difficult to distinguish between them for the Faculty looked to be just "sweet sixteen" in their athletic attire.

The students say they have not practiced since last quarter but this is a trivial detail for Miss Rankin says it has been "a quarter of a century since the Faculty practiced."

This probably accounts for the one sided score which was fifty to seven in favor of the students.

We certainly appreciate the Faculty's good sportsmanship and hope they will complete the series. The lineup was as follows:


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RESULTS OF QUESTIONNAIRE
PROVE INSTRUCTIVE

Many papers were discarded because of incomplete answers or misunderstanding of questions. 135 papers were used as the basis of the following tabulations.

Fifty-two per cent of this number of students spent their childhood outside of Washington; but 43 per cent were native born.

Ten per cent came from irrigated districts, 13 per cent from the forested parts and 35 per cent from the fertile prairie country. 48 per cent have always had city environments. Of these, 29 per cent were from cities of the first class, 21 per cent from cities of under 10,000 population and 36 per cent in the town of approximately 2,500.

Sixty-eight per cent live on main line railroads, 18 per cent on branch roads while 14 per cent live near railroad centers having both main and branch lines.

This investigation revealed a smaller number of brothers and sisters in the families of teachers than in similar investigations conducted in the East. There is five children to the family, here 3, 5, 13 families had only one child 25 per cent, while one family each had eight, nine and ten children.

A very high percentage of the school are native born of native born American stock, the former being 91 per cent, while the foreign born of foreign born was as low as 44 per cent.

The number of dependent members of the families was also very low, five families supporting six helpless members.

The amount of outside help employed by families was only 16.6 per cent, 18 families employed 1 man each, 2 families employed 2 each; 1 employed 3 and another 4.

Twenty-three different occupations were given, the largest per cents being farmers. Thirty-three per cent miners, six per cent teachers, five per cent railroad men and five per cent business men, four per cent, while the remaining 47 per cent showed trades belonging to urban situations.

The great bulk of family incomes 87 per cent were reported as $500 and $2500, while 11.4 per cent were over $2500. 24 per cent were under $500.

The questionnaire revealed many types of savings, one person frequently using more than one type. Life insurance led with 63 per cent of the families using it. 62 per cent also had bonds and businesses, 21 per cent had bonds and mortgages. Only 7.7 per cent reported savings and no savings.

In 29 per cent of the cases the father is the sole support; in 5 per cent the mother; in 2 per cent the brother, while 20 per cent of the families have support derived from more than one source.

The general health of the wage earners was very good, only 6 per cent reporting bad health. A similarly hopeful fact is indicated in 62 per cent winning promotions in their occupations.

That Washington fathers are an industrious set was shown by 36 per cent reporting working more than 16 hours per day. Thirty one per cent working an even ten hours a day. 42 per cent work the regulation eight hours while four per cent have an easy time with less than eight.

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TEACHERS LEAVE AT END OF QUARTER

Miss Busby and Mr. Lechner Leave to Take Up Other Work.

Mr. Herweg Lechner head of our Agricultural department has accepted the position of County Agricultural Agent of Klamoq county, Oregon, and will leave February 1st for Astoria to begin his new work. He was recently offered this position in several counties of Oregon and chose the one in Klamoq county. Mr. Lechner has had considerable training in this field. He is a graduate of Pullman College, and has done post-graduate work at Ames College, Iowa.

Miss Daisy Busby has resigned her position as supervisor of the rural training center at the Danaman school to take up the work of superintendent of schools of Rosalia, Whitman county, Washington. She leaves at the end of this quarter to take up her new position.

Miss Busby was superintendent of the schools of Whitman county for some time before coming here.

OUR SCHOOL NURSE

When e'er some luckless student meets with an injury she immediately seeks Miss Wilmurt to have applied the soothing ointment, or for information regarding it. And she demand made upon her a dozen times a day she lays aside her work and administers to the injured. Such is the capacity in which Miss Wilmurt acts, besides being our physical director she is really our "school nurse" and we feel a deep appreciation of her work in this line.

The corrective room is now in readiness, and all students, who upon examination are found to be "physically deficient!" will have opportunity to take such exercise as will benefit their particular case. The object of this work is to enable each student to become as physically efficient as possible and so make her better fitted for her profession.

Under Miss Wilmurt's able supervision good results are assured and every student should consider herself fortunate to be given the opportunity for physical betterment.

Miss Rankin has prepared a bibliography on Thrift for teachers who wish to use it in connection with their Training school work. Consult it in the card catalog; bibliography drawer.
Washington State Normal School
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DRAMATICS.

"When Greek Meets Greek," the second play presented by the Dramatic club last week, scored an initial success. The atmosphere of the play was admirably sustained throughout both scenes by all the cast, Myrtle Calkins as Mr. Scofield a country gentleman, Harriet Lucas as his hospitable wife, Myrtle Townsend as coquetish Ellie Wenningham and Mildred Hill as Tom Atkins of self-confident younger man, composed the cast. It is hoped "When Greek Meets Greek" may be presented at an assembly because its talent is very much worth seeing. Ruth Quaife and Myrtle Goore played a duet between acts.

The girls cast for "All of a Sunday Peggy," the big play to be given next quarter, has been chosen.


Practice will commence next week and Miss Davidson expects to present the play during February.

