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State Manual Training Normal School

THE TECHNE

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

NOVEMBER, 1924

KANSAS NEEDS—

1.—A keener realization of the lack of equal opportunity in the state because of each locality having to carry its own burden of taxation for its schools.

2.—A keener realization that its present plan of state and local organization and administration of schools is obsolete.

3.—A keener realization that higher qualifications should be required of its teachers.

4.—A keener realization that the state can and should put its rural schools on a plane of equality with the schools of cities.

5.—A keener realization that the state's concern for its future can be measured by its interest in the educational welfare of its children.

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

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THE TECHNE

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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.

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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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ABOLITION OF LABOR

John G. Scott, History Department
K. S. T. C. of Pittsburg

Steinmetz once declared that the conscious aim of society should be to abolish labor. We believe that it can be shown from the history of human development:

1.—that the unconscious aim of the human race always has been to abolish labor;

2.—that the institutional organization of every human society has been built up around the great central fact of the necessity to labor;

3.—that, therefore, the history of human development is the history of the struggle of man to avoid the irksomeness of labor;

4.—that social progress is best defined as movement toward the final abolition of labor;

5.—that labor can and will be abolished; and,

6.—that the final realization of this aim will result in the creation of a new race and new world, far beyond the dreams of our most imaginative modern Utopians.

For the purposes of this article labor is defined as doing what you do not wish to do in order to get a living. The necessity to labor comes from the scarcity on this earth of economic necessities plus the pressure of population on this scarce food supply. Psychologically, labor is felt as irksomeness and this causes the great underlying urge, in the unconscious, to avoid labor. Below irksomeness lie two great instinctive urges, the conflicting urges of hunger and love.

In order to understand (1) that the unconscious aim of the human race always has been to abolish labor let us first examine the outline of the entire unfoldment, or evolution of man's life on earth. Reading from the bottom up of the following scale of nine economic epochs we get a long range picture of man's entire development on earth:

Civilization	9. Wage labor— c. Financial age; b. Industrial age; a. Commercial age
	8. Serf labor—The Middle ages
	7. Slave labor—climaxed in Greece and Rome
Barbarism	6. Smelting iron ore, simple iron tools
	5. Domestication of plants and animals b. Animals first in the Eestern hemisphere; a. Plants first in the Western hemisphere
	4. Invention of pottery
Savagery	3. Invention of the bow and arrow
	2. The discovery of fire
	1. Man before fire was discovered

In epoch one man necessarily lived in tropic or south temperate climes, hunted with bare hands or with sticks or stones for roots, fruits and slow moving animals. He was considerably lower than the Australian Bushmen of today. His life, like that of his animal enemies, was one long struggle with nature for subsistence. Always was present the pressure of population on food supply, that is, the outworkings of the two primal urges of hunger and love; and from these urges came his use of fire (however discovered) which allowed him to live in colder climes and so expanded his habitat, and took care for some centuries, perhaps, of the pressure of increased numbers.

During period two sticks and stones began to be fashioned for better use in the struggle for food and protection. An increased food supply among savages ever meant more leisure, more freedom from the irksomeness of labor, which soon, however, was translated into increased population and the continuation of the age old pressure of hunger and love for more and still more food. With this pressure came again the old irksomeness of labor and the unconscious desire to avoid it. So came the upper period of savagery, the bow and arrow age, bringing with it many inventions—the canoe, skin clothing and shelters, fish traps and animal snares—which for the time gave relief from labor, which even turned labor into joyous exploit in the case of certain hunting tribes.

Epoch five came inevitably,—in fact all social progress is inevitable,—out of the preceeding epochs. It comprises the greatest

single change, perhaps, in the entire development of man. The food supply was enormously increased by domestication of wild life. The same urge to abolish labor stimulated the use of iron (however discovered). The use of simple iron tools in the now settled life of farmers and herdsmen again enormously increased the food supply and directly promoted the birth of the civilization epochs.

The birth of civilization is roughly contemporaneous with the birth of slavery, that is with the beginning of the exploitation of man by man. The plane of man's inventive genius rises here: social inventions take precedence over material inventions: property in man (chattel slavery), feudal property in land and later property in all the means of life (capital) become the fundamental inventions of the civilization epochs.

If by some process we could superimpose this scale of economic epochs upon the social and institutional life of man we could readily observe (2) that the institutional organization of every human society has been built up around the great central fact of the necessity to labor. New economic inventions or discoveries necessitate new changes in the institutional life. Altho the institutional life, for certain sociological reasons, usually moves more slowly than the economic foundation of any given society, yet it does move with it. When the social superstructure lags too far behind, revolutionary or fast moving social changes hasten the process.

Savagery was essentially an age of the exploitation of sticks and stones, culminating in the bow and arrow, the union of stick and stone in the struggle against nature. Barbarism was essentially an age of the exploitation of plant and animal life. Civilization has been an age of the exploitation of man by man through the invention of ownership or property. The essence of civilization is a two-class social system of workers and owners, the latter obtaining leisure or relief from labor because of the institution and maintenance of the system. All civilized social institutions are derivative from and are colored by this division of society which arose from the irksomeness of labor and the unconscious desire to avoid it (See further: Veblen, Theory of the Leisure Class).

Savagery, the longest period in the life of man (more than half the entire span), was a period of social equality until the inventions of the bow and arrow age made for the first division of labor. After this age the social institution of sex inequality grew up around this division. Certain work became honorific, other work became humilific. Man, the dominant sex (made so by these inventions), became a hunter because he, perhaps, could best be spared from the care of the children. Dominancy resulted in larger males and smaller females, physically, (whether by over stimulation of certain ductless glands or by sexual selection does not matter) which in turn created new social institutions or changed old ones.

The smelting of iron ore and the use of simple iron tools made it possible for a worker to produce more food than was necessary, on the average, to his sustenance. This surplus made chattel slavery profitable and therefore possible. From the institution of slavery (property in man) came leisure for the owning class and from this came the higher culture, for example, the creation and appreciation of beauty in the wonderous efflorescence of art, learning and literature in Greece, or in the equally marvelous development of political organization in the Roman state.

The entire social superstruction of human institutions—home, church, government, school, property, contract, etc.—thus is built up above the economic foundation of society which in turn rests upon the necessity to labor, upon the struggle for existence. Abolish this necessity and our entire society will be fundamentally transformed.

Space permits but few illustrations of the third point, that the history of human development is the history of the struggle of man to avoid the irksomeness of labor. Why did Rome fall? Those who are trying to save the world tell us that it was because family life decayed among the upper classes, or because respect for government declined, or because religion was neglected. Rome fell because the economic life (the chattel slave system of labor upon which all Roman society rested) gradually became unworkable. Why so? Because the feudal system of land tenure, which at that time was growing up in Italy and thruout most of the Roman dominions, gave greater incentive and hence greater productivity to the lowest worker, who was the economic foundation of Roman society. Why the greater incentive? Because the necessity to labor and the irksomeness of labor was felt less under feudal tenure than under the later Roman slave system. The comparatively slow working slave sabotaged Roman society out of existence. The same cause was operative to weaken and finally to destroy the chattel slave system of labor in America. When the economic foundations of a society slip out from under the social superstructure, that society must fall.

We might go farther and show that this slipping of the economic foundations is the only thing that can certainly destroy any old society or make way for the rise of any new society. It is absurd to believe that any group or even the entire mass can destroy civilization. It is equally absurd to act as if any group or even the entire mass can save civilization. Progress moves inevitably, tho its course may be hastened or delayed by conscious action upon either the economic foundations or the social superstructure. Inventions and discoveries that change the economic life move forward the economic foundations and also, inevitably, the social superstructure of our institutional life; and this is the sole cause of social birth or death.

If we try to fathom the cause of inventions and discoveries we come upon two possible explanations: (a) that "necessity is

the mother of invention," which means that the avoidance of the irksomeness of labor is the cause, or (b) that invention comes from "the instinct of workmanship" motivated by the "instinct of curiosity." No matter which cause is operative, for any economic invention it is certain that this invention will not be applied in the economic life of society unless it saves labor. But in societies where labor is cheap, where the standard of living is low, inventions are not applied; they are not economical as a substitute for labor. This means ultimately that the desire to avoid labor, the irksomeness, is felt differently by different peoples.

Why is America more progressive than Afaganistan or China? Most any person in answering this question must somehow hark back to the significance of our inventions and scientific discoveries as the economic basis of our better or higher social life. Ultimately it means that Americans feel irksomeness more than the Chinese. But making more progress must mean that we are nearer a goal toward which society moves. We must, therefore, postulate (4) that this goal is the ultimate abolition of labor.

Movement toward this goal must be measured in any country by such things as standard of living, hours of labor, trustification, birth control, freedom of movement thru social strata, and ratio of machine production as compared to hand production. By any standard or test used it will be found that countries like the United States, Canada and Australia are in a class by themselves as compared with all other nations. This is explained by the fact that these countries still possessed free land and had a moving frontier after the beginning of the great industrial revolution. Free land meant a scarcity of labor (more jobs than men), thus more stimulus to invention (as a substitute for labor), more incentive to organize "big business" in order to reduce the wastes of competition, a higher standard of living and shorter hours for labor, the feeling of "liberty" (from the frontier) and the consequent resistance to human exploitation. Since these countries now are restricting immigration, practising birth control and moving toward a better organization of their labor forces, it seems quite certain that they must keep first place in the van of progress, in the movement to increase machine production as a substitute for labor, in other words to approach still nearer the goal of human progress, the final abolition of labor. Perhaps that novelist was right who in "Nowhere Else in the World" locates the center of the great new world in Chicago, the heart of the North American continent. Certain it is that America does not excel in the fine arts; if she is greatest of all or is to be greatest of all then that greatness must be defined by her nearness of approach to this goal of progress, to the ultimate abolition of human labor.

Is it true (5) that labor can and ultimately will be abolished? A few trends will be stated: (a) child labor is being abolished, the age limit for labor is being raised and compulsory schooling is being enforced, which facts ever tend toward elimination of the

competition of cheap labor, raises the standard of living, promotes education and intelligent discontent which further tends toward unionization, higher wages and further stimulus toward industrial invention as a substitute for high priced adult labor; (b) the hours of labor per capita are being reduced, especially in the free-land-made industrial countries, which also raises the standard of living and promotes invention as a substitute for expensive labor; (c) because of rising wages and the necessity to find a substitute for labor inventors are encouraged by every means, especially by the possibility of economic reward which is far greater than ever before (witness Edison, Ford, et al); (d) the productivity of giant machines driven by super power ever increases, so much that even now it is possible with the proper organization of intelligent discontent to reduce the average working hours to four or five a day; (e) the possibilities of future scientific inventiveness are unlimited; so we may hopefully dream of an age to come when synthetic chemistry will abolish agriculture, when the physicist may reach out and snare the sun, when a future Einstein may discover the secret of gravitation so we may float in the air, when the whole earth and air may be heated equally—weather, fuel, clothing gone—by an instantaneous transference of excess heat to colder places by heat-wave radio; (f) birth control (correctly called "the pivot of civilization") and immigration restriction are increasing which results, in industrial countries, in a pecular series of pressure steps toward the ultimate abolition of labor: thus, birth control limits the number of workers which raises wages and the standard of living which stimulates industrial inventions as a substitute for high priced labor,— but the higher standard of living makes necessary later marriages and one child families which reduces again the number of workers which raises wages and the standard of living which results in further birth control which stimulates further development of the "ironman"—and so on ad infinitum.

At this point in the discussion two questions always arise. First, "But, Professor, labor cannot be absolutely abolished because someone must make the machines?"; second, "But, Professor, what would we do if labor were abolished?" Answer to the first is: "The machine makers would not work (see definition of labor); they would just play at mechanical creativeness." Answer to the second is: "Everybody would just play all their life." To the philosophical objection that universal leisure would lead to universal boredom which is worse than the irksomeness of labor and therefore self-destructive, the answer is obvious that the boredom of the leisured person today is only a reaction against the institutional life of civilized society, built up around the necessity to labor. Remove that necessity and the institutions fall. The new life would be as free from boredom as is the life of a child today, the child who now lives in a laborless world of creative play.

What would it mean (6) "Just to play all our life?" Jesus answered it when he declared that the Kingdom of Heaven is with-

in us (just waiting for a chance to get out), that this Kingdom is like unto a little child (who plays spontaneously), and that we cannot enter the Kingdom (that is, get it out of us or up into our consciousness) unless we become as a little child (play artistically all our life). This Great Utopia of the first Great Teacher, this Kingdom of Heaven on earth, is exactly what will follow civilization as the next step after the ultimate abolition of human labor.

