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THE TECHNE

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

OCTOBER, 1924

SERIOUSLY

Isn't it strange that princes and kings,
And clowns that caper in sawdust rings,
And common folks like you and me,
Are builders for eternity?
To each is given a bag of tools,
A shapeless mass, and a book of rules;
And each must make, ere life is flown,
A stumbling block, or a stepping stone.
London Tid-bits.

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

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THE KANSAS STATE TEACHERS COLLEGE
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Vol. 7

No. 5

THE TECHNE

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

W. A. Brandenburg, President.

Vol. 7

OCTOBER, 1924

No. 5

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.

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A STUDY IN PLOT

Ernest Bennett, Department of English

A Tale of Two Cities, one of the two or three novels in which Charles Dickens attempted to construct an intricate plot, is an interesting example of what happens when a writer undertakes a task for which he has no aptitude. Dickens overshot himself, made his plot too intricate—at least too intricate for him to present to the best advantage—and left in its structure several evidences of unskilled workmanship.

So involved is the story that Dickens was obliged to take the liberty of making a number of abrupt and unpleasing transitions. The action shifts from London to Paris several times without warning, and, so far as the reader can see at the time, without warrant. The transitions are necessary, it is true, but a greater master in the handling of plot would have made them less violent, would have been able to bring them more nearly within the inevitable drift of the action.

When one adds to these abrupt transitions the fact that Dickens was eager to make his novel a genuine picture of the times, one sees at once why the first half is hard reading for so many readers. There are a number of digressions merely for the sake of the historical background. Witness the chapters or parts of chapters on Monseigneur's chocolate, the general state of France, the barbarity of criminal law in England, the hanging of Foulon by the Parisian mob, etc., etc. The novel would have been better had it been less ambitious in this respect.

Through the first half of the book, the plot consists of two distinct lines of action. One is made up of those events that take place in London, the other of those that take place in France. It is true that there are two important connecting links between them. One is Dr. Manette, although we do not see his importance in this respect until his story is read before the Revolutionary tribunal in Paris; the other is Charles Darnay, whose strategic position in the plot is quite clear fairly early in the story. The two lines of action converge when Darnay is drawn to Paris by Gabelle's letter and his little family follows him thither.

From this point on, the story gains immeasurably in power, for the unity of place serves as counterweight to the transitions and the transitions are much more inevitable in themselves. Moreover, Dickens from here on forbade himself the liberty of digression from his main action, for the story is rapidly rising to its climax.

After Chapter XVII, Book II, the plot seems to me unimpeachable. This chapter narrates Manette's reminiscences the night before Lucie's wedding. The plot here appears to have taken a new start in the mind of its author and from here on to be mathematically self-sufficient. All parts work together without friction and without lost motion; everything leads rapidly to the tragic denouement.

That essential factor in plot—conflict—dominates all the remaining chapters. On the one side are the Defarges and all the sinister impersonal forces of the Revolution, reaching out for the life of Charles Darnay and then the lives of his wife and daughter; on the other are the victims themselves, Jarvis Lorry, Dr. Manette, and at the climax, the indomitable Proos.

Into this conflict, when the forces of death seem about to conquer, steps Sidney Carton, both the *deus ex machina* and the hero of the novel, and by means of his shrewd mind, sharpened in the courts, and his generous sacrifice of himself, defeats the aim of Madame Defarge.

The method Dickens uses to clear up the chief mysteries in his plot is most admirable. The mysteries are two in number, the reason for Dr. Manette's long imprisonment, and the motive for Madame Defarge's relentless determination to send Darnay and his little family to the guillotine. The first mystery has puzzled the reader from the beginning of the book; the second becomes apparent as the reader realizes that Monseigneur d' Evremonde's running over a child in the streets of Paris was not enough to inspire Madame's fiendish relentlessness toward all his relatives. The revelation comes at the very climax of the novel, when Charles is on trial a second time before the Revolutionary tribunal. In its form of a record written by Dr. Manette when in the Bastille, it not only clears up the mysteries but serves to precipitate the tragic denouement.

These are the elements in the plot that caused a critic to write of it:

"The general edifice of the plot is solid; its interest is, notwithstanding the crowded background, concentrated with much skill upon a small group of personages; and Carton's self-sacrifice, admirably prepared from the very first, produces a legitimate tragic effect."*

Despite, however, the solidity of the plot in that part of the novel we have now studied, I doubt if the critic be correct in so qualifying the whole plot. There is ample evidence in the first part of the book, it seems to me, that Dickens got a false start on his story and that, being unable to start over because of publishing the story in parts, he was obliged to leave certain big tag ends sticking out. But he made the book long enough to cause the casual reader to forget these tag ends, to forget that certain apparently important mysteries had never been explained.

These tag ends are chiefly connected with Darnay's trial for treason in the Old Bailey. Lucie's testimony, so dangerous to Charles, is quite circumstantial with regard to interesting matters that the author evidently purposes to clear up later. Here is a part of what she says, in answer to the questions of the prosecuting attorney:

"... Had he come on board alone?"

"No."

"How many were with him?"

"Two French gentlemen."

"Had they conferred together?"

"They had conferred together until the last moment, when it was necessary for the French gentlemen to be landed in their boat."

"Had any papers been handed about among them, similar to these lists?"

"Some papers had been handed about among them, but I don't know what papers."

"Like these in shape and size?"

"Possibly, but indeed I don't know, although they stood whispering very near to me: because they stood at the top of the cabin steps to have the light of the lantern that was hanging there; it was a dull lamp, and they spoke very low, and I did not hear what they said, and saw only that they looked at papers."

*Quoted in the introduction to the edition of the novel in Macmillan's Pocket Classics series.

"Now, as to the prisoner's conversation, Miss Manette. . ."

"He told me that he was traveling on business of a delicate and difficult nature, which might get people into trouble, and that he was therefore traveling under an assumed name. He said that this business had, within a few days, taken him to France, and might at intervals, take him backwards and forwards between France and England for a long time to come."

Besides all this, when Stryver, Darnay's attorney, makes his plea, he refers to how the watchful eyes of the spies Barsad and Cly "had rested on the prisoner as a victim, because some family affairs in France, he being of French extraction, did require his making those passages across the Channel—though what those affairs were, a consideration for others near and dear to him, forbade him, even for his life, to disclose."

Our curiosity is here aroused about two unknown French gentlemen and their secretive manner of conferring with Darnay, about Darnay's assumed name, about the trips to France that he will have to make at intervals for a long time to come, and especially about that family business of a nature so delicate that Darnay would not disclose it, even at the peril of his life. Dickens evidently tries deliberately to stir up curiosity about these matters. Yet nowhere in the novel does he satisfy that curiosity. He does not even tell us who those members of the family were who would have been endangered through revelations by Darnay.

It might be argued that these details, unimportant in themselves for the purposes of the book, were included merely to heighten the illusion of the Old Bailey trial. A sufficient answer is that the importance of the mystery, as the story was originally planned, is emphasized by its restatement in Charles' interview with his uncle about fifty pages later (Chapter IX Book II).

"I have come back, sir, as you anticipate, pursuing the object that took me away. It carried me into great and unexpected peril; but it is a sacred object, and if it had carried me to death I hope it would have sustained me."

"Not to death," said the uncle; "it is not necessary to say, to death."

"I doubt, sir," returned the nephew, "whether, if it had carried me to the utmost brink of death, you would have cared to stop me there....."

"Indeed, sir," pursued the nephew, "for anything I know, you may have expressly worked to give a more suspicious appearance to the suspicious circumstances that surrounded me."

"No, no, no," said the uncle, pleasantly.

"But, however that may be," resumed the nephew, glancing at him with great distrust, "I know that your diplomacy would stop me by any means, and would know no scruple as to means. In effect, sir, I believe it to be at once your bad fortune, and my good fortune, that has kept me out of a prison in France here."

These are not the only loose ends left by the Old Bailey episode. Who was it that was awaiting so eagerly the result of the trial that Jarvis Lorry retained Jerry Cruncher as a special messenger? Who was it that had once kicked John Barsad, the spy, downstairs—and why? What was the original purpose in the subsequent incident of the pretended burial of Roger Cly, the other spy?

This fake burial and Jerry Cruncher's discovery, through his function as a body-snatcher, that it was a fake, occupy all of Chapter XIV, Book II. As so much space is given the incident, one naturally expects to see Cly appear again at some critical moment of the story. But he never again comes to

view. The only further use made of his fake burial is to put in the hands of Sidney Carton, when he learns it, another instrument for bending Barsad the turnkey to his desire so that Carton may have access to Darnay in the death cell.

In fact, the whole relation of Barsad and Cly to the plot is unsatisfactory. They play too important a part in the Old Bailey trial, they are shown to have been too much mixed up with Darnay's affairs, not to figure prominently in the sequel. Barsad does come on the stage again at a critical moment, it is true, but in a very subordinate part, that of a turnkey. He is not even responsible in any degree for Darnay's arrest in Paris.

The scenario writers of the film version of "A Tale of Two Cities" saw the inadequacy of these roles. They eliminated Cly altogether, as I recall the scion, and made Barsad and Gabelle, the steward of the Evermonde estate, conspirators against the life of Darnay in order that they might get hold of his French property. They made the letter Gabelle wrote to Darnay begging him to come to Paris to his rescue a means of luring him to his death.

All these tag ends, as has been said, point to Dickens' having changed the general lines of his plot after he had his story well under way and in course of publication. The entire Old Bailey episode, it seems, was originally meant to be much more significant in the whole action of the story than it turns out to be. It is utilized to introduce Sidney Carton in a novel and casual manner and to suggest to him later the means by which he can again save Darnay's life. But this purpose does not explain or justify the loose ends that have been pointed out.

There are two more interesting, although less important, questions as regards the plot. Why does Dickens give Madame Defarge two reasons for registering the whole Evremonde family for extermination when one would have sufficed? And why does Defarge hold back as long as he can the evidence against the Evremonde family that was contained in the Manette story he had uncovered in the Bastille?

Madame Defarge's first reason for registering the Evremonde family in her knitted scarf was that a self-appointed committee of intending revolutionaries had so ordered after hearing of the hanging of the man who had assassinated the marquis for running over his child in the street. This reason would have been sufficient technically to bring about the course of events that follows, although it would not have furnished, perhaps, a sufficient emotional basis for Madame Defarge's relentlessness against Darnay and his family. But when Darnay is brought to trial in Paris, no one says a word of Darnay's being a member of the proscribed family. The second reason for Madame Defarge's bitterness is revealed at the second trial. It was Darnay's uncles who had caused, years before, the death of her brother and sister.

Dickens seems to forget the first reason for the proscription of the Evremonde family in favor of the second. Whether he already had the second reason in view when he invented the first, is doubtful. The emphasis he lays on the accidental killing of the little girl by the Marquis' coach and the subsequent hanging of the father, seems to indicate that he meant them to be vital to the plot. He probably struck upon the second reason later and, considering it the better, abandoned the first as much as he could in favor of the second.

The device of causing the Defarges to hold back the important evidence

they had against the Evremondes in Manette's story, instead of offering it at Darnay's first trial, probably has its justification in Dicken's husbanding his resources for the climax. But it is interesting to note that what justifies the author does not justify the Defarges, whom, of course, the author is under obligations to keep consistent with themselves. No reason is apparent, from their own point of view, why they should have withheld this evidence at the first trial.

AN OUTLINE OF CONSTRUCTIVE OBSERVATION

CONDITIONS, CAUSES, AND POSSIBLE LINES OF PROGRESS

Use Check (✓) Mark

(Adapted and extended by Edgar N. Mendenhall and Harrison L. Euler, Department of Rural Education, Kansas State Teachers College of Pittsburg, from an outline developed in a class of Dr. Fannie Dunn at Columbia University. Prepared for the use of superintendents and supervisors, for teachers observing other teachers and for the use of teachers in analyzing their own teaching for self improvement.)

I. Pupil activity at time of observation—

1. Pupils passive....., inactive....., or merely restless
 - A. Inactivity physical only - - - - -
 - B. Inactivity merely justifiable resting - - - - -
 - C. Causes for unjustifiable inactivity - - - - -
 - a. Physical conditions - - - - -
 - (1) Ventilation - - - - - (2) Temperature - - - - -
 - (3) Eyestrain - - - - - (4) Seating - - - - -
 - b. Insufficiency of occupation provided - - - - -
 - (1) Equipment inadequate - - - - -
 - (2) Teacher overloaded - - - - -
 - c. Lack of interest on the part of pupils - - - - -
 - (1) Cause to be found in pupils - - - - -
 - a*. Mental or physical defect - - - - -
 - b*. Illness or malnutrition - - - - -
 - c*. Adolescent readjustment - - - - -
 - d*. Irregular attendance - - - - -
 - e*. Home condition and attitude - - - - -
 - f*. General attitude pupils not accounted for above - - - - -
 - (2) Cause to be found in occupation provided - - - - -
 - a*. Unmeaningful or deficient in content - - - - -
 - b*. Lacking in purpose for the child - - - - -
 - c*. Tasks too easy - - - - -
 - d*. Tasks too hard - - - - -
 - e*. Improper classification of pupils - - - - -
 - f*. Above intelligence level of pupils - - - - -
 - g*. Below intelligence level of pupils - - - - -
 - h*. In nationality and language of pupils - - - - -
 - (3) Cause to be found in assignment - - - - -
 - a*. Indefinite - - - - -
 - b*. Does not enlist interest - - - - -
2. Pupils engaged in mischievous activity - - - - -
 - A. Possible causes
 - a*. Overstimulation - - - - -
 - b*. Muscle hunger - - - - -
 - c*. Sitting still too long - - - - -
 - d*. Over fine work - - - - -

e*.	Cramped position	.....
f*.	Mental defect	.....
g*.	Mental energy	.....
h*.	Character of school course of study	.....
	unappealing	.....
i*.	Wrong attitude towards school	.....
j*.	The nature of the particular school work	.....
k*.	Lack of oversight of teacher	.....
3.	Pupils engaged in more or less profitable activity	.....
A.	Due proportion of various types of activity	.....
a*.	Physical	..... indoor
	playground	..... free play
	formal play	..... work
b*.	Mental	..... problem
	drill	..... appreciation
B.	Evaluation of activities of each type	.....
a*.	Motive—whole hearted purpose	.....
	artificial incentive high	..... low
	use of school marks	..... test scores
b*.	Initiative	..... independence
	self-helpfulness	.....
	self-originated activity	.....
c*.	Value-aiming toward desirable educa-	.....
	tional outcomes	.....
	justifying time expenditure	.....
	hurtful or wasteful in any way	.....
	judgment shown in choice of materials	.....
	in methods or work	.....
d*.	Organization—order and completeness	.....
	systematic procedure	.....
	pupils purpose accomplished	.....
e*.	Control—achievement of pupils up to	.....
	standard for grade	.....
	ability shown to use reference materials	.....
	and equipment	.....
f*.	Social character—co-operation	.....
	consideration of others' rights	.....
	relation to community life	.....
II.	Evidences of nature of pupil activity prior to observation period.	.....
1.	Habits and attitudes manifested by pupil—	.....
	personal hygiene	..... habits of study
	movement about room. leaving room, etc.	.....
	habits of order and neatness	.....
	use of materials—careful	..... wasteful
2.	Cleanliness, order, and beauty of schoolhouse and grounds	.....
3.	Exhibits of pupils' work—sand-table	..... museum
	bulletin board	..... posters
	evidences of growth in attainment	.....
III.	Relation of teacher to pupil activity.	.....
1.	Instruction as a cause of existing conditions—help given	.....
	too much	..... too little
	quality—thought killing	.....
	thought stimulating	.....
	provision for individual differences	.....
2.	Administration and school management as a cause.	.....
A.	Organization of a school work—grades grouped	.....
	time of teacher divided among groups	.....
	daily and weekly schedule provided	.....
	work planned—for term	..... month
	week	..... day
B.	Organization of pupils—socialization and self-govern-	.....
	ment	..... imposed authority and incentives

	high	-	-	-	low	-	-	-	.....
3.	Teacher's scholarship as a cause								
4.	Teacher's personality and personal ideals as a cause								
5.	Teacher's attitude as a cause								
IV. Indication of co-operation and interaction of school and community.									
1. In teacher's register									
	a*	Record of visits of patrons							.....
	b*	Record of parent-teacher meetings							.....
	c*	Record of other community gatherings							.....
	d*	Record of teacher's visit to homes in community							.....
2. Teacher remains in community during week ends									
Name of Teacher									
School									
Date									

STRIKING DISEASE AT THE SOURCE

Health ranks pre-eminent among educational ideals; the Commission on Reorganization of Secondary Schools places it first among the seven main objectives of education. Its importance relates not only to school activities but to society as a whole. Neglect of the causes of illness that mean temporary disability and often permanent impairment, either physically or mentally, is a major crime against civilization.