NEWS NOTES.

President Black spoke at the King County School Club, Seattle, last Friday, on Smith-Hughes Foundation in Relation to Problems of School Administration.

Miss Angeline Smith spent the week end, visiting with Dr. and Mrs. J. H. Irwin, of Camp Lewis.

Pearl Attwood was the jolly hostess at a party given at the home of Mr. and Mrs. J. C. Kaynor, last week. The evening was spent in dancing after which perfectly wonderful eves were served.

Mrs. Baker was the "speaker of the evening" at the last meeting of the Y. W. C. A. She told of helpful things Y. W.'s in other schools are doing and gave us many suggestions as to how our Y. W. might help this school. Special music was also a feature of the meeting.

Helen Norris was the guest of honor at a delightful party given by Mary Pakeuhan, Friday evening at Edwin hall. Helen left Saturday to accept a position in Firwood, Pierce county.

Marge Collins is substituting in the fifth grade of the Central school for Mrs. Rozorth who is ill.

Edith Wilson left yesterday for Spokane, where she has accepted a position in the intermediate department of the city schools. We sincerely wish you great success in your work, Edith.

Jokes!

Anna B.—(In Manual T.)—What are you making?
Jo G.—A credit.
Anna B.—What's that?
Ursa L.—Do you want this story read?
Mr. Smyser—I don't know, if you read it I'll tell you.

What Is It?

Macie G.—Is this the only time the post office is open?
Myrtle C.—Yes, but it will be open two periods next quarter.
Macie G.—But do I have to wait until next quarter for my package?

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by separating people into distinct classes by education." Another member says on the other hand that the law is the "greatest thing for the education of the masses of this country that has happened in fifty years since it will make advanced education practicable for all those thousands young people who will lack skill in wordy abstract subjects, and who have never received the full benefit of high schools."

TO BE OR NOT TO BE.

Miss Rossman has rendered a service to mankind by modernizing "Our Friend Bill Shakespeare's," Hamlet.

To be— or not to be is the question.

Whether it's nobler in the mind to suffer

The Pedagogical pangs of realization

That Worry—is touching one's thinning

Hairs with its silvering brush—

Or to die in the Matrimonial Sea.

To die—to sleep! What matter it—

To sleep upon the job—where

Motivation does not play a part—

Twere better far to die—Perchance to dream.

Are—there's the rub!

For in that Pedagogic dream

Comes visions of a wonder day—

When first appears the symbol of reward—

The first pay check. And in the dream

So great proportion doth it take

Twere capable of buying all one's wants

New dress—high shoes—a cherished hat—

The latest book upon Philosophy of teaching

Young ideas how to shoot. And—

In that cherished dream—on shuffle

Of, this mortal coil. And rises high

Upon the wings of fame. She motivates—

Each action—play or game. Each study

Functions in the plan of school.
**STUDENT OPINION**

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In about two or three weeks and there has never been a time when this store has been able to fill your needs better than it will be for the coming spring months. Your patronage will be appreciated. May we expect a fair share of it.

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Socialized is every recreation in the day. Familiar with each chapter of the book, "Origin of Man"—she understands the inner workings of each and every child, and motivates their management in each.

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But lessons plans—so long and prayerfully arranged in days gone by—Now do their part in bearing her through the new trials. And with the vision of the years ahead—both hope that she a supervising work may do. Mayhaps a teacher she may be of older maidens—who in turn—hope to conquer worlds and hate by sending forth their shadows of life and pedagogic ways. But give us pause! There's the real secret. That makes calamity of this sweet life. The vision thus so dearly gained doth slowly fade—as daily needs of life do.

Do surely eat into this mighty check. Her weary back that at the close of day must bend to meet her washing's need. And fingers that so hopefully have pointed out the way to tiny feet must lose their once pink skin upon the Washboard's face. Her electric iron—That abomination to the land-lord man. But ever present help in time of need—Does its work well in early hours of early morn to press the one and only dress she has for school. But smiling cheerfulness. Must cover well a weary soul—For that same evening doth a party claim her busy time. Where she the guiding Star must be. Dynamic force for all the games, fair proportioner of food—that all may eat. Singer—player—speaker—all these—she For—heading all the annals of her work.

Comes this precept. All things do and be. Ye all things—all to follow men! But soft you now! Let not the Precept—Follow Man: For thots as these doth draw one from the broader view. And the one grant's and sweets under a weary life. That undiscovered country across the wide—

Wide sea of matrimony's depths, the—

(From whose vast distance few return)

Puzzles the will—and makes us rather bear those ills we have, than fly to others we know not of. The vast unknown makes awards of us all! High cost of living stirs us—wolish in the face. His salary compared with hers is sickled o'er with the pale cast of that, and losses—once for all—her action in the matter "but to the noble mind"—

May I misquote—"Poor gifts wax rich when giver's that is kind," And after all, In this sweet life of ours. Each has his niche, and what that is, must be in every one's fitness and desire for her best in life. And so—

To be or not to be—that is the question!

Whether tis nobler in this world of strife To bear aloft the banner a "Pedagog am I!" Or, "A good wife" but what it be I beg of you be cheerful: "Smile a smile." For when you smile—another smile, and then there's miles and miles of smiles—and life's worth while—If you but smile!

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