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THE TECHNE

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

APRIL, 1925

WHAT IS IT TO HATE POETRY?

What is it to hate poetry? It is to have no dreams and fancies, no holy memories of golden days, to be unmoved by serene mid-summer evenings or dawn over wild lands, singing or sunshine, little tales told by the fire a long while since, glow-worms and briar rose; for of all these things and more is poetry made. It is to be cut off forever from the fellowship of great men that are gone; to see men and women without their halos and the world without its glory; to miss the meaning lurking behind the common things, like elves hiding in flowers; it is to beat one's hands all day against the gates of Fairyland and to find that they are shut and the country empty and its kings gone hence.

—Lord Dunsany

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PITTSBURG, KANSAS

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

Vol. 8

No. 4

THE TECHNE

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

W. A. Brandenburg, President.

Vol. 8

April, 1925

No. 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 developments 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.

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A RECENT DEVELOPMENT

MARGARET E. HAUGHAWOUT, Assistant Professor of English

The slogan "learn to do by doing" has been put into practice in a field least expected—in the writing of poetry. This is a recent development in education, but it is national, not local. Every institution is doing it and no one seems to be leaving it to George.

It is but one phase—the school phase—of the modern poetry movement. And the modern poetry movement is one of the most sweeping universal movements the country has seen. Twenty years ago there was but a rumbling undercurrent. There were attempts at new forms and expressions. There was dissatisfaction and rebellion against the pretty, same sonnets expressing something that was no better and no worse than the same thing the Atlantic and Scribner's and Harper's had been publishing for years. Then in 1909 a few people established the Poetry Society of America in New York City and in 1912 Harriet Monroe established the Poetry Magazine in Chicago. And things began to move. Yes! a poetry magazine in Chicago, city of (see Carl Sandburg). Half-way across the continent from the border-line of supposed culture and civilization. Worse yet, a magazine that should publish poetry only. And still worse, founded by WOMEN. POETRY has been published every month. It is supported by endowment and does not depend upon the whim of its advertisers. (Is there humor or not in the fact that this magazine for the poets carries but one advertisement, and that one is for Horlick's Malted Milk?) Harriet Monroe declared herself in favor of all radical free forms of verse. She seemed to feel that change and freedom were necessary. She said that no poem with certain trite old words from which all poetic associations had long been stripped, such as 'tis, 'neath, ere, would not be published in her magazine. She discovered the genius of many who have since become famous.

Her example was followed by many others. Contemporary Verse was established in Philadelphia, Poetry Journal and Poetry Review in Boston. These magazines were devoted to Poetry only. Reedy's Mirror in St. Louis and the Bellman in Minneapolis, the Masses in New York and many other magazines that, during a temporary existence were considered radical or revolutionary, helped bring out many a poet who is now well-known but who wrote poetry that the more conservative magazines would not accept. In spite of the fine belief that poets are born and not made, and that there are few of them, poetry seems to have gone over from the few to the masses. The divine hand made the poet, they say, but he seems to have been busier about it of late years; for a recent critic has said that in England alone there are between one and

two thousand successful new poets, and many more in America. The editor of *Contemporary Verse* admits that for every poem he publishes he reads carefully and returns seventy. The Nation in making a decision for the Prize Poem of the year, ("Hot Afternoons Have Been in Montana") read four thousand manuscripts! And they try to tell us that America thinks of nothing but making money!

The revolution in the schools has run parallel with general movements in education; it has also run parallel with the poetry movement in the country. The school phase has had two outcroppings: the study of current literature and the writing of it.

William Lyon Phelps says that when he attempted to introduce some years ago a course in the study of recent fiction into the curriculum of Yale University, hands went up in horror at such frivolity, and opposition was strong. The idea now seems laughable to us, and there are at present few institutions that have not a course in the study of recent fiction, English or American or both, a course in modern poetry, and one in magazine reading or some other phase of current literature.

The change has been as noticeable in the introduction into the curriculum of courses in the writing of creative literature. And here the remark that poets are born and not made seems even more pertinent. Does anyone know why the remark should apply any more to poets than to painters and sculptors and musicians? There have been for years schools to which these artists might go to receive training in the technique of these arts. Is there any reason why, if one may receive training in the art of painting, he may not in the art of writing? But writers have truly always been supposed to be "born" or to receive their technique from the air or from their incidental study of the masters that have preceded them.