For consideration of the subject it is necessary first to inquire into the existing conditions. This is the table of illnesses of childhood, authenticated by many surveys:

	Pct.		Pct.
Colds	32.5	Tonsillitis	2.6
Measles	28.5	Toothache	2.3
Mumps	12.8	Pneumonia	2.3
Scarlet fever	7.5	Diphtheria .....	.8
Whooping cough	4.4	Smallpox .....	.5
Chicken pox	3.6	Other diseases	7.2
		Total	100.0

Immediately this list conveys the conclusion that practically all of these are communicable diseases, that their source exists among a few who gradually transmit them to others. It is difficult to curb the original outbreaks but it is less difficult and extremely necessary to prevent the spread of these illnesses.

Consequently, it is essential to strike at the agencies of transmission if this wastage in health and school time is to be prevented. There is a significant coincidence between the list of diseases above given and the facts embodied in Bulletin No. 57 of the United States Public Health Service. In this official document it is stated that common glasses, improperly washed between users, are responsible for the communication of: gripe, influenza, pneumonia, common colds, diphtheria, tonsillitis, measles, tuberculosis, scarlet fever, typhoid fever, and infantile paralysis.

The inference is obvious. Recognition of this fact has induced forty six of the States to proscribe the common drinking cup in schools. Ban by law

and ban by practice—as current events indicate—are widely different conditions. However, the law is there and it is the problem of school authorities, for the health of their charges, to insist on its enforcement. Such a duty compels not only observance during school hours but instructions for the protection of children away from this disciplinary influence.

Nor does the bubbler fountain solve the situation. It has been definitely determined now by sanitarians that only a few of these devices guard the children against the infections that are conveyed from the mouth.

It is time for all school authorities to give the most serious thought to the disease menace. Vigilance will safeguard child health and inevitably will reduce the school absence which now is estimated to average six days a year for each pupil.

THE FRONTENAC NUMBER PLAN

FOR PRIMARY GRADES

Frank E. Alsop, Supt. Schools, Frontenac, Kansas.

The Frontenac Number Plan combines three related problems into one working plan. The first problem was to list the combinations of addition, subtraction, multiplication, and division from one to twelve as nearly as could be told in the order of difficulty, placing the easier first and the harder later. This is mostly a rearrangement of the usual tables of addition, subtraction, multiplication, and division, the tables that we expect the children to become familiar with to such an extent these combinations are readily recognized and accurately recalled.

The second problem was to provide a drill plan for the use of the teachers so they could secure immediate and accurate recognition and ready recall of the result of each combination in each process. To accomplish this, at the opening of school in September 1923 each teacher in grades one to five was given a set of Kibbe Number Drill Cards to be used as "flash" cards in the daily teaching of the number combinations. Also, each teacher on a large cardboard listed the names of the students on one margin and by means of graphs in colored crayon indicated the achievement of each student in each process; this plan enabled any one entering the room to see who had made the progress and acted as a wholesome stimulus to the students to accomplish more than had been done. Likewise the teachers used many number games such as claiming the card first called right in a contest with another student.

The third problem was to test the results from month to month to secure evidence of progress and to detect combinations not needing further attention as well as others demanding more drill. At the end of each month the students were given a printed test in these processes and the median score of the Washington (W) and the Columbus (C) buildings were tabulated and shown below in the median standards of over four hundred students. After giving each test the teachers selected the combinations in each process that had been missed and these were repeatedly drilled upon during the ensuing month. Then new combinations were taken up as fast as the students were able to do the work. This part of the work kept attention focused upon the work needing

attention and avoided waste of effort upon combinations already habitual and accurate.

In carrying out the above plan we finally adopted a time scale for each grade for each process. It took three months in part of the grades to get the time where it seemed it should be, and the time here given is perhaps a little slow. In nearly every test several students finished ahead of time, but it was felt better to give the students in the early grades a little time to think rather than make the work so much of a speed test. The time allowed to each grade is as follows:

TIME ALLOWED

Process	I	Grade II	III	IV	V
Addition	10	6	5	3	2
Subtraction	10	8	3	1½	1
Multiplication	15	12	5	2	1½
Division	15	15	5	2	1½

The results of the plan from month to month for the first year may be seen in the following table:

PROCESS									
Grade	Month	Addition		Subtraction		Multiplication		Division	
		W	C	W	C	W	C	W	C
I.	S	35							
	O	35							
	N	47	27		28				
	D	55	34	30	26				
	J	49	34	38	26				
	F	64	80	41	60				
	M	73	83	49	64				
II.	A	88	99	54	64				
	M	100	106	57	65				
	S	74		9		9			
	O	79	65	21	43	20			
	N	80	66	38	47	32	25		
	D	74	57	35	55	40	14	17	32
	J	80	66	38	47	32	25	27	44
III.	F	95	101	48	66	68	43	44	41
	M	98	109	52	68	73	51	69	53
	A	102	114	66	70	77	59	73	53
	M								
	S	101	116	37	45	47	45	32	34
	O	120	88	47	44	49	50	45	31
	N	120	101	61	39	64	54	48	35
IV.	D	120	88	47	44	49	50	45	31
	J	141	109	69	46	79	73	73	57
	F	140	125	69	55	79	80	75	58
	M	142	136	69	69	78	80	74	73
	A								
	M								
	S	81	100	42	40	51	59	36	39
V.	O	95	90	53	40	42	67	34	38
	N	99	88	39	38	49	61	40	49
	D	95	90	42	40	53	67	34	38
	J	109	119	49	48	69	79	49	54
	F	128	120	47	46	79	79	59	56
	M	110	124	46	52	78	79	55	60
	A								
V.	M								
	S	97	82	41	39	62	58	63	46
	O	85	91	40	42	60	61	47	49
	N	83	94	34	41	55	67	41	53
	D	85	91	40	42	60	61	47	47
	J	80	100	51	45	80	79	60	63
	F	90	107	47	43	71	77	50	64
V.	M	105	108	60	48	76	77	69	69

In conclusion, it should be said the teachers and students took much pleasure in the work and have found that the plan brings results. The first year of pioneer work has been done, the trail has been blazed, and broader and more extended work next year will be carried on with the view of perfecting the plan and determining its broader usefulness.

ADDITION

4	2	3	1	7	5	2	8	3	1
4	2	3	1	1	5	1	1	1	4
—	—	—	—	—	—	—	—	—	—
5	3	2	2	1	2	1	3	4	2
1	2	3	4	3	5	7	4	1	6
—	—	—	—	—	—	—	—	—	—

SUBTRACTION

4	2	3	1	7	5	2	8	3	4
4	2	3	1	1	5	1	1	1	1
—	—	—	—	—	—	—	—	—	—
5	3	4	5	4	5	9	6	5	6
1	2	2	2	3	4	1	2	3	1
—	—	—	—	—	—	—	—	—	—

MULTIPLICATION

1	2	3	4	5	6	7	1	2	3
1	1	1	1	1	1	1	2	2	2
—	—	—	—	—	—	—	—	—	—
4	5	1	1	1	1	1	2	2	2
2	2	3	4	5	6	8	3	4	5
—	—	—	—	—	—	—	—	—	—

DIVISION

1)1	1)2	1)3	1)4	1)5	1)6	2)2	2)4
3)3	4)4	3)9	3)12	3)15	5)5	6)6	7)7

Teacher passes among students who write the answers; teacher gives any help needed to get the children started right on these practice examples. After these examples have been solved, teacher says to children:

On the other side of this paper are some more examples and I want you to solve just as many of them as you can. You are to write the answers, write then just as fast as you can, and only the right answers count. When I say *ready, go*, you turn your paper and go right to work. (When all are ready, then proceed, otherwise wait.) Ready, go.

REUNION AT CONVENTION

Reunions for former students and alumni were held at all four sections of the convention of the Kansas State Teachers Association. All took the form of banquets on Friday, Oct. 17, in the evening, with the exception of the reunions at Hays, which was a noon luncheon.

The largest crowd attended at Parsons, in the municipal building. Prof R. E. Williams was in charge of the arrangements. An alumni committee co-operating with the faculty for this event consisted of Ernest W. Reynolds, J. Middleton Mason, and Miss Lorene Bailey. A considerable number of the faculty attended this reunion.

The dinner at Topeka was held in Pelletier's tea room. Dan G. W. Trout, Miss Eulalia Roseberry, Miss Belle Provorse, and Prof. F. H. Dickinson were there. At Hutchinson the new Stamey hotel was the scene of the dinner. President W. A. Brandenburg spoke, and Dr. O. P. Dellinger, Prof. S. L. Householder, and Miss Elsie Bowman were present.

