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THE TECHNE

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

FEBRUARY—MARCH, 1925

TRAINING FOR CITIZENSHIP

The making of competent citizens is the most important function of the schools of a democracy. Conscious civic education, however, has as yet little tradition, and less science, of its own. Its materials are not less abundant in the social groups about us than is nitrogen in the air in which we live; but the fixation of these materials for practical service, like the fixation of nitrogen, is a problem which may well tax our best patience and wisdom.

David Snedden.

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

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THE KANSAS STATE TEACHERS COLLEGE
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Vol. 8

No. 2-3

THE TECHNE

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

W. A. Brandenburg, President.

Vol. 8

February-March, 1925

No. 2-3

EDITORIAL COMMITTEE

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

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

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

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

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

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

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ACCURACY IN ARITHMETIC

W. H. Hill, Associate Professor of Mathematics

Accuracy is a product of arithmetic teaching that cannot be neglected. Its importance cannot be overestimated. It is a habit which determines to a greater or less degree, the business success of every individual.

The criticism has often been made, that the schools are responsible for the inaccuracies of the pupils, that the children do not add, subtract, multiply or divide correctly, and that they cannot solve ordinary problems.

Let us look into our teaching processes and see if our schoolroom practices aid the child in forming habits of accuracy. In the first place the child must get the whole thought and the correct thought of every process. He must understand the why. He must know more than the rule for the solution of a problem. He must be able to formulate the rule. He should be called upon often to give his estimate of the result before the problem is solved. It is a deplorable condition when children have no conception of the result to be obtained.

Perhaps the most noticeable inaccuracies are along the line of a lack of knowledge of the four fundamental processes. When a child does not have certain of these combinations well fixed in mind, the teacher should see that he has the correct concept of each, and then should drill him until he can give each without error. These combinations should be so well committed to memory that the child will not have to hesitate to do counting. Nothing indicates so conclusively the lack of mastery of the combinations as the pecking on the blackboard sometimes indulged in by pupils while solving problems. These combinations should be mastered early. The child who does not do this by the time he completes the work of the fifth grade seldom ever does so.

There are a number of loose schoolroom practices which lead to confusion, or, to say the least, are conducive to habits of inaccuracy and are often wasteful to the child because of the time lost in trying to get the thought of the process: A child is given the problem, "Three-fourths of a boy's money is twenty-seven cents, how much money has he?" The child is often given the statement, $\frac{3}{4}=27c$. If the child is thinking of the equality of the terms he cannot understand the truth of the equation. After a great amount of time has been wasted in explanation, the child learns that $\frac{3}{4}$ of a boy's money equals 27c but has the incorrect expression fixed in his mind. The same point holds true in the teaching of percentage. In the above problem by taking $\frac{3}{4}$ as 75%, the statement is written $75\%=27c$, which is an inaccurate statement, and should be written 75% of a boy's money equals 27c.

In the solution of certain problems, processes are used that do not hold true at all times. In addition the child is cautioned to keep the right hand column straight. He does this mechanically and when he begins to add decimals he follows the same rule and solves his problem incorrectly. He is then told that he must keep the decimal points straight. This does not mean anything to him until he finds that the decimal points must form a column. How much better it would have been to have told the child at the start to place the number of units in units column, and the number of tens in tens column, etc. In the enumeration of decimals the child is often directed to read the decimal point as units and the first digit to the right of the point as tenths, etc. He has learned to read the digit at the right of a whole number as units, so when he tries to enumerate a mixed decimal he finds he has two places for units, i. e. the right hand digit of the whole number is in units place and he has been taught that the point also is in units place. In the writing of decimals the units place should be maintained and marked with a zero and this place alone designated as units place.

An inaccuracy often occurs in division. If the child wishes to take one-fourth of a number he performs his division with $\frac{1}{4}$ as the divisor. This is not the correct statement for the process. If a number is divided by $\frac{1}{4}$ the result should be four times as great as the original dividend.

Another example of inaccuracy is found in the addition of mixed numