

Pittsburg State University

Pittsburg State University Digital Commons

The Techne, 1917-1937

University Archives

3-1-1924

The Techne, Vol. 7, No. 3: State Manual Training Normal

State Manual Training Normal School

Follow this and additional works at: <https://digitalcommons.pittstate.edu/techne>

Recommended Citation

State Manual Training Normal School, "The Techne, Vol. 7, No. 3: State Manual Training Normal" (1924).
The Techne, 1917-1937. 54.
<https://digitalcommons.pittstate.edu/techne/54>

This Book is brought to you for free and open access by the University Archives at Pittsburg State University Digital Commons. It has been accepted for inclusion in The Techne, 1917-1937 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact digitalcommons@pittstate.edu.

THE TECHNE

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

MARCH-APRIL, 1924

I am saddened when I see our successes as a nation measured by the number of acres under tillage or the bushels of wheat exported; for the real value of a country must be weighed in scales more delicate than the Balance of Trade.

The garners of Sicily are empty now, but the bees from all climes still fetch honey from the tiny garden of Theocritus. On a map of the world you may cover Judea with your thumb, Athens with a finger tip, and neither of them figures in the Prices Current; but they still lord it in the thought and action of every civilized man.

Did not Dante cover with his hood all that was Italy six hundred years ago? Material success is good, but only as the necessary preliminary of better things.

The measure of a nation's true success is the amount it has contributed to the thought, to the moral energy, the intellectual happiness, the spiritual hope and consolation of mankind.

—James Russell Lowell

K. S. T. C. PRINTING DEPARTMENT
PITTSBURG, KANSAS

PUBLISHED BY
THE KANSAS STATE TEACHERS COLLEGE
OF PITTSBURG, KANSAS.

VOL. 7

NO. 3-4

THE TECHNE

Published by the KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,
Pittsburg, Kansas.

W. A. Brandenburg, President.

Vol. 7

MARCH-APRIL, 1924

No. 3-4

EDITORIAL COMMITTEE

ODELLA NATION. ERNEST BENNETT. EULALIA E. ROSEBERRY.
A. H. WHITESITT. ADELA ZOE WOLCOTT.
EDGAR MENDENHALL, Chairman.

The purposes of this magazine are: To set forth the distinctive work of this College; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the College are invited to send communications on such subjects as fall within the scope of the magazine.

Sent free to all alumni and students and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office of Pittsburg, Kans., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

CONTENTS

	PAGE
President's Message	3
History of Kansas State Teachers College	3
Material Growth and Progress	4
Brandenburg Welcomes Visitors to Exercises	5
Tigert Praises Work of Teachers College	6
Winship Praises School's Growth	7
The Project Method of Teaching	8
Jane M. Carroll	
Where Kansas Stands	12
In Memoriam	13
School Notes	14

PRESIDENT'S MESSAGE

Dear Alumni and Friends of The Kansas State Teachers College Pittsburg, Kansas. it is a pleasure to us, in behalf of the faculty of the Kansas State Teachers' College, to extend to you, upon this auspicious occasion, our sincere greetings.

To build and develop an educational institution, one which merits the substantial patronage enjoyed by the Kansas State Teachers College at the present time, is an undertaking and achievement of no small proportions. It is a task which thus far has been accomplished only by the efficient sacrificing services, the loyalty and devotion of many, many persons indeed. The splendid men and women who have constituted her faculties during these twenty-one years, our good governors, the loyal friends of the school who have constituted in part our legislature during these years, still other friends who have believed in the policies of the school, and because of this confidence have lent their influence and their efforts, and last, but not least, the thousands of fine young men and women who have gone from the institution, either as graduates or students, carrying into their work efficiency, and that spirit of democratic service, together with her educational ideals—these are the builders of our beloved K.S.T.C.

As your president, for these brief years of effectual sympathetic cooperation, for your loyalty and your devotion, permit me to congratulate you, and to express to you our sincere gratitude.

Our institution is young. Even with nearly five thousand annual enrollment we feel sure that her greatness is only in the beginning.

Then come, let us all with full and united sympathy, and merited pride join in the commemoration of this happy event.

HISTORY OF KANSAS STATE TEACHERS COLLEGE

No adequate story can be told of the history of Kansas State Teachers College which does not go back to the year in which the bill was passed by the legislature establishing the institution. The details of those years and facts concerning the founding of the institution are full of interest. These details and many of these facts can not be given in this brief sketch; however, the idea seems to have been born in the brain of R. S. Russ, who became superintendent of the city schools of Pittsburg in 1897. Having studied manual training as introduced in eastern institutions, it dawned upon him that in an industrial center such as ours, it would be advisable to introduce manual training and home economics into the public school system. Having won favor of his board of education, he did this about the year 1900. Club women and many leading thinkers of that day were delighted with the new idea in education and devoted their energies unreservedly to its wider introduction into the public school system of the state.