In this matter too, however, great changes have taken place. A very famous course established within this recent period in one of our eastern schools has succeeded so well in its avowed object, namely the writing of successful plays, that a number of the products of the class-room have been staged and had successful runs in large city theatres. A short story course at Columbia is also famous and has had fine results. Not only do the larger institutions have such courses, but now almost all smaller institutions together with the state institutions everywhere have introduced courses into their curriculums having as their object the teaching of writing in one field or another aside from journalism.

A more significant sign has been the securing, by some of our schools, of a well known poet as a member of the faculty.

Robert Frost was called to Ann Arbor where the State University asked him to live among the students, conduct classes, lecture on

poetry, but have as his object, the arousing of an interest in the writing of poetry among the students.

Amy Lowell, well-known as a modern poet, had been called to many institutions to lecture on poetry. Vachell Lindsay is now teaching in a southern women's college. Witter Bynner not only has lectured at various institutions on poetry; during the world war he was invited to take an instructorship at Berkley where for a year he attempted to make poets of its students. He gives an entertaining account of his venture in a New Republic of last year. He closes his account assuring his readers that there were no more poets there when he left than when he entered, but we are not so sure from his account that he did not encourage and develop talent that might have lain dormant.

There are now very many writers' clubs in different institutions. Many magazines have been founded, some which have lived but a short time, others still going. Of these the most significant is the founding of the Midland in Iowa City by students of the State University of Iowa. It has been running ten years and is unique. It is middle-western, and middle-westerners should know more of it and be prouder of it than they are. Every anthology of the year's best verse or the year's best short stories puts the *Midland* near the top of the list in the distinctive literature that it publishes. E. J. O'Brien says that it has been publishing the best output of thought of the middle-west. It has "discovered" such writers as Ruth Suckow, Roger Sergel, and Glenway Westcott.

Scarcely a month passes by that one does not see the announcement of a new volume of verse by the writers' club of some institution. "Illini Poetry" coming from the institution of Stuart P. Sherman has recently received favorable comment. But it does not stand alone. There are many announcements of similar ventures.

SOCIAL STUDIES

History, Citizenship, Ethics and Moral Training

(From Curriculum for Elementary schools, Minnesota)

Purposes of Social Studies Curriculum

A. Definition—

The elementary school may be defined as that modicum of training which will fit one for his place in life. A curriculum originally referred to a course which must be completed before a race, hence a goal, was won. Therefore, a modern elementary school curriculum points the way to an objective, the attainment of which is desirable or even quite necessary for successful participation in civic life. Social studies are those devoted to the relation and intercourse of in-

dividuals with one another or with groups, whether small or large. These studies may be included under the heads of:

1. History
2. Citizenship
3. Ethics and Moral Training

B. Aims—

For the elementary school these have usually been stated as follows:

1. To translate the experience of the race into use for individual and common good.
2. To promote one's physical development.
3. To provide for one's living.
4. To train one to take his proper part in society.
5. To make the proper use of leisure.

While generally concerned with all of these aims, the social studies aim particularly to train the individual to take his proper place among his fellows and to render such service to society as will be of benefit to him and to those about him as well. If the social studies should do any one thing well in the training of the individual, it should be that of teaching him in the fullest sense of the word how "to get along" with his fellow men.

The accomplishment of these aims has been well stated by Bonser in his book, "The elementary school curriculum."

"Meeting each day's needs of childhood is the best preparation for meeting the needs of adult life. There is no opposition between the needs of child life and of adult life. Life as a whole is a continuous process. The experience which satisfies a particular need at one time is not only of value for the occasion but it is a means of more readily and effectively meeting needs of the same general kind, but of a higher order which come after. At any period in life the knowledge gained, the habits or attitudes developed, and the appreciations cultivated tend to become permanently usable factors in meeting situations to which they apply. In a truly educative process, every experience may be regarded as a stepping stone to a larger experience. The larger experience is only possible to the degree in which the activity of the preceding experience was successful in satisfying the need to which the activity was a response. This is only a larger way of saying that we learn to do by doing. It includes in addition that we learn to think by thinking, we become good citizens by acts of good citizenship, we form habits and attitudes by the use of the activities which make them, and we develop appreciations by particular experiences in enjoyment."