A GLIMPSE OF MY WORK

Lawrence Parker, Director of the Department of Smith-Hughes Vocational Education.

I have the most interesting work that can be imagined, and I'd like to use a little space in the Techne to tell you about it.

In your town, and in mine, there are shoe repair shops which half sole your shoes, mend rips and square up heels. There are clothing repair shops where they patch and darn and repair frayed cuffs and trousers. There are auto repair shops which either repair your auto, or just charge you for it.

My work then is along a similiar line for I'm helping to organize and conduct educational repair shops. You may not realize the need for these but there is no lack of customers once the shops are opened. These shops are operated evenings by boards of education during the winter months and serve both men and women. They are labled in various ways, evening classes, night schools, opportunity schools, etc.

You see, even the very best of educations wear thin in spots, sometimes, and need a patch or half sole in order to prove servicable. Then, too, a man or woman finds that more education or a little different kind is needed, if he is to be able to spread the butter a little thicker on his bread or keep the whole family supplied with shoes. Quite often men work at trades that are very different from the ones they started out upon and so they need alterations to their training made in the educational repair shop.

Kansas is coming to the fore in the organization of evening classes which will make the worker and the housewife more efficient in their all important jobs. As a result we expect to see such classes running in all communities of 10,000 people this year. We are guessing that another two years will see classes established in the towns of 5,000 people.

Naturally, such classes as these require very practically trained teachers. If you were only able to meet a group of students for 50 to 100 hours in a year you would want to have your instruction very definitely planned. Now some of the things taught to men are little parts of their trades, difficult for them to perform and yet possible to give instruction upon and afford opportunity for practice in evening classes. We call that trade training. The rest of instruction, possible to give, is related work, such as the science, arithmetic and drawing of the trade.

For trade training we find that a man with at least two years work at the trade past the apprentice stage is necessary. He must have had experience in doing all the work of the trade under all possible conditions in order to be a real leader of his fellows and hold their respect. Such men are easier to secure than is often realized. They however, need some training and that is where my department comes into the work.

For related training instructions, we find industrial arts men good prospects, *provided*, they have had a year's contact with the trade concerned. From our point of view we know that the industrial arts instructor can well afford to broaden his contact with industry. In plain words this means he should work at a trade every spare minute of his summer time for a few years. Degrees are fine to have, but the degree of P. M. (Practical Mechanic) will draw handsome dividends in better organized and more practical instruction, a greater sympathy for the ninety per cent of his boys who will go into trades and other non-professional activities, and the feeling upon the part of the community that he is a regular he-man who can "earn his living at something else than bossing kids."

Kansas State Teachers College of Pittsburg has been selected by the Federal Board for Vocational Education to train teachers for vocational trade and industrial classes. For some time to come, the greater number of instructors for such classes will be practical men selected from industry and hired to teach evening classes in addition to their regular work. As they seldom earn more than $200 a year at this work they can hardly afford to take an extended leave of absence from the job of day work and come to Pittsburg for instruction. If they cannot come—and they cannot—then we must resolve ourselves into a traveling department of the institution and go to them at frequent intervals.

As an aid in effective instruction of such teachers in the organization of instructional material and the necessary principles of good teaching, it has been necessary to write two courses of lesson material which have been printed in the College printing department. There is an elementary and an advanced course.

C. M. Miller, state director, has taken on the task of instruction of twenty-five trade teachers in Kansas City. Mr. J. B. Yingling, vocational director of Wichita, is instructing eleven teachers there. Both are using this material.

Their cooperation leaves my time free to furnish instruction service in Augusta, Coffeyville, Hutchinson, Chanute, Ottawa, Lawrence, Western University at Kansas City and Kansas Industrial Education Institute at Topeka.

We expect to offer courses in Vocational Education during the summer session at Kansas State Teachers College. These will be round tables for industrial arts men, principals and superintendents. Here these men can come with the vocational data of their communities and the vocational problem discussed by the group.

Another interesting form of service that our department renders is the organization of instructional material for use by instructors. We have met with sheet metal men, auto-mechanics, flour millers, meat packers, machinists, inside wiremen and many others and worked out definite information in these lines as to vocational needs. These have been arranged in short units of instruction and many of these have been printed for use throughout Kansas.

I wish you could see with me an outstanding sample of the work of our Kansas educational repair shops. We shall call him "Tom the Greek." His name is really Tom, and he came into the English speaking classes in Kansas City knowing only Greek. Tom was a wiper of engines for the Santa Fe when he hired an interpreter and started to school. He continued to come for thirteen years, a long time to spend in evening school, you will say—but let's see what it did for him. He is now foreman of the machine shop for the Santa Fe. He has a comfortable home, has brought a brother and sister over here and educated them. He has brought a wife over and educated her. He and his brother have bought a farm near Athens for the old folks where they live in security and comfort. This is an outstanding case but it shows what can be done in these educational repair shops springing up all over Kansas.

PROFESSIONAL CODE OF ETHICS

A committee from the California Council of Education recently prepared a report on a professional code of ethics for teachers and presented the same to that organization. The report is so much worth while that a part of it is entitled "Principles Underlying Code of Ethics" is presented herewith and is recommended to Alaska teachers for careful study. The "Preliminary Statement" which makes up the first part of the report discusses codes of ethics in general and their influence in Law, Medicine, Dentistry, Pharmacy, Engineering, Commerce, and other professions, and points out some of the fundamental ideals of professionalism as set forth by such codes.

Following is the quotation from the report which sets forth the committee's ideals for teachers.

PRINCIPLES UNDERLYING CODE OF ETHICS

Service as Highest Ideal.—Service to the child is the supreme ideal of the teacher. The measure of our service is our success in helping the child of today to become the patriotic, useful, upright citizen of tomorrow. In so far as we fail in this, we fail in all. The true educator makes this aim the final touchstone of attitude and action.

Service—Sincere and Scientific—The child in his formative years is an instrument so responsive to the touch that unskilled fingers may ruin beyond repair. True service must be not only sincere, but scientific. It must be based on intelligent and sympathetic comprehension of those underlying causes, social, physical, mental and psychological, which go to make him what he is.