Pittsburg was the first city school system in the state to introduce manual training and home economics from the industrial viewpoint. There were in one or two cities what was known as the Tadd system, which had to do only with clay modeling and wood carving. Mr. Russ was asked to make exhibits in different cities of the state, of the work done by the pupils in his school system, which he did. The wide-

K. S. T. C. commemorated her 21 anniversary in a celebration extending over two days, April 3rd-4th, 1923. As a part of the celebration a souvenir booklet containing a brief history of the institution was issued. For the benefit of the Techné readers we are reproducing in this issue a part of the booklet, also excerpts of some of the speeches and greetings.

spread interest in this line of work began to find favor in the minds of leaders in the legislature, and foremost among these was Senator E. F. Porter, who was elected in the fall of 1900, and entered his service as senator in January 1901. Senator Porter was an enthusiastic supporter of the idea of manual training and home economics, and saw at once if the public school system was to introduce this new departure from the old line of education, it would be necessary to have an institution to train teachers to handle the work, and he labored unceasingly with the city superintendent, R. S. Russ, and the friends of manual training for the establishment of an institution to meet that demand. It was he who introduced the bill in the legislature of 1903 which established this institution, and he sacrificed all other interests for it during the sixteen years of his senatorial career.

MATERIAL GROWTH AND PROGRESS

The first bill provided for a small appropriation of \$9,000 per annum for maintenance and salaries for the new venture. The city of Pittsburg turned over to the Board of regents one of its best buildings to house the new institution, which opened its doors for reception of students in September 1903, and began its eventful career with an enrollment of forty-three students, and a faculty of five. There were really only two departments in the institution at that time. The work of the institution, however, was so successful, and gained such wide popularity, that when the legislature assembled in 1905, it made an appropriation of \$35,000 for maintenance and salaries, and \$10,000 for the purchase of a site looking to the erection of a permanent building.

The work was continued in the ward school building at the corner of Fifth and Walnut during the next two years, and when the legislature assembled in 1907, it not only greatly increased the appropriation for maintenance and salaries, but made an appropriation of \$150,000 for the establishment of a permanent home. The building known as Russ Hall or Administration Building was completed in December 1908, and the institution moved in the first of January 1909.

In 1911 the legislature appropriated \$50,000 for the erection of a building to be used for industrial and applied arts. This building was completed in 1913, and \$15,000 worth of new equipment was added to the old equipment which gave us one of the best equipped and most spacious buildings anywhere in the middle west, with every facility for carrying on industrial and applied arts.

It now became evident that the small heating plant which was used for the first building was entirely inadequate to take care of the additional building, and therefore, in 1913, the legislature appropriated \$32,500 for the erection of a heating plant, which was arranged so as to permit additional units to be added to meet the growing demand. This plant at the present time is being enlarged, which will give at least five times the capacity it had at the beginning.

On the 29th day of June, 1914, our first permanent building, now known as Russ Hall, was destroyed by fire, at which time we had the largest summer school enrollment in the history of the institution up to that time. Not one student left for home, but within twenty-four hours the summer-school was housed in the city school buildings and in tents erected on the campus, and continued its work without a break. Scarcely had the embers cooled off, until reconstruction work began. Since the legislature would be unable to make appropriations to take care of the building, the citizens of Pittsburg within thirty-six hours pledged \$100,000 for rebuilding. The structure was rebuilt and part of it ready for occupancy when school opened in September. When the legislature assembled in 1915, it appropriated

\$188,565.65 for the replacement of funds contributed by citizens, for the completion of the building and its equipment, and to meet the expenses of temporary buildings that had to be constructed to take care of our students.

The legislature of 1917 made an appropriation of \$200,000 to which the next legislature added \$70,000 for the purpose of erecting a household economics and general science building, with an auditorium annex, capable of seating 2,000 people. This building was named Carney Hall, in honor of Governor Carney, who served as governor of Kansas during the Civil War period. This magnificent structure is a monument of the Hon. Charles H. Chandler, state architect, who took great pride in designing what we believe to be one of the most beautiful and serviceable public buildings in the state.

It was during this same legislature of 1917, that a small appropriation of \$1500 was made for the beginning of a recreation and athletic field. At the present time \$100,000 is being spent in the development of a new athletic field and stadium, the funds for which are being raised by faculty, students, alumni, and friends of the institution.

The legislature of 1919 appropriated \$25,000 for the erection of a cafeteria. To this appropriation the institution added \$10,000 which enabled us to erect one of the most modern, up-to-date and beautiful cafeterias in the middle west.

In 1921, the legislature appropriated \$100,000 for the erection of a gymnasium and \$120,000 for the erection of a girls' dormitory, both of which have been completed, and are structures of beauty as well as usefulness. At the present time we have eight buildings with equipment and lands worth at least one million dollars.