A very recent treatise on the curriculum as it affects social studies will be found in the 1922 Year Book of the National Society

for the Study of Education, Part 2, dealing with the social studies in the elementary and secondary school. This Year Book was published in 1923 by the Public School Publishing Company, Bloomington, Illinois. It should prove very valuable to any one wishing to make an intensive study of the most recent developments in the field of social studies.

Reading

Value of History—

The record of history is the story of man's struggle for more desirable forms of food, clothing, shelter, means of transportation, social institutions, forms of government and ideals. All the advantages we now possess are the products of man's long struggle with his material and social environment.

The child enters upon his possession of these products either directly through his own activities and observations, or vicariously through reading the printed pages. Each child must likewise struggle to adjust himself to his environment. Many inherited instincts interfere with his proper adjustment to the rights of others. The story of history reveals to him how other people have acted in order to live in harmony.

The child may discover through his experiences at home, on the play-ground, or in school, those ideals of honesty, courage, fair play, industry, etc., that are approved by his playmates, or by his elders. He may observe how the actions of others are judged to be good or bad. Through his reading of history he may discover the ideals of people of previous generations and in different positions of responsibility. However, the pupil will need help to see clearly the motive actuating the people of history and to appreciate properly what they have achieved. His work in school should not be a preparation for life but a real participation in the general activities of life.

Purposes—

The purposes of the course of study, therefore, should be the acquirement of:

1. Useful knowledge
2. Skills or abilities
3. Appreciation, attitudes and ideals

While all school subjects contribute to these ends, yet reading, writing, mathematics, drawing and music (as arts) lead to various skills; nature study, geography, literature and history supply the facts of accumulated experiences and lead to information and attitudes.

As commonly taught, school subjects are not related to life's activities. The facts and processes of school life are not consciously related to the real activities and situations out of school. The facts

of geography and history are neither related to current happenings nor made to aid in solving problems with which the individual, the community, or the nation is struggling. Unless this thought is clearly understood life will remain isolated and distinct, instead of being connected with the full round of daily life.

Nature study, geography and history are distinctly social studies. If the facts and principles are merely memorized, the results are only gathered in an attempt to solve real problems, they become woven into formative experiences; because they are used in forming judgments and hence result in definite attitudes and ideals.

Important Factors—

There are many factors that enter into the course of study in history. Among the more important are:

1. General aims, together with specific aims for each year's work.
(Extent of information, kinds of skills and definite desirable attitudes.)
2. Definite methods for guidance of the work of each year.
3. Supplementary material which will provide experience necessary for development of (1) skill in gathering and using information and (2) desired attitudes and ideals.
4. Methods of measuring progress in the acquirement both of information and of skill in using information.

HISTORY

Suggestions for Teachers

(Florence E. Stryker, A. M.)

Value of Method:—

The most interesting story in the world would fail to impress the hearer if it were presented in a halting, incoherent, fragmentary fashion. The great poem or drama is a perfect work of art because the revelation of the human life in pictures is so luminous and convincing. The properly conducted scientific demonstration progresses to the reasoned and inevitable conclusion by an orderly and systematic series of mental steps; so also the method used in the conduct of the history recitation is merely the artistic and scientific treatment of the subject material. If this method be well ordered, vigorous and psychologically stimulating, the intellectual reaction on the part of the pupil is swift and satisfactory. He understands and enjoys the lesson, therefore his interest and enthusiasm are awakened. How to achieve this end is the problem of the teacher.

Interpretation—

No person can teach history well unless he is an earnest student of mind activity as well as of subject matter. He must know the child as truly as the book or he will not be able to use any device

with intelligence. To be a mere slave to rule and pedagogical theory is as deadening as the old-fashioned plan of reciting word for word the paragraphs in the textbook. In his interpretation of the text the teacher should so present the facts that they appear more concrete and personal, less vague and formal than the presentation in the book.

It is easy to appeal to the objective and dramatic elements in historic narrative. These give the color and interest which the high school student understands and enjoys, but the harder task is the development of his judgment, the teaching of the "reason why", the cultivation of his natural ability to question and to reason.

On the other hand, the presentation must meet the receptive powers of the pupil. He must be led, not dragged through the field of human knowledge. For the pupil grows in power not by what is presented to him, but by what he can assimilate and make a part of himself. The high school years are the years in which he must lay the foundation in emotional sympathies for the reasoned reflections that come later. He cannot be expected to have that rich historic background which is formed by years of careful study, and which helps to interpret each newly acquired fact.