Service and All-around Citizenship—It must arouse and cultivate the spirit of effective citizenship in a social democracy. Citizenship is many-sided—vocational, avocational, civic, physical, and moral. True service must be to them all. It must develop and stimulate ideals of personal worth through desire to be of service to others; through the discipline of right habit formation; through the influence of those personal qualities in the teacher which command the unconscious respect and admiration of the pupil.

Study—Training—Growth.—This a task to challenge not only the most earnest and devoted, but the most expert service of which any of us is capable. Too many teachers take the attitude that a teachers certificate is evidence of qualification to render this service, without further effort. There is ample proof that this is a mistake. Conscious, persistent, well-directed effort to increase our skill in teaching procedures; to maintain an opon mind and a receptive attitude toward educational research; to improve the quality of our service through continued study and training; to prove all things and hold fast to that which is good; these make all the difference between the educational artist and the mere artisan. Growth in service is our paramount duty to the state.

Service and the Public—Education will not enter into its heritage until teachers take a far wider view of their social and civic responsibilities than they have so far done. We are the chief salesmen of our wares, and in order to establish public respect and confidence we must stand together shoulder to shoulder with the doctor, the lawyer, the merchant, the home-maker, in active participation in the affairs of our community. We are too apt to be regarded as a somewhat different race of beings whose critical and self-complacent attitude sets us apart from the give-and-take of everyday social intercourse. If we wish to have weight in the affairs of the Nation we must first gain the Nation's ear by effective leadership in those things which interest it. We must give our best without the stimulus of the dollar. We must be good mixers. We must be able to hold our own with others in personality and appearance. We must be recognized social factors and leaders.

Home and School—With our patrons we must welcome better understanding and closer contact, and do our best to promote it by meeting them at all times in a spirit of mutual confidence and co-operation; by maintaining an attitude of interest, sympathy, and optimism in the discussion of difficult problems; by open-mindedness and courtesy in the face of criticism; and last but by no means least, by cheerfully attending and taking part in Parent-Teacher Association meetings.

Service and Co-operation—What service, as such has the teaching profession a right to demand from its members? It can be summed up in two words—co-operation, loyalty.

The world moves by co-operation. As St. Paul put it, no man liveth to himself and no man dieth to himself. And education, together with the rest of the world, moves forward not one whit faster than co-operation, or lack of co-operation, permits it to do.

The Teacher and His Fellows—Co-operation with our fellow workers means good-will, friendliness, and mutual faith in personal and professional relations; it means constructive effort to aid each other in finding better ways of doing things, through helpful interchange of ideas and experiences; it means careful avoidance of that destructive criticism which can do no possible good and may do untold harm; it means scrupulous consideration for the rights and feelings of others; it means scorn of all personalities and petty jealousies; it means group unity in planning and carrying forward school activities and policies.

Teachers and Superior Officers—Co-operation between the classroom teacher and her superior officer means that the relation must be one of mutual helpfulness in the discharge of their separate responsibilities. The supervisory office indicates a superior degree of knowledge and technical skill in the presentation of certain subject-matter. It carries with it the responsibility of raising the whole department to a higher level of efficiency in this regard. The co-operative teacher will recognize this responsibility in relation to her own work, and will cheerfully accept and utilize suggestions con-

siderately offered. The co-operative supervisor will remember that her office is purely one of helpfulness, and that the whole-hearted response of teachers to her advice is largely dependent on her own attitude.

That co- operation between classroom teachers and administrator which alone can produce satisfactory results must be rooted and grounded in a spirit of mutual respect and sympathy for each other's view-point. Co-operation and subordination do not dwell comfortably together. The co-operative teacher will realize that since final responsibility for successful administration of school policies is vested in the administrative office, to it belongs the right of final decision in regard to those policies. The co-operative principal will recognize that self-expression is as much the teacher's right as his own, and that those school policies, which do not reflect group reaction can represent at best but superficial success. "Liberty, equality, fraternity" is a good motto to insure co-operation and loyalty in school administration.

Loyalty and Right Criticism.—Loyalty is an ethical term easy of understanding but difficult of definition. It is the fruitage and fine flavor of co-operation in human undertakings. Disloyalty, most frequently results from misunderstanding. Misunderstanding most frequently results from ignorance. The superior officer who consults his teachers early and often in frank and sympathetic discussion of school problems, who does not allow himself to be biased by personal attitudes, who leads without dictating, who keeps all discussion and action upon the strictly impersonal basis of child welfare, will, in nine cases out of ten, and find himself enjoying the loyal support of his teachers. The teacher who finds it impossible to give whole-hearted support to the policies thus determined upon, or who for personal reasons is not in accord with her superior officer, owes it to him and to herself to ask for a change of environment, and to refrain from criticism except to the proper authorities.

Criticism—Destructive and Conservative.—Refraining from criticism is perhaps the most difficult requirement of professional attitude. It is the little foxes that spoil the vines. But since criticism is the reverse of co-operation, its use is justifiable only as constructive and under constructive conditions. Constructive conditions do not include:

1. Criticism of teachers to each other by other teachers;
2. Criticism of teachers to patrons by other teachers;
3. Criticism of teachers to patrons by the principal;
4. Criticism of teachers to other teachers by the principal;
5. Criticism of the principal by teachers to each other;
6. Criticism of principal by teachers to patrons;
7. Criticism of teachers by the principal to other principals.

In short, professional criticism is a two-edged sword to be drawn only in the cause of child welfare, and only in formal accusation

before those whose delegated right it is to try the case on its merits.

But only when drawn it should be fearlessly wielded to hew away the professional dead wood. Neither teachers nor administrators have the right to expect loyalty to incompetence and unprofessionalism. Each must strive to merit that loyalty he expects from the other. Each must remember that the other sees his limitations better than he sees his own. Each must give the other credit for the same integrity of purpose he feels within himself. Each must do his share to maintain harmony. Professional attitude demands resignation rather than continued opposition, unless the matter can be settled harmoniously before the proper tribunal.