W. A. Brandenburg became president of the institution in August of 1913. He has been for years an advocate of the more progressive ideas of practical education. Gathering about him during these years faculties of capable men and women with like sympathies, he has found in this institution an opportunity for the development, and the expansion of his ideals, for the promotion of democracy in education, and the building of such curricula as would bring about the realization of these objectives.

The phenomenal growth of the institution in material equipment and student body has demonstrated the wisdom of his policies and practices. At the beginning of President Brandenburg's administration the institution was made independent of the State Normal at Emporia, and he, therefore, became the first president. The name of the institution was changed by the legislature in 1923, and it became in name, what it had been in fact for ten years—a teacher's college—and are now known as "The Kansas State Teachers College of Pittsburg."

BRANDENBURG WELCOMES VISITORS TO EXERCISES

President Brandenburg delivered the address of welcome to the audience gathered in Carney Hall for the opening exercise of the commemoration program.

The substance of President Brandenburg's address is given below.

"The timely day and hour, designated for the proper observance of this great occasion, has arrived.

It has been said that coming events cast their shadows before them. But what one of you, or those not present this morning, could have guessed, much less prophesied, the achievements which we have the happy privilege to recount of these twenty-one years; years which to date span the time, and hold incarnate all the development of joys and of sorrows; of victories and of defeats; of hopeful anticipations and bitter disappointments to our beloved institution.

With worlds, continents, nations, states, and even institutions, twenty-one years is but a very brief space of time; yet if wisely used, what movements for good may be set in motion, for the benefit of humanity, through the centuries which lie before. We firmly believe it has been so with respect to this institution.

Some one has said that every institution, movement or accomplishment in this world of consequence is but the lengthened shadows of those who have conceived and directed, together with those who have assisted in the working out of the ideas and policies set in operation. How fitting true to the development of this institution does this saying seem to the speaker. As fond memory recalls the past this morning, we see in the beginning a few shadows, perhaps a single one or two only, then others coming into view; the years are now slipping by, and rapidly increasing numbers of shadows appear—shadows of great men and women of her faculties, shadows of loyal and devoted alumni and students, shadows of fine men and women of our state—together constitute the composite and everlengthening shadow of the persons, forces and factors which have brought about the victories we celebrate on this auspicious occasion.

Were we to attempt to anticipate the future by her phenomenal past, we doubt not the most extravagant fling of the imagination would be inadequate to a proper appreciation of the Kansas State Teachers College twenty-one years hence.

So in behalf of our great state, whose institution this is, Mr. Governor, honored guests, one and all we bid you welcome! Let us mingle together these days, and join in these felicitations as soldiers of the common cause meet to commemorate and celebrate worthy and noble victories. The doors are open; the institution is yours; we are your stewards. Welcome! Thrice welcome to you all!

TIGERT PRAISES WORK OF TEACHERS COLLEGE

"Institutions of this sort are the most fundamental masonry that can be put in the educational edifices of America," John J. Tigert, commissioner of education, Washington, in an address he delivered before the student body, the guest of the Teachers' College at the opening program of the 21st birthday anniversary commemoration.

"Kansas has gone on and I think will go on in a great program of school building. I do not think you are going to be discouraged by some people who say we are spending more money on our schools than the taxpayer can reasonably afford to pay."

"Today, I think, there are nearly 100 of this kind of institutions in the United States. You are to be commended that your institution, from such an humble beginning 21 years ago has become what it is today. It is accredited not only by the North-eastern association, but you are members of the American Association of Teachers' Colleges, which makes this one of the institutions that stand in the first place for the preparation of teachers in the service of our schools, and I do not think that it needs to be said here the first great object to be lived up to is the training of an adequate corps of teachers who will carry on the work of the schools.

"Seventy-five percent of the teachers in the schools of the United States change every year. They will teach until they find a better profession, change to some other school or get married, and I can repeat what I have said before that most teachers, not caring for their profession, are but intellectual tramps. To be able to develop a school system in America we must have an adequately training teachers' profession and we can not train them in any other institution than this kind.

Anyone who will take the matter into consideration can see that we have not carried out the thought of the founders of our government, that formed the first congress of the United States, when it said that education, religion and morality are necessary for good government.

"Are educational costs increasing? Are they increasing at a ratio proportionately greater than the nation's income? In other words, is the burden of taxation for the support of schools being made relatively heavier? If so, are there just reasons for this increase?

"In spite of the great increase in the cost of education, the burden of the schools to the taxpayer is relatively no greater than it was, for example, in 1910. The expenditure for schools for a long time have remained a little less than one and one-half percent of the national income. The present national income is about \$70,000,000,000, the annual expenditure for schools is \$1,036,000,000. The great burden that has been placed upon the taxpayer in recent years has not been the result of increased expenditures for schools. It has resulted from the expenditures on other enterprises, particularly upon the World War. I do not regret our participation in the war. I believe that everything should be done for our ex-soldiers, particularly the disabled men.