The teacher must not only arouse enthusiasm, but he must be able to satisfy the pupil's enthusiasm when it is aroused. Every mental power of the pupil as he matures finds a stimulating response in history. The objective, the heroic, the emotional, make a strong appeal during the high school period. This is the time when ideals are created and the foundation for the future life is laid. It is the business of the teacher to understand and guide this generous and eager spirit into a true comprehension of the past. The pupil must learn to criticise as well as to sympathize, to form the habit of generalization and judgment, and to seek motives for right action.

The primary requirement in presentation is organic unity. Each historic incident has a unity of its own. Details must be grouped in a contributory way around a central idea. There must be foreground and background as well as a center of interest. The facts must be grouped so as to show the relative importance of the several incidents.

With older pupils the fascination for history increases when they are led to trace the sequence by which successive occurrences are seen to produce their necessary results, or when they learn how causes apparently remote converge upon a common end. An example of this is the fact that the invention of modern machinery in Great Britain during the close of the eighteenth century gave that nation a commercial monopoly which finally resulted in the war of 1812 and the overthrow of the great Napoleonic empire in 1815.

No teachers can see more than he has made himself capable of sharing. No other subject in the high school course makes a greater demand upon both the scholarship and the pedagogical skill of the teacher, or upon his personality.

The textbook and outside reading. Usually a textbook in the hands of each pupil will help to give him a sense of the movement and proportion in history, and his study will be more intelligent and better connected. Reading outside the textbook is absolutely essential. The statements in the book need practical illustration and verification if the pupil is to have an adequate interpretation of the text. Consequently the textbook selected for class use must be critically examined by the teacher, in order that the amount and kind of outside reading necessary to make its statements intelligible to the pupil may be determined. The best modern textbooks contain suggestions for further reading, and the library lists in the monograph will be found helpful.

It is the business of the teacher to arrange this material for the pupil and to rank and estimate the various authorities used. The references given should be neither too difficult nor too numerous, but should be chosen to illustrate and amplify the work of the text. Contemporary readings are especially valuable in giving life to the narrative. The pupil learns how history is written and enjoys that intimate personal relationship with the past that source material usually reveals.

In the use of the sources a class may begin with simple reading on some period that they find especially interesting, and the work may later be widened and developed until they are able to enjoy more difficult material. Take, for example, the Revolutionary period; a class could read from the *Old South Leaflets* (five cents each) *Burke's Speech*, or *Governor Hutchinson's Account of the Destruction of the Tea*; then taking *Hart's American History Told by Contemporaries*, they could read *Waldo's Life at Valley Forge* or *Baroness Riedsell's Description of Burgoyne's Surrender*; then passing from the personal to the documentary, they could study the *Resolutions* of the various Congresses, *Lord North's Proposals*, and the *Declaration* itself. By such a method the textbook becomes alive and even the formal proceedings of dead statesmen are illumined with meaning.

Good biographies unify the student's knowledge of the period. Selections from literature frequently vivify the impression of historic facts. To read even a little in the books of the great historians broadens the pupil's mental horizon, educates his judgment and excites his interest. The two extremes to be avoided are dull memory recitations of a dry text and outside work which is beyond the pupil's intellectual comprehension or his allowance of time.

The Recitation Period.—One aim of the recitation should be to unify and relate the various readings done by different members of the class. The significant points should be emphasized and reinforced by the teacher's comment. Pupil's erroneous views, misinterpretations and difficulties should be corrected, explained or elucidated. The recitation should help to clarify the general ideas of the pupils in regard to the subject under discussion.

Moreover, the clearing up of ideas is dependent upon the activity of the pupils. The business of the teacher, then, is to stimulate this activity so that pupils will be led to ask questions, to compare, to judge and to express. Such activity makes for thinking. The danger to be avoided in social studies is that of the mere absorption of ideas or of the tacit acceptance of facts. When ideas and facts lead to thinking the recitation is profitable. The problem of the recitation period comes as a challenge, and in this spirit the work should be conducted.