Loyalty to Profession.—Loyalty to our profession demands faithful allegience to its ideals and its aims, both public and private behavior. It demands on all occasions an attitude of honor and respect for the profession of teaching. While "talking shop" may not be always the best of conversational taste, it is at least an indication of interest in one's work a thousand times preferable to the attitude of the unfaithful servant who prefers to camouflage his occupation. "The world rates you as you rate yourself." The highest form of professional loyalty requires that we inform ourselves fully on the great problems of public education, so that we shall be able to "talk shop" both wisely and well when the cause of childhood needs an advocate.

Progress Through Professional Organization.—Professional unity is the keynote of educational progress. Its purpose is five-fold: (1) to protect the rights and define the obligations of its membership; (2) to command public respect and confidence; (3) to stimulate professional and social consciousness; (4) to uphold the dignity, honor, and efficiency of the teaching profession; (5) to maintain and advance professional welfare.

It is not too much to say that teacher organization is the one medium through which these ends can be accomplished.

Protection of Members.—Teacher organization affords the necessary machinery for the promotion of democracy in professional relations; defense of members unjustly attacked; prevention of political manipulation of the schools. For the better protection of its members, it is its province to define and stand behind a creed of business equity designed to promote just methods of appointment, promotion, and salary advance, and to prevent unfairness in matters of employment and tenure, such as: violation of contracts without the consent of the employing body; application for positions already filled; unwillingness to promote successful teachers because of personal inconvenience to administrators; and kindred unethical procedures.

Salary Standards—The organization must stand unalterably behind the demand for compensation adequate to professional standards of living, not a mere living wage. Cultural opportunity for travel, and study, for the due enjoyment of literature, music, art, drama; opportunity to live as befits those who command social

recognition, belong of right to the teacher. Social welfare demands that the young people of the highest type be attracted to the profession. Salary standards must be comparable to those in other lines of endeavor. When an economy wave sweeps over the country, teacher's salaries are invariably the first and last point of attact. If the teachers of America were as well organized for defense as the enemy is for attack, we wou[l]d never know retreat.

High Entrance Requirements.—Teacher organization must insist upon high standards of preparation and service. Minimum entrance standards in some States are still so low as to be almost invisible to the naked eye. Salaries likewise. Inferior standards, inferior service— and childhood is the sufferer. Teachers must take the initiative in securing more uniformly high entrance requirements and in advancing the ideal of growth in service through continued training and study. A just salary schedule must recognize training, experience and achievement equally in all departments of work. Our demand for tenure and for a professional wage must be based on professional growth. Society wants some security that we can and will "deliver the goods." As far as in us lies, we must give assurance that we will not harbor incompetence nor unfitness.

Shortsighted indeed is the educator who does not realize what professional unity in teacher organization has already accomplished toward these objectives, and what power for future good it holds. Membership in local, state and national organizations is the hallmark of professional attitude; active co-operation in its activities, acceptance of responsibility, attendance on meetings, loyal promotion of growth and well-being are ethical obligations of the first magnitude. "He who does not do his share holds the whole profession back." In the great educational crisis now confronting the nation, only professional unity can save the day.

To quote Mrs. Susan M. Dorsey, superintendent of the Los Angeles schools, in the November (1923) Los Angeles School Journal, "Never have teachers organizations presented such opportunities for service of a high professional order as in this year of 1923-1924."

Character and Personality.—It amounts to a truism to say that teachers must be people of character and personality. If one wishes to get some idea of the number and kind of those indefinable attributes whose sum we call character, variously mentioned as being desirable for teachers to possess, he has only to look at an ordinary rating scale or two. He will see that their number is as the sands of the sea. This only goes to show that the world looks to its teachers for supernal patience, faith, vision and courage. Yet, after all, the professional outlook can be summed up in two words—idealism; altruism. To idealism belongs those qualities stressed in every professional code—honesty, constancy, justice, tolerance, conscience, equality, democracy. To altruism belongs the first great requisite of the teacher, sympathy; mass consciousness (not class consciousness); humanitarianism; generosity.

So closely linked to character is personality that we seldom think of them apart. Charity gives instead of takes; looks up, not down; is warm, not cold; is interested, not indifferent; is optimistic, not pessimistic; is self-confident, not timid; is proud, not prudish; is radiant, not gloomy; loves, not hates.

When we are hitting on all six cylinders in character and personality, or even on four, we shall not need to worry about the service we are rendering humanity. It will be there.

CAUSES OF FAILURE AMONG TEACHERS

A study of the following "Causes of Failure Among Teachers," taken from "Educational Administration, and Supervision," Volume 1, p. 451, by Buellesfield, should be of great value in that a unmber of stumbling blocks of the teaching profession are enumerated. The study is based on reports from 116 schools, employing 4,848 teachers, covering an interval of two years, involving 270 failures or 2.77 per cent of the teachers employed. It will be observed that weakness in discipline heads the list and that deficiency in judgment and methods are close seconds.

Causes of Failure	Chief Cause	Contributory Cause	Total
Weakness in discipline	114	54	168
Lacked judgment	45	86	131
Poor methods	41	79	120
Deficient in scholarship	42	40	82
Daily preparation insufficient	23	51	74
Lacked industry	19	28	47
Lacked sympathy	17	45	62
Too nervous	15	30	45
Deficiency in social qualities	15	27	42
Unprofessional attitude	14	28	42
Unattractive appearance	12	29	41
Poor health	12	13	25
Lacked culture and refinement	11	28	39
Uninterested in work of teaching	10	26	36
Too many outside interests	10	23	33
Immoral	10	1	11
Too frivolous	9	17	26
Disloyalty	9	16	25
Could not control temper	7	23	30
Deceitful	7	19	26
Untidy in dress	7	14	21
Remained too long	5	17	22
Too immature	3	13	16
Wrong religious views (for that community)	2	3	5
Attended places of questionable amusement	1	8	9
Keeping company with high school boys	1	0	1
Use of tobacco	0	1	1

A TELLING COMPARISON

A study of educational conditions in Alabama, as revealed by the annual report of the State Superintendent furnishes an interesting comparison of certain phases of work in typical rural and urban schools.