About the Campus and in the Field

The new stadium on Brandenburg Field—the first half of it, to be exact—accommodated for the first time the spectators at an intercollegiate football game when the Manuals on Oct. 11 defeated Baker University by a score of 6-0. The game was intensely interesting, but for the immense crowd the great and commodious structure from which they viewed the game must have been at least as interesting. Never had football at K. S. T. C. of Pittsburg had such glamor. Flags flying, the band playing, athletes drilling, and the crowd seated in the first stadium to be erected by a teachers college—no wonder Oct. 11 was a milestone in the history of the College.

The crowd passes under the arches and through the six entrances of the stadium before it obtains a square look at the field. It finds seats for 5,000 persons awaiting it, the highest tiers almost twenty-five feet above the level of the field and measuring 300 feet from north to south. Most visitors will probably be surprised at the bigness of the structure. Every seat will give a good view of the whole field and from the higher ones one may obtain an almost panoramic view of city and country.

The stadium is directly east from Carney Hall. Its 300 feet of arches approached by a flight of steps the same length, is imposing. Over the principal entrance a white stone bears the words "Brandenburg Field," flanked on either side by a bas-relief of an athlete in action. The paved avenue in front is about one-half wider than the usual street and affords ample space for the movements of hundreds of motor cars.

The ceremonial dedication of the stadium and its presentation to the state of Kansas by those whose gifts have made it possible, will take place Armistice Day. There will be on that occasion a game with Friends' university.

Work on the east half will probably begin within a short time. Next fall the stadium will afford seats for 10,000 spectators. Later when more space is needed, another big section at the north end, in the shape of a horseshoe, will seat thousands more.

Miss Elsa Wortheim of Chicago, who has studied in Pratt institute, Brooklyn; New York University; the University of Chicago; and the Broadmore School of Art, Colorado Springs; takes the place of Miss Evelyn Metzger in the home economics department.

Dr. E. Wade Adams, who holds his degree from the University of Wisconsin, where he has also been a fellow, has joined the faculty of the Department of Chemical and Physical Sciences.

F. C. German, formerly superintendent of schools at Prescott, is a new member of the faculty of Mathematics and Applied Mechanics. Mr. German is a K. S. T. C. alumnus.

Miss Gladys Deaton of Springfield, Mo., has joined the Department of Music as a piano instructor. She is a graduate of the Kroeger School of Music and has been a pupil of Percy Grainger and Gladys Cravens.

Miss Ruth Stamm, of Pittsburg, who finished her course in piano here in 1923, and has studied in the American Conservatory of Music at Chicago the last year, is a new instructor in piano.

Miss Marjorie Jackson of Wisconsin returned to the faculty in June as a teacher of voice after an absence of two years for study.

Ernest Bennett, associate professor of English, is again on the faculty this fall after a year in Chicago for study.

Prof. G. V. Emery, Department of Chemical and Physical Sciences, is back from a year of graduate studies in the University of Kansas.

Miss Eva McKee, a graduate of Teachers College, Cedar Falls, Iowa, is a new member of the Department of Physical Education for Women.

Miss Lula McPherson, an alumna and for several years an instructor in the Pittsburg high school, has joined the faculty of History and Social Sciences.

Miss Maude Uhland, who holds a master's degree from the University of Missouri, is teaching in the Department of English.

Miss Gabriella Brendemuhl, formerly of the faculty of Purdue university, is also a new member of the English faculty. Miss Brendemuhl's graduate work was done at the University of Chicago.

Dr. John Woodard, University of Chicago, has been added to the faculty of the Biology Department.

The local chapter—Theta—of Delta Sigma Epsilon captured two signal honors at the national conclave held at Detroit in August. The first was the winning for the second time in succession of the national efficiency cup, a trophy toward gaining which high grades in regular class work are a chief factor. The second was the election of Miss Agnes Crow of the college faculty as national president. These honors came in competition with fourteen other chapters.

The Collegio, the official student newspaper, has changed its form slightly this year. Whereas last year it had a page only six columns wide and slightly shorter than that of the average paper, its page is now seven columns wide and has been lengthened to the regular measure. The pages vary from four to six in number. The staff plans to give more attention to "personals" about alumni, former students, present students, and faculty than ever before. Randal Ross is editor and Lawrence A. Barrett associate editor. There are about thirty other students on the reportorial and editorial staff. The subscription price is only fifty cents.

There are more men now in attendance at K. S. T. C. of Pittsburg than ever before, despite the fact that only about fifty government vocational men are now enrolled. They make up between 35 and 40 per cent of the enrollment. There are two explanations—the new stadium and the demand for the engineering and other technical courses with a direct practical bent that the College is offering.