The teacher should, however, be on his guard against talking too much. This fault is altogether too common. The history lesson is not to be a lecture by the teacher, however fascinating may be his power to entertain. It is the mental activity of the pupil that is wanted and this should be the aim of the recitation. By pointed questions, by suggestion and effective illustration the pupil is to be taught to handle historical material and to learn history. He is not to be merely entertained.

A paper, ten or fifteen minutes in length, summing up the past work—the questions prepared occasionally by one of the pupils—gives training in analysis and grouping, and tests each pupil's power in independent thinking. This paper should be judged as the expression of each pupil's thought in English, and criticism should include spelling, paragraphing, use of English, etc.

Variety in review work is essential to good teaching. Originality in questioning, informal debates, dramatization, blackboard reviews, map drawing, or the use of any special devices are valuable helps in obtaining facility and clearness of expression. The special topic, when one pupil gives the class the benefit of his extra study upon some question, is useful in developing oral expression and the ability to organize material.

One very important function of the recitation is to prepare the pupil to study intelligently the next lesson. Often a study of portions of the text to be assigned for next day should be performed orally in class with books open. This is especially helpful in the earlier years, when difficulties in the text are frequent. Occasionally, lessons in both physical and political geography are absolutely essential to a correct understanding of the next assignment. Unless the

teacher takes the initiative in demonstrating the necessity of the geographical setting the pupils are very likely to neglect it altogether, or to get inaccurate impressions. Most teachers of history have found it desirable to let the pupils know that the teacher is sympathetically thinking through each assignment from the pupil's point of view, and anticipating in advance some of the chief difficulties to be overcome. This preparatory work helps to secure the hearty co-operation of the class.

If the pupils have had considerable practice in studying biographies, a recitation period can be spent in showing them how to make a point by comparison of two men whose biographies have been studied.

Teachers must remember that the recitation period is their opportunity to inspire the pupils to do independent work; to relate today's work to that which has gone before; to show pupils how to analyze material, and how to combine material sympathetically! To show them how to verify a statement as well as to vivify it, to organize a principle when stated, and to differentiate a principle from a detail.

It will require much practice to get at all the available material on a given topic with the least possible expenditure of mechanical effort, but the result is one worth striving for. Indexes, foot-notes, tables of contents, etc., must be made as useful as possible as an aid to saving valuable time for the concentrated thought needed for analysis, comparison and judgment. Lead the class to see that the school is really in many respects an epitome of the outside world.

The use of the newspaper and current history discussion in the classroom teaches the pupil that present day conditions are the result of the past. By the illustrations drawn from familiar, everyday affairs, history is made alive, the historical past is related to the present, and the student realizes that history is the interpreter of the world around him.

Illustrative Material—

The history classroom today is a laboratory where maps, charts, pictures and models are as necessary for the work as are the test tubes and retorts in the chemistry room. The introduction of illustrative material into the history lesson visualizes and vivifies the past. Pictures, models, casts, physical charts, lantern slide talks, pieces of statuary, coins and the like, are useful factors in making history alive.

Trips to a museum, visits to historical houses or famous places, the making by the class of models of historical weapons or dress or buildings, all are stimuli to mental activity through the eye and the hand.

The teacher should arouse the pupil's interest in collecting material that thus illustrates the past and gives vividness and reality

to historical statements. A school museum is sometimes possible in communities that are rich in historical background. Its presence in the school stimulate local history study and home research work and it is a valuable aid in developing the sense of the historic in a history class.

Note-books—

Note-books may be made very helpful to the pupil if the notes are taken in a form which will prove useful as a foundation for advanced lessons and in preparation for reviews and examination. Notes taken upon required outside reading are an evidence of the pupil's progress. In selecting the notes his attitude of mind should be critical. He must learn to sift, and to cultivate that art of reading which consists in judicious skipping. If he selects for his note-book only so much as will be of definite use to him, his power of comparison and selection will be constantly exercised. Accuracy, definiteness in statement, logical arrangement, and the power to infer will be gained by a pupil who keeps a note-book well.

In addition to outside reading, the note-book should contain summaries of facts and inferences gained from teacher or classmates during the recitation period, maps or charts constructed from written statements or occasionally reproduced from a text, pictures and outlines. The class work summaries should be made by the pupil himself. If the teacher dictates just what should be placed in the note-book and describes the form that each summary should take he defeats one of the purposes for which a note-book is kept, viz., to give each pupil an opportunity to classify and arrange material, to test his power of discriminating between the more important and the less important, and to trace relations through a series of lessons, as well as to record facts in an intelligent manner to be used by him in reviews, etc.

It is possible to burden pupils with note-books that require a great deal of mechanical labor. So far as helping the pupil to a better understanding of history is concerned, this is a mere waste of time. The mere reproduction of paragraphs from a textbook is worse than useless. In order to insure results in high school note-book work, the book must be examined from time to time by the teachers of history and of English. Much successful teaching can be done without the use of a formal note-book.

Civics and economics. Much that has been said as to the teaching of history applies also to these subjects. Especial stress should be laid, however, on the practical application of the work. Mere book knowledge is peculiarly ineffective and worthless. In order to become intelligent citizens the pupils should see and understand the actual functions of government and business. They should know

by personal examination how the city departments are carried on, how banks are conducted, or how a primary election takes place. Visits to institutions, talks from men in authority, active participation in community interests, are vital elements in all successful work in these subjects.

Conclusion. The primary aim in the teaching of the social sciences in the high school is to develop in the pupil the power to organize material effectively, to think clearly, to read, study and speak intelligently, and to understand and appreciate the meaning of historical knowledge—all to the end that his knowledge may result in right action, and that his conduct may be such as becomes a broad-minded, tolerant and cooperative citizen.

BOOK REVIEWS

Meal Planning and Table Service. By N. Beth Bailey. Manual Arts Press, Peorit, Illinois. \$1.60

As stated in the preface this book is intended for the use of the woman in the home, the college instructor in her classes in meal planning and table serving, and as a reference for the teacher in the elementary or secondary school.

The subject matter includes The Art of Entertaining and Being Entertained; The Choice of Equipment for the Dining Room; The Rules of Table Service; Principles of Menu Making; Menus and Service for Special Occasions; and How to Serve Food Attractively.

The illustrations are very good, especially those representing points in table etiquette and table setting. The subject matter is clear and concise and practical in nature.

ZOE WOLCOTT

Joint Director of Home Economics

K. S. T. C., Pittsburg

Essentials of Sewing, Rosamond C. Cook, Manual Arts Press.

This book should fulfill one purpose as stated in the preface "to assist the teacher in giving instruction" for it is written in a clear, forceful, definite style, and the material is so arranged that it is easily found and can be used in connection with a wide range of problems. This bringing the essentials together should save the time of the teacher and should encourage her to make a study of the best processes to be used in a given situation.

It is to be regretted that the photographs of the samples illustrating constructive processes are in so many cases dim and obscure as they help very little to explain the points discussed in the text.

LULA SMITH, Home Economics.

Drawing for Zinc Etching

By Ray J. Matasek. The Bruce Publishing Co., Milwaukee, Wis. 1924. Size 6¼x9½ in.; 64 pages, cloth bound; price \$1.35.

When drawing for reproduction, the work must be properly prepared. The author has concisely set forth the methods to be used in preparing drawings for reproduction on zinc. Several chapters

are devoted to color work and the Ben Day process. Each chapter is not only well illustrated but closes with review questions and problems.

O. S. HANKAMMER, Drawing and Design.

Famous Artists Engaged for Festival

Pietro Yon, celebrated organist and composer, will open the annual Spring Music festival at State Teachers College on Monday, April 27. His recital will also be the dedication of the big organ now being built in Carney Hall.

Two oratorios will be a part of the festival program. On Wednesday, April 29, the festival chorus and orchestra, under the direction of Prof. Walter McCray, will give Mendelssohn's "Elijah" and on Friday night Handel's "Messiah." Rehearsals on the oratorios began in October.

The chorus will consist of students, Pittsburgers, and groups from Carthage, Joplin and Columbus. The orchestra of about fifty instruments will include soloists from the Little Symphony Orchestra of Kansas City.

A quartet of grand opera stars has been engaged for the solos in the two oratorios. They will be Marie Sundelius, soprano; Julia Claussen, mezzo-soprano; Paul Althouse, tenor; and Arthur Middleton, baritone. The four will appear in recital on Thursday night.

The interstate High School Music contest, in which twenty-five or thirty schools will take part, will fill both Thursday and Friday. Soloists will compete the first day, organizations the second.

A program of pageantry and interpretative dancing will be given by the women of the college on Tuesday night, under the direction of Miss Carrie Hupp, professor of physical education.