		Rural School	Urban School
1.	Grades taught	7.5	10.5
2	Pupils per teacher	43	40
3.	Teachers to the school	1.26	6.56
4.	Amount of time per recitation	11 min.	29 min.
5.	Time pupils spend in schoolroom	330 min.	300 min.
6.	Total time each pupil recites	55 min.	145 min.
7.	Time pupil is under the teacher's instruction	16.66 per cent	48.3 per cent
8.	Visits from supervising officers	1.48 yearly	Daily
9.	Average monthly salary of male teachers	$57.00	$119.45
10	Average monthly salary of female teachers	$49.60	$61.00
11.	Average yearly salary of male teachers	$371.00	$1290.00
12.	Average yearly salary of female teachers	$306.00	$591.00
13.	Teachers holding first grade certificates	19 per cent	52 per cent
14.	Teachers holding third grade certificates	51 per cent	8 per cent
15.	Length of school term	118 days	174 days
16.	Per capita valuation of building and site	$9.58	$57.58
17.	Per capita valuation of equipment	$1.23	$4.66
18.	Schools with patent desks	45 per cent	100 per cent

The above table sets out some of the disadvantages of the typical rural school. In every instance the comparison is prejudicial, and although many teachers succeed to a remarkable degree, it is not because of the one-teacher system, but in spite of it. From Consolidation of Schools and Transportation of Pupils, Bulletin No. 56, Department of Education, Montgomery, Ala.

SOURCES OF ENGLISH WORDS

Preliminary word count of sources of English words made from the new Oxford Dictionary for the Derivative Lexicon.

Latin	43,678	40.22%
Greek	25,088	23.01%
A. S.	13,200	12.16%
Misc.	23,723	21.85%
Latin Greek	1,597	1.47%
Classical A. S.	403	.37%
Classical Misc.	645	.59%
A. S. Misc.	260	.24%
	108,594	99.91%

Pittsburg Teachers Take Championship

Kansas State Teachers College of Pittsburg is the 1924 football champion in the Kansas conference. This is the second conference championship the College has won within the year. The first was that of track athletics, awarded the College in the state meet held at Emporia last spring.

The Manuals were naturally disappointed when Ottawa University held them to a scoreless tie in the final gridiron battle, that at Ottawa Thanksgiving Day. As they had won every earlier game by at least one touchdown ,hey were ambitious to make a clean sweep of the season. But they were somewhat stale as a result of the Washburn battle only four days earlier, and they met the doughtiest opposition they had bumped into at any time during the season, despite Ottawa's record of six defeats out of eight games.

During the season the Manuals scored 85 points against the six opposing conference elevens and yielded them but 16. In two non-conference games they gathered in 26 additional points and yielded none. Their total score for the season was therefore 111, against sixteen for their rivals. The score by games were as follows:

College vs. Warrensburg, Mo. Teachers College,6-0.
College vs. Baker University, 6-0.
College vs. Northeastern Oklahoma Teachers College, 20-0.
College vs. College of Emporia, 26-7.
College vs. Emporia State Teachers College, 21-7.
College vs. Friends University, 12-2.
College vs. Washburn College, 20-0.
College vs. Ottawa University, 0-0.

K. S. T. C. is the first college in Kansas football history to defeat both the Emporia colleges the same year. The score of 26-7 against the College of Emporia was the highest registered against it in fifteen years.

The change in tactics which the Manuals were compelled to make in the course of the season is interesting. In the earlier games they used a forward pass that nonplussed their enemies. It was markedly effective against the College of Emporia. But rival elevens, realizing their danger, built up a defense that in the later games withstood this passing, and the Manuals had to rely on straight football to maintain their standing in the conference.

The College had more good football material this year than ever before. Consequently, whenever a regular was injured, a reliable man was always at hand to take his place. A strong line maintained throughout the campaign an unsolvable defense.

The season was marked by the discovery and utilization of freshman talent. William Short of Frontenac, working at right end, revealed exceptional ability to connect with forward passes. Norton McQuerrey of Winfield, half-back, proved of unusual accuracy at the other end of these passes. Frank Hoffman of Pittsburg, center, could be counted on to pull down many a pass and to do a full share in defensive playing. Carl Killion of Caney, half-back, developed high speed in end-runs. Jean Bennett of Haviland, quarter-back and half-back, was also swift of foot. Rolla Wray of Elsmore developed into a vigorous tackler. Richard Jarnagan of Coldwater, half-back, made end runs that netted touchdowns.

Two veterans played their last college game Thanksgiving. Charles Purma of Wilson, right end and captain for the second time, will be graduated next spring. He has played four years as a tough defensive fighter. Charles Sesher of Bartlesville, one of the brainiest quarters in the conference, will also be graduated in the spring. These two will be the only losses by graduation. Other players who endured the brunt of the season were as follows:

Frank Campbell of Altamont, one of the hardest hitting tackles in the conference; Herold Herod of St. Paul, a guard of all-state quality; Edward Stephenson of Little River, a back-field man who did stellar work in open field running; Leo Folck of Little River, a full-back skilled at punting with his left foot; Herbert Berry of Lamar, Mo., full-back, a hard line plunger; Malcolm Allen of Pittsburg, a beefy guard; Charles Yoe of Independence, a consistent guard; McDowell Steele of Fort Scott, left end, to be depended on for breaking up end-runs; Norman Sheffer, Erie, a veteran tackle; Dale Skelton of Pittsburg, a guard and the tallest man in the conference.

Players who lost considerable time because of injuries were Melvin Binford of Haviland, an artistic punter; Claude Carter of Girard, a veteran half-back; Gerald Travis of Independence, a good tackle. Other players who saw some action were Frank Smith, Peabody; Harold Bowman, Valeda; Glenn Meisenheimer, Garnett; Edward Shilts, Wilson; Jake Barndt, Garnett.

Book Reviews

By E. W. Baxter, Assistant Professor, Industrial Arts, K. S. T. C., Pittsburg.

For use in short unit ourses, which has been found to be the ideal arrangement, for practical men, Reading Blueprints by Schollenberger, is a thorough and excellent presentation of the principles envolved, without necessitating a long period of drawing practice. Price .85. Manual Arts Press, Peoria, Illinois Publishers.

"Machine Drawing Problems" Berg & Elleson, Manual Arts Press, Peoria, Illinois. Price $1.60. The author has presented, informational matter, problems and instructions for their solution, in a manner which makes the book a distinct teaching agency, and a valuable book to place in the hands of the student of Machine Drawing.

"Problems in Architectural Drawing".—Elwood. Price $2.25. The Manual Arts Press, Peoria, Illinois. Mr. Elwood has developed the standards as used in the middle west in such a way, as to make it possible to build around them a series of problems, which permits the drawing out of the students originality and initiative. This is the best book I have seen for beginning students in Architectural Drawing.