"Witness the fact, however, that before the war in 1913 the federal government received in taxes from all the states \$343,253,430. By 1920 the federal taxes had increased to \$5,391,902,596. A casual observer ought to be able to see what is making life miserable for the taxpayer. I am not asking that any less be done for the veterans of the World War, but it is nevertheless a fact that the veterans' bureau alone requires about one-half of the entire expenditures of public schools throughout the country for one year's operation. When you consider a multitude of other necessary obligations resulting from the war it is obvious that an effort is being made to sacrifice the schools at a time when the schools are costing relatively no more than they have in the past few decades.

"Today to the intellectual man there are a great many questions that are distressing. We may say in entire confidence that we will work out our problems some way. The republic is beginning to tremble on its foundations and we will have to go back to re-establish it on the foundations of education, religion and morality.

"As Roosevelt said, we have a 50-50 chance to save the nation. We must either disfranchise the ignorant or we must educate them. To do the former we must say that the founders of our constitution were wrong. The other part of the 50-50 proposition is to go on building up a school system that we may reach and educate the people so that we can have an intelligent citizenry to carry on the affairs of our government."

WINSHIP PRAISES SCHOOLS GROWTH

Doctor E. A. Winship, editor of the Boston Journal of Education, in the principal commemoration address, said that this college "represents a phase of educational progress a little more definitely than is being done by any other." Then, too, he rapped the "high brows", who think that the only "bright student" and the book worm should be allowed a chance in an institution, "A high brow is one who is educated beyond his intelligence," Dr. Winship said.

"The public schools today are for democracy in a newer, nobler way, and I pity any one who gets in the way of the great movement."

Chairman Carney, of the state board of administration, complimented this institution on its growth and development, and the men who have worked and fought for it. He said that now it is at an it no longer needs the guiding hand of the other educational institutions of Kansas. At one time this school, and the one at Hays, was controlled by the board of regents at Emporia.

Mr. Carney said southeastern Kansas owes a debt of gratitude to Mr. Russ for his untiring efforts; and next to Mr. Russ, none other than Senator Porter.

He also said, "The board of administration is behind everything its educational

institutions want for betterment and advancement. Come to the next legislature with your needs, and with a program of actual construction, and you will find the legislature at your command.

A response by President Brandenburg, and a brief greeting by W. P. Lambertson of the state board of administration, and others were given.

A large picture of Francis Willard was presented to Willard Hall by Mr. Lillian Mitchener, of Hutchison, state president of the Women's Christian Temperance Union. Another picture, Burne Jones' "The Golden Stairway of Life" was presented by Mrs. R. Brown, principal of Forest Park School.

R. S. Russ, president of the American Exchange Bank, the principal of the institution, told the apple story. A fine of a barrel of apples was imposed on him and Senator Porter by the state legislature of 1907 and a like fine by the local student body, which followed the legislature's action when they were successful in obtaining the first appropriation for the local institution.

A similar fine has been imposed on the faculty each commemoration day since that time. A motion to such effect was adopted by the student body Thursday morning, and complied with by the faculty at the close of the assembly Friday.

The Project Method of Teaching

JANE M. CARROLL, K. S. T. C., Pittsburg, Kan.

A great many of us approach the Project Method in much the same attitude as the woman who informed the suffrage lecturer that she was intensely interested in woman's suffrage; and "if they got it, would women get to vote?"

The project method has up to this date, been tried out by a number of educators, training schools and public schools—but some confusion has arisen not only to the method employed but over the terminology, as the term project has been used in various ways.

One prominent educator says—"A project is a unit of educative work in which the most prominent feature is some form of positive or concrete achievement."

Another educator gives this definition—"A school project is a problem the solution of which results in the production of some object or knowledge of such value to the worker as to make the labor involved seem to him worthwhile."

While still another very active educator along these lines defines the project as "a whole hearted purposeful activity proceeding in a social environment."

We might continue to give definitions indefinitely and find each to be different—but from these definitions and from personal experience in working along these lines—let us as a basis for discussion take Parker's definition—"the central element in project teaching is the planning by pupils of some practical activity—something to be done. Hence, a pupil-project is any unit of activity that makes the pupils responsible for such practical planning. It gives them practice in devising ways and means and in selecting and rejecting methods of achieving some definite practical end. This conception conforms with the dictionary definition of a project as something of a practical nature thrown out for the consideration of its being done and with the dictionary statement that "to project means to contrive, to devise, to scheme."

Hence if one uses the project method in teaching, there must be activities "going on" in the school room and they should be of such a nature that they are the expressions of the children's interests guided by the teacher and leading to a definite end. The activity should be guided because one should not permit an activity that is not educative to be found in school even if it is the expression of the children's interests. Hence it is advisable that the teacher make suggestions as well as the pupil.