SCHOOL NOTES

Track athletes at State Teachers College are using a track just recently completed at a cost of \$7,000. The oval is a quarter mile in circumference. On the side facing the Stadium on Brandenburg field is a straight-away 220 yards long. Both are 25 feet wide, with the oval narrowing to 20 feet at the curves.

Leo Hudiberg, former instructor in chemical and physical sciences, has gone to Chicago to study medicine. He had done but little teaching at the College this year in order to have time for premedical studies.

Scimitar, the Masonic and DeMolay fraternity, has chosen the following officers for the coming year: Ralph Trout, Pittsburg, president; Lynne Monroe, Pittsburg, vice-president; Merle Jackson, Cherokee, treasurer.

The annual enrollment has for the first time exceeded the five thousand mark. There have been since June 1, the beginning of the fiscal year, more than 5,200 students in the institution. Gains have been made in all departments except that of special students, this loss being due to the completion of work in the vocational course by ex-service men. "Both the degree and life certificate classes will be larger than those of any previous year," said Registrar J. F. Mitchell.

Evelyn Dellinger of Oskaloosa has been elected president of the Y. W. C. A. The other officers who will be installed with her on April 14, are as follows: vice-president, Hazel Tulloss, Sedan; secretary, Dorothy McClary, Chanute; treasurer, Celia Canine, Cedar-Vale. New faculty members of the advisory board will be Miss Margaret Haughwout, department of English, and Miss Eva McKee, department of physical training for women.

Prof. Walter McCray, head of the Music department, will conduct the oratorio "Elijah" for the Joplin Choral Society, May 5, and for the Carthage Choral Society May 8. Miss Marjorie Jackson, instructor in voice, will be the soprano soloist at Joplin. Both glee clubs and the Festival orchestra will also assist in the Joplin concert, and the orchestra will help at Carthage.

Ten K. S. T. C. alumni will teach at Eureka next year, the most of them being reelected to their present positions. The list includes Supt. Clyde U. Phillips; W. F. Lovelace, industrial arts; Miss Maude Moore, English in the high school; Clarence Bolze, commerce; Thelma Fowler, junior high school; and Miss Vera Conwell, Miss Orrie Kellogg, Miss Dorothy Lindsay, Miss Lillian McFayden, and Miss Sylvia Smith, grades.

College Y. M. C. A. officers for the next year are Francis Snodgrass, Augusta, president; Bryan Bowman, Valeda, vice-president; Herbert Connor, Independence, secretary; Earl Gadberry, Pittsburg.

treasurer. Snodgrass succeeds his brother John in the presidency. George Small is executive secretary.

Kansas State Teachers College of Pittsburg celebrated its twenty-second anniversary on Thursday, April 2, by a special assembly program at which the speakers were President Brandenburg, Supt. M. M. Rose of Pittsburg, an alumnus; Floyd Greer, president of the Student Council; and Miss Pearl Garrison of the faculty. Ten big baskets of juicy apples were distributed.

The basketball squad, which tied Washburn for first honors in the Kansas conference, was banqueted Thursday night, April 2, by students and faculty under the auspices of the Athletic Association. The affair was wholly informal.

Superintendent Walter M. Wallack of Douglass has been re-elected. Wallace was graduated here last year.

The two glee clubs gave a big combined concert in Carney Hall April 8, under the auspices of a student committee.

Herold Herod, business manager of the Collegio and a member of the 1924 championship football team, will teach industrial arts at Whitewater next year.

Pitching horseshoes is popular at the gymnasium.

The home economics practice house, for the completion of which the last legislature appropriated \$2,000, will be ready for use in September. It will be a practical laboratory for senior women in home economics. The building is just south of the stadium.

Work on the library building for which the legislature granted the College \$150,000 will begin in the summer. The building, which will embody the most advanced ideas in library construction, will be located on the north side of the campus to the northeast of Russ Hall.

The students will play hobo Thursday, April 23, which is officially designated as Hobo Day. A parade, a hobo convention, picnic hand-out, and sports will fill the day. The Stunt Fest, to which campus organizations each contribute a number, will take place at night.

McDowell Steele of Fort Scott was elected to captain the Basketballers next season. He had already been named football captain for next fall. He has played both sports three years.

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W. A. BRANDENBURG, President