About the Campus

Accomodations for reporters are one of the features of the stadium, the first half of which has just been completed at Kansas State Teachers College. A press box in the form of a booth is situated at the rear in the center above all but the last tier of seats, where the news-getters may easily see any point on the field.

They sit at an open window fronting the field, with a long table before them for their convenience in making notes. The box is enclosed on all four sides and is roofed. Telephones put the field in direct connection with an Associated Press correspondent and the Western Union, and also enable the Pittsburg evening paper to print a play by play report of a football game the same afternoon that it is played. The press box accommodates both city reporters and college journalists.

Ralph Collins, president of the senior class at Teachers College, served in the navy during the World war. He donned a sailor's suit in September, 1917, and remained in the service until November, 1919. Collins is a graduate of the Wellsville high school. He attended the State Agricultural college at Manhattan before the war, but in 1922 matriculated at State Teachers College, where he is specializing in industrial arts. His good voice won him a place in the men's glee club. Another of his interests is the Y. M. C. A. in which organization he is a member of the cabinet. Wellsville is still Collin's home town.

"The Green Lizard," the students' magazine at Kansas State Teachers College, will make its first appearance this year at about Christmas. The publication, which will specialize in humorous articles, will have four issues through the school year. The Green Lizard board has the following members: president, Samuel Jones, Pittsburg; vice-president, Mrs. Frank Adams, Pittsburg; secretary, Don Dillman, Girard; editor, Frank Adams, Pittsburg; business manager, Kenneth Allen, Fort Scott. Editorial assistants are as follows: poetry, Norine Traylor, Bucklin; art, Clelia Bennett and Lloyd Chancellor, both of Pittsburg; jokes, John Gamble, Arkansas City; special articles, Emerson Bennett, Pittsburg; campus gossip, Lysle McKinley, Pittsburg; exchanges, Mac French, Pittsburg.

Future school teachers are not the only workers trained at Kansas State Teachers College of Pittsburg. Practical engineers are one of the college's important products of which its name gives no hint. More than one hundred young men are devoting themselves to the industrial engineering courses.

These courses are only two years in length and give a certificate of attainment in the particular branch of engineering pursued. They enable the student to enter the industrial world directly as a skilled worker and to cope successfully with the more ordinary engineering problems in his field. Should he wish to take an engineering degree, he can obtain full credit for the two years done here when presenting his record at the University of Kansas, where he is able to complete his work in two more years.

The courses of this type are five in number—civil, mechanical, chemical, mining and electrical engineering. In all of them emphasis is laid on the practical, the immediately useful, rather than on the theoretical side of the subject. They make is possible for the young man who cannot afford four years of college to enter the engineering world in half that time. He can get theory later if anxious to equip himself fully.

Prof. James A. Yates, head of the department of chemical and physical science, and Prof. J. A. G. Shirk, head of the department of mathematics and applied mechanics, are in general charge of the industrial engineering courses. The instructors were chosen not only because of their knowledge but because of their practical experience as well.

Miss Gabriell Campbell, director of the women's glee club, announces the following personnel of the club for the college year:

First sopranos—Katherine Donnelly, Pittsburg; Alice Milligan, Pittsburg; Ruth Phillips, Coffeyville; Zora Riggs, Fredonia; Deane Waskey, Pittsburg; Marjorie Wiley, Joplin.

Second sopranos—Gertrude Frogue, Columbus; Bessie Hackett, Pittsburg; Ethel Henderson, Joplin; Alma House, Pittsburg; Bertha Johnson, Columbus; Martha Rogers, Pittsburg.

First altos—Clelia Bennett, Pittsburg; Wilma Frain, Pittsburg; Lenore Hamilton, Carlyle; Emily Ruth McNeal, Coffeyville; Ruby Van Winkle, Oxford.

Second altos—Katheryn Fulton, Elizabeth Lanyon, Joplin; Ruby McKeeman, Winfield.

Dorothy Shafer of Pittsburg is accompanist, and Miss Hamilton of the group of first altos also serves as reader with the club. It is expected that the club will have a rather heavy concert schedule. Its first appearance was before the convention of federated women's clubs at Baxter Springs, Oct. 21.

Waldo Emerson Bailey of Jackson, Miss., who recently enrolled in Kansas State Teachers College of Pittsburg, has seen ten months of service as a consular clerk in India. He was first a clerk in the consulate at Karachi, then a secretary to the consul general at Calcuta. Bailey reports that India is insisting on having a dominion government like Canada's and that England promises it such a rule as soon as the people are sufficiently educated. The natives look upon the United States as a land of freedom and plenty.

The student Y. W. C. A. recently held its "recognition service" for 144 new members. The organization is enjoying a successful year under the presidency of Miss Fern Babcock, a Pittsburg girl. Miss Babcock had the honor last summer of being the only undergraduate student in the United States who was sent as a delegate to the meeting of the general committee of the World's Student Christian Federation in Heigh Leigh, England. Miss Ella Bennett is executive secretary of the college Y. W. C. A.

Four of the five men who have, in the last six years, been editors of The Collegio, the student newspaper at Kansas State Teachers College of Pittsburg, have been ex-service men with overseas experience. Logan Anderson, formerly of Columbus and a graduate of the Cherokee County high school, served first in the army and then, after hostilities ceased, with the Y. M. C. A. He was the first overseas man elected to the position of editor. Anderson now lives in Chicago, where he is assistant secretary in the national headquarters of the United States Typothetae of America. Bryan Wilson, Battery D, 130th Field Artillery, succeeded Anderson. When Wilson resigned last March, Frank Adams, a former sailor, carried on the work for a short time. Both Wilson and Adams are attending K. S. T. C. this year. Randal Ross, the present editor, was elected May 1, and has been in office since that time. Ross saw service in Battery D, 130th Field Artillery, where he was associated with Bryan Wilson.

The San Carlo Grand Opera company will give two performances at the College Friday, Dec. 5. It will present "Martha" and a ballet diversion for the matinee and Gounod's "Faust" at night. This is the second season for the company in Pittsburg under the College's auspices.