Abundant opportunity should be offered for the development of the native capacities of the children along the lines of greatest growth. An atmosphere should be created that the children themselves will suggest activities in which they wish to engage—but the teacher should be able to help the children select the best activities—those making for greatest growth and development.

How shall such an atmosphere be created?

To illustrate let us give this example: In the Duluth, Minn., public school system, not long since, it was decided to devote the first hour every morning, in a second and third grade classroom to a period of self-initiated activity with a view to comparing the efficacy of such an informal procedure with the prescribed routine of the previous formal daily program.

In order that conditions might be provided suggestive of and expressing life situations—some radical external changes in the classroom were made. Seats and desks were unscrewed and arranged in horseshoe formation to provide more available space for work and play. All material and equipment that might serve as occupational and constructive incentives or stimuli offering new experiences were taken from cupboards and high shelves and placed within ready sight and easy reach of the children. Materials that suggested group participation rather than individual activity were chosen. Physical apparatus such as balance beams, slides, trapeze, etc., were borrowed from the kindergarten. A dark cloakroom was transformed into a cozy library.

The first hour in the morning seemed to be the most logical time in the daily program for an informal period, as the children brought their plans from home, and were then at the height of their interest and enthusiasm.

The children were then told that an hour each day was to be given them to do as they wished—the only stipulation being that they were not to annoy or interfere with the rights of others and that they should occupy their time with something both purposeful, and worth while.

The results of the experiment were most gratifying.

(1)—Although no new reading material had been introduced—a sudden interest in reading was noticed.

(2)—Situations frequently arose which necessitated the urgent and immediate acquiring of formal subject matter.

(3)—Accurate daily records for each child were kept by himself in order that he might judge for himself—whether or not he had made good use of his time.

(4)—The children learned to be unselfish, self-controlled, helpful, patient, considerate, respectful and courteous—they learned to appreciate the rights of others and to co-operate intelligently.

(5)—They became more skilled in the use of materials.

(6)—At the close of this hour the children were encouraged to hold “get-to-gether” meetings, to talk over, discuss and make plans and here an opportunity was afforded the teacher to improve their English. Very often written records were given for the consideration of the group.

It is desirable, that courses of study include as many projects as possible for the teacher to use while giving due regard to all the objectives of school work.

Most primary teachers have found it advisable and helpful to set aside an hour or half hour at the least, each day, to this particular phase of work and although it has seemed to crowd the program—in the end—all things considered—has resulted in the broadening of both teacher and pupil.

The following activities or projects have been worked out around the formal subject matter in a regular school program and have proven most worthwhile.

ACTIVITY I.

Situation—A second grade class wish to have a store.

Brief description—Discussion of store, trips to several stores, collection of boxes and boards of different lengths from Industrial Arts department, grocery stores, etc.,

plat of shelves, making of shelves, placing material on shelves, making and study of money, signs, tags, articles to sell (from clay), selling of articles.

(Store supplies furnished by the Educational Foundations.)

Model Store Keeping Equipment, 31-33, 27th Street, New York.

Subjects Involved: Language, reading, arithmetic, construction work, writing.

ACTIVITY II.

Situation: A first grade was asked to dramatize "Little Black Sambo" for "Assembly."

Brief Description: Story read, story told by several children, number of characters in story and "stage settings" decided upon, "try out" for parts, children decided upon characters, costumes planned and made, play practiced and criticized, dramatization given.

Subjects Involved: Reading, language, arithmetic, Industrial Arts.

ACTIVITY III.

Situation: Third grade wishes to make cards for second grade seat work.

Brief Description: Discussion of kinds of cards to be made and consultation with teacher of second grade to see if certain cards would be suitable. Planning kinds of examples.

Brief Description: Story read, story told by several children, number of characters in story and "stage settings" decided upon, "try out" for parts, children decided upon characters, costumes planned and made, practiced and criticized, dramatization given.

Subjects Involved: Language, arithmetic.

ACTIVITY IV.

Situation: First grade children wished to entertain kindergarten children with an Easter party.

Brief Description: Discussion of kind of party, decoration to be used, entertainment to be given, refreshments to be served, amount of money needed and how to acquire it, planning and designing and sending invitations, making decorations, planning games, serving refreshments.

Subjects Involved: Language, reading, arithmetic, Industrial Arts, social etiquette.

ACTIVITY V.

Situation: First Grade children interested in making a Primer of their own.

Brief Description: Children shown number of Primers, decided they would like to make one. Discussion as to cover, size, etc. of book, materials needed and how much for one book—then all. Making of book covers, deciding upon lessons to go into book, finding suitable pictures for illustrations.

Subjects Involved: Reading, Language, Spelling, Numbers, Industrial Arts.

Teachers trying out the project method would do well to think through and organize matter in detail so they might judge for themselves the value of the undertaking both as to subject matter and as to other worthwhile knowledge to be gained. The following outline is given as illustration.

ORIGIN

1. A Party
2. Second grade children wish to entertain the First Grade children with a Hallow'en party.

READING

1—Silent Reading

Reading from bulletin board and directions for seat work.

2—Oral Reading:

Bangs—"The Little Elf Man"—Winston Second Reader.

Stevenson—"Autumn Fires"—Kendall First Reader.

Stevenson—"The Jack-o-Lantern"—Kendall First Reader.

Banta and Benson—"The First Browne Book"—Kansas Second Reader.

Fitch—"My Jack-O-Lantern"—Kansas Second Reader.

Cooper—"October's Party"—Kansas Second Reader.

Brown—"The Jack-O-Lantern"—Kansas First Reader.

Brown—"Ten Little Brownies"—Kansas First Reader.

Brown—"The Bonfire"—Kansas First Reader.

BULLETIN BOARD

We will have a Halloween party.

Our party will be Wednesday.

We are going to invite the First Grade.
 We will serve jello and whipped cream.
 We are going to play games.
 We will have a good time.
 Directions for seat work
 —Writing Invitations.

NUMBER WORK

- I. Counting
 1. Children—To find number to be at party.
 2. Plates—Folding and cutting.
 3. Doilies—Folding and cutting.
 4. Napkins—Stickers on corners.
- II. Materials Needed.
 1. Jello—(How many each package serves). How many packages needed.
 2. Cream—to whip—1 pint.
 3. Wafers—How many to serve.
- III. Money
 1. Find how much each child should bring.
 2. Children suggested amount.

LANGUAGE

Conversation.

1. Conversation lessons as to Halloween.
2. Discussion of party and entertaining the First grade children.
3. Discussion of money to finance the party. How to make this amount?
4. Discussion of color scheme, and paper needed.
5. Decoration of napkins.
6. Discussion as to what should be served and how.
 - a. Kind of Jello.
 - b. Place to make it.
 - c. Time to make it.
 - d. Reading directions on package.
 - e. Making of trial package.
7. Plans for the party.
 - a. Time—2 o'clock.
 - b. Place—First grade room.
 - c. Invitations—Number and writing of them.
 - d. Refreshments—Jello with whipped cream, vanilla wafers.
 - e. Decorations—Pumpkins for center of table, autumn leaves, black cats stuffed—yellow crepe paper for table.
 - f. Game to be played.
 1. Pinning tails on black cat.
 2. Pinning a broom to witch.
 3. Japanese Tag.
 4. Poor Pussy.
 - g. Story
 1. Jack-O'-Lanterns.
 2. Cat tails and other tails.

INDUSTRIAL ARTS

I. Handwork and Art

1. Pumpkin face wearing black hat for initiation.
2. Making plates and doilies.
3. Children doing good work make several plates, doilies and pumpkin faces.
4. Pasting invitations inside the pumpkin.

II. Decorations for room.

1. Children to bring large and small pumpkins; electric light bulbs to be placed in each.
2. Autumn leaves
3. Black cats

III. Refreshments

1. Favors—All day suckers dressed as witches.
2. Jello making and whipping of cream.

- IV. Free hand cutting
1. Pumpkin faces
 2. Black cats
 3. Doilies and plates

PENMANSHIP

I. Writing of Invitations.

Let us not forget in planning activities, however, that various standards must apply. Dr. Kilpatrick says the "child should learn to purpose wisely, plan intelligently, execute with nicety the plans which he has formulated and judge the results."

Dr. Bonser in the Elementary school curriculum says:

"Life is a succession of activities in meeting needs. From earliest childhood to old age there is an urge within us that expresses itself in the form of needs and attempts to satisfy these needs. Because the purposeful activities of children and adults are so much the same in kind, every experience of the child, in meeting some need in a new and better way is a preparation for meeting the same kind of need in the future. Whatever contributes to the solution of any problem in child-life is almost sure to be of value in adult's life. In this sense the future of the children is really present to them, the adult life all about them represents the kind of needs and activities which they will experience in the future and also the source of a large proportion of their present needs and interests."

"Children are not asked to take an interest in a problem because it will appear as their own at some future time, but because it is a real problem to them now."

Whether the daily program is organized informally around children's purposes or formally around subject matter, the procedure and organization should give a fair degree of freedom to both teacher and pupils and should give opportunity for:

1. Self-directed activity.
2. Exercise of initiative in happy, thoughtful work.
3. Developing respect for powers and rights of others.
4. Developing quiet confidence in our own powers.
5. Developing spirit of service and co-operation.

If we are meeting these conditions we are preparing the child for every day and later day life, for our horizon is not bound by the four walls of the school room, but by the scope of infinite possibilities represented in the different lives trusted to our care.

WHERE KANSAS STANDS

The Rank of Kansas among the States on Matters of Education, Compiled from latest available report of U. S. Commissioner of Education— 1919-1920.

In proportion of entire school attendance who are in Elementary school	41 st
In proportion of entire school attendance who are in Secondary schools.....	8 th
In proportion of entire school attendance who are in Higher schools.....	2 nd
In proportion of total population enrolled in school.....	11 th
In proportion of total population enrolled in Secondary schools.....	5 th
In proportion of children of age 4-6 who are in Kindergarten.....	28 th
In average no. of days attended by each enrolled pupil.....	13 th
In proportion of school population who are in daily attendance.....	11 th
In proportion of public school teachers who are men.....	26 th
In property valuation per pupil.....	27 th
In educational per capita cost for total population.....	13 th
In average annual education cost per pupil.....	20 th
In daily cost per pupil attending.....	13 th
In average annual salaries of all public school teachers.....	31 st
In total no. of students enrolled in Higher Schools.....	14 th
In Secondary School pupils per thousand of population.....	2 nd
In proportion of persons 18 years old graduated from 4-year H. S.	7 th
In average length of school term.....	28 th
In amount of Permanent School Fund.....	10 th
In per capita daily cost for children attending.....	13 th
In total income of State Educational Institutions.....	10 th
In total income of Private Educational Institutions.....	17 th

IN MEMORIAM

Prof. W. E. Ringle of the Department of Biology of the Kansas State Teachers College passed away at 11:30 Sunday morning, March 9, at Mt. Carmel Hospital after a two week's illness. Funeral services were held in Carney Hall auditorium at 3 o'clock, Tuesday afternoon, March 11. Burial was made at Cherryvale, Kan., his family home.

Mr. Ringle came to the Kansas State Teachers College at the invitation of President Brandenburg in the fall of 1913 as an instructor in Biology in the college high school and adviser to the senior high school. His promotion was rapid, and at the end of two years service, he became instructor in nature study, elementary zoology and elementary botany in the department of biology of the college. He rendered the institution a valuable service in the development of the humanistic interests of these subjects, and his courses soon became popular with the students. In the field of nature study he was a disciple of Hodge. In 1917 he became associate professor in the department.

During the war, he rendered a valuable over-sea's service to his country as regional director of educational work among the soldiers. At the close of the war, he returned to K. S. T. C., and took up his work; and has continued his association with the institution ever since.

Professor Ringle was a natural teacher, and his great appeal to the student body lay in his ability to interpret nature and the discoveries of science. He had the unique power of taking the laws of nature and putting them in a simple understandable way, so even that children could gain some appreciation of their natural environment. His nature stories which he wrote largely for use in his classes showed a wonderful insight, not only into nature, but into the phases of nature that were of interest to children.

In the death of Mr. Ringle, the College loses a real teacher, and Science loses a valuable and enthusiastic advocate.

Dollars may fall on fertile soil;
The sun may shine; the rain may beat,
Yet they will not grow.
But a tiny seed with the touch of God,
Will burst and thrive and blow.

Admiring Nature, but loving the Creator more
One who knew, spoke in his lingering hours:
"Tell them to love the trees and sod;
To lay their hearts
Against the hearts of Nature,
And find kinship with their God."

We bid farewell to the servant of Nature;
We accept his simple creed;
His comradeship with all things dumb,
Strengthened the cord
That bound his heart,
With the heart of the Suns.

The Divine Urge may fall on a doubting soul;
The sun may dim; the rain may cease,
Yet that Urge will grow,
For the grace of God,
In a humble heart,
Will bloom and thrive and glow.

SCHOOL NOTES

Pep and enthusiasm were kindled anew by the K. S. T. C. birthday banquet, held in the College cafeteria last Friday evening at 6 o'clock.

One of the main features of the evening was the huge centerpiece, which was placed in the middle of the room. The two banners, those of S. M. T. N. and the K. S. T. C. were used to cover a framework that was built over the centerpiece. When these banners were removed, twenty-one gold colored birthday cakes illumined by red candles appeared on the horizon. At the close of the third course, these cakes were passed out to a representative of each of the twenty-one graduating classes to be cut.

The representatives of K. S. T. C. at the Juegos Florales, the annual Kansas state language convention, returned victorious from Baker University, by carrying away first honors in the Spanish division last week. The first prize, a gold flower was awarded for pronunciation and ability shown in the presentation of the play, "Uno De Ellos Debe Casarse," by Augusta Arnodo, Jessie Starr Grant, Hoyt Michie, and Sam Maranto.

The local debaters closed a most successful season in forensics last week, when the men's negative team returned from the National Convention of the debaters fraternity in Peoria, Ill.

On the trip to and from the convention, the team debated five times winning two out of three decision contests, and engaged in two open forum debates.

The negative team, composed at first of John Blackmore and Charles Wager, met the opposite team of Kansas University, there, and secured a 3-0 decision on the same question that has been used all season; Resolved, That the United States should join the League of Nations.

The next evening, the team met William—Jewel College, at Liberty, Mo., on the same subject. This was a non-decision debate.

The following week, a negative team, composed of Fayette Rowe and John Blackmore, met Kalamazoo college of Kalamazoo, Mich. on the convention floor, and gained a 2-1 decision on the League question.

On the road home from the National meet, the negative team debated Culver-Stockton college, at Canton, Mo., but lost to the affirmative there 4-1. This was the and only defeat of the four Manual teams this year.

This team also met the Missouri State Teachers' College at Warrensburg in a non-decision debate.

The negative team had met the Hays Teachers College earlier in the season, and secured a 3-0 win.

The Men's affirmative team, Harry Parker and Kerney Bennett, met only one opponent this year in the Missouri Teachers College, and this was an open forum debate.

The girl's teams have had two contests this season. The affirmative team Winifred Noonan, Peggy Oglevie, and Abbey Rush, met Ottawa University here early in the season, and defeated the negative of that school 3-0.

A negative team, composed of Lois Armentrout, Bessie Hansford, and Evelyn Delinger, journeyed to Park College, Parkville, Mo., and defeated the hopes of that school with a 2-1 judges decision.

The same League of Nations question was used by all teams during the past season.

K. S. T. C. of Pittsburg, represented by Kernie Bennett and Harry Parker, defeated the Teacher's College of Warrensburg, Mo., in the open forum debate which was held Thursday night, February 28, in Carney Hall. The decision was determined by the vote of the audience taken after the arguments of both sides had been presented. The debaters from Warrensburg were Misses Grace Shore and Ada Misner. The question for debate was, "Resolved, That the United States Should Join the League of Nations." Our boys defended the affirmative side of the question.

Each speaker was given eight minutes for his regular speech and six minutes for rebuttal. The decision was based on the sentiment of the audience in regard to the League of Nations after they had heard both sides of the question. The vote was 132 "for" and 89 "against."

Professor Pelsma requested that neither of the arguments be printed. He explained that both teams were scheduled for debates elsewhere, and that it was not desirable for any of their points to come into the hands of their next opponents.

The mathematics department recently organized a mathematic club, the purpose of which is to give students the knowledge of how to conduct such clubs in high school. It is especially of interest to those who are expecting to teach mathematics in high school next year. The mathematics department is the largest it has been in the history of the school. There are twenty seniors in school who are majoring in mathematics and, with those who are teaching, there will be about twenty-five graduates from this department.

Owing to weather conditions, the work on the stadium has been rather slow. Forms for the first hundred feet have been erected, but freezing weather has prevented the pouring of concrete.

A bronze plate bearing the inscription "Presented to K. S. T. C. by the ex-service men of 1923" has been placed on the flag pole in front of Russ Hall. The plate is the design and workmanship of Professor Erskine, supervisor of K. S. T. C.'s machine shop.

Clyde O. Davidson, a former student of K. S. T. C. has recently been elected superintendent of Columbus City Schools. He formerly held the position of principal of the Cherokee County High School.

Miss Gladys Barnoske, an instructor in the college physical education department and Wayne C. Smith of Chilicothe, Mo., were married February 16 at Kansas City. Mr. Smith was a student in K. S. T. C. last year, but he is now occupied in the electric business of Chilicothe. Mrs. Smith has resumed her duties here.

Miss Wilda Vehlow, editor of the "Kanza" promises that this year's Annual will be ready for distribution before the semester closes. This year's book will contain eight sections—view section, faculty, classes, organizations, which includes athletics, feature, high school, and summer section. The summer session is an entirely new feature.

Both college glee clubs have been making extensive tours. They have sung before the high schools of the surrounding country. —

BIG SUMMER SESSION

KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

June 3rd.—August 1st.

Second Session August 4th.—August 29th.

More than 300 courses are offered from
the following departments:

Biology; Agriculture; Chemical and Physical Sciences; Geology; Commerce; Education; Methods; English; Geography; Language; History and Social Sciences; Home Economics; Industrial Arts including extensive courses in Printing; Mathematics and Applied Mechanics; Industrial Engineering; Music; Public Speaking; Arts and Crafts; Physical Education; Rural Education; Reviews of branches for County Certificates.

Courses leading to one-year certificate, also renewal of one-year certificate; three-year certificates; special certificates in Music, Industrial Arts, Agriculture, Home Economics, and other occupational and vocational subjects.

Two hours ride by railroad, interurban or auto carries one into the beautiful Ozark Mountains for a week end. These old Mountains with their clear crystal streams, innumerable variety of trees, variegated carpets of flowers, and their birds of every kind; their fine opportunity for boating, bathing, fishing, and making the summer replete with work and wholesome recreation for the student and lover of nature.

An opportunity to hear several of America's foremost leaders in education.

Have you seen our Summer School Bulletin?

W. A. Brandenburg, President.