Aldo Franchetti, the noted conductor, will again wield the baton. Tina Paggi, a coloratura soprano who has been very popular in South America, is the top liner of a group of well known artists. This troupe of more than fifty persons consists, besides solo artists, of a brilliant chorus and a symphony orchestra. The stage settings and costumings are so elaborate that two baggage cars are required to carry them; the troupe travels in two private Pullmans. A special train will bring it from Kansas City in time to give a matinee.

The men's glee club at Kansas State Teachers College has been increased this fall from sixteen to twenty-four members because of the large number of good voices available. The club, under the direction of Prof. Walter McCray, is rehearsing every school day at noon in order to be ready for a schedule of concerts this winter. The roll of the club is as follows:

First tenors—Kenneth Allen, Fort Scott; Jack Cherry, Pittsburg; Sam Kirby, Larned; Wallace J. Newell, Erie; Harold Dunlap, Pittsburg; Emerson Bennett, Pittsburg.

Second tenors—Ernest Good, Cawker City; Lysle O. McKinley, Pittsburg; Elden Werner, Alden; Raymond L. Booker, Ocean Springs, Mo.; Sidney Jolley, Galena; Kenneth McFarland, Caney.

Baritones—Lloyd Markle, Pittsburg; Glenn Wise, Jewell City; Louis Stroup, Pittsburg; Donald Brenner, Pittsburg; Wesley Batten, Pittsburg; Chauncey Mason, Columbus.

Basses—Jack Schindler, Augusta; Malcolm Allen, Pittsburg; Russell Seymour, Pittsburg; Ralph E. Collins, Wellsville; Merle F. Jackson, Cherokee; Stevenson Franklin, Pittsburg.

The club's officers are Sidney Jolley, president; Malcolm Allen, vice-president; Ernest Good, secretary-treasurer; and Sam Kirby, librarian. Miss Ruth Stamm of the college faculty is accompanist. Miss Marjorie Jackson, soprano and member of the faculty, will be the soloist with the club. Miss Muriel Phillips, also of the faculty, will be the reader. Miss Margaret Mitchell, daughter of Registrar J. F. Mitchell, will accompany the club as a violinist.

Kansas State Teachers College of Pittsburg presented to the State of Kansas Armistice day the first half of the stadium it has built by popular subscription. As a part of the same ceremony, Miss Lavonne Cranston, a freshman whose home is in McCune, christened the stadium and grounds "Brandenburg Field," and the structure was dedicated to the future generations of students. The football team then did its part in winning a fourth conference victory, that over Friends.

The stadium was named in honor of President W. A. Brandenburg of the College, to whose initiative the undertaking of the enterprise was due and whose wise leadership brought the first half of the structure to completion in eighteen months. As a result, State Teachers College of Pittsburg is the first state teachers college in the United States to have a stadium. It is the third stadium in Kansas, the first having been the one at the State Agricultural College and the second that at the University of Kansas. A great crowd was present for the dedication and the football battle. The event was the greatest of its kind ever known in southeastern Kansas. The crowd was 500 larger than the one that witnessed the game with the College of Emporia, when the record for football attendance in Pittsburg was smashed.

The College band of thirty-two members opened the program with an overture. President D. W. Morehouse of Drake University, Des Moines,—himself a famous football star of twenty years ago—was the principal speaker. Miss Cranston christened the stadium by breaking a bottle of grape juice on its front wall. President Brandenburg presented the structure to the state and W. P. Lambertson, a member of the State Board of Administration, accepted it in the name of the state.

Other prominent guests of the occasion were Senator C. W. Spencer of Sedan, ex-Senator Charles F. Huffman of Columbus, Senator M. G. Vincent of Pittsburg, Robert Good, assistant business manager of the State Board of Administration, R. S. Russ, first head of the College, and Dean Herbers of St. Mary's College.

Chorus rehearsals have already begun for the music festival to be held at Kansas State Teachers College next April. Director Walter McCray has put his large group of singers at work on Mendelssohn's oratorio "Elijah," which will be the companion number of "The Messiah" in the festival program. He is also organizing an orchestra of fifty instruments, with all the choirs of the symphony orchestra.

More men have enrolled in Kansas State Teachers College of Pittsburg this fall than ever before. There are approximately two hundred men in the freshman class alone. The men are about thirty-five percent of the total enrollment. College authorities consider this fact all the more interesting in view of the marked decrease in the number of ex-service men taking vocational training under federal auspices. Two years ago these men numbered at Teachers College about three hundred. But now the larger part of them have completed their training and have entered the industries for which they were trained. There are only about fifty of them left—men who are completing a regular college course. Their decrease in number is more than offset, however, by the increase in men in other departments. One explanation, it is suggested, is the completion of the first half of the stadium. Men interested in athletics see they are on a par with athletics in older institutions. Another reason offered is the attractiveness of the engineering and other industrial courses given.

A monoply of student honors is prevented at Kansas State Teachers College by a rule which, assigning so many "points" to all offices for which students are eligible in proportion to the importance of the office, limits the number of points which any one student may hold to ten.

Five student offices are graded as ten points each and the holder of any one of these can hold no other. They are the presidency of the student council, the editorship of the college newspaper, the business managership of the paper, the editorship of the annual, and the managership of the same publication. Most presidencies including those of classes, count seven points. As most minor offices are graded two and one-half points, one student might hold four of them The point system was adopted about two years ago by the student council, when it was seen that popular students were having more honors thrust upon them than they were able to take care of and other students of ability were being overlooked. The system has remedied this situation.

Garfield W. Weede, director of athletics at Kansas State Teachers College, has now served his eighteenth year as a trainer of football teams in Kansas. In this capacity he has served three colleges—Washburn, Sterling, and Pittsburg.

In his student days "Doc" Weede played football at the University of Pennsylvania. Walter Camp named him in 1904 as an all-American end. When he started to open a dentist's office in Topeka in 1906, Washburn changed his career by offering him the position of coach. He has never gone back to the forceps and drill.

Washburn had formidable elevens while Weede was there. It treated the Kansas Aggies and the universities of Kansas, Oklahoma, and Colorado to defeat under his leadership. Weede went to Sterling college in 1910, where he always kept his eleven, despite the small number of available men, well up in the conference race. His team finished at the top in 1915.

During the war Weede was an athletic director at Camp Funston. In his first year at Pittsburg, he tied Ottawa university for first honors in football. Last spring his track team won the state championship at the Emporia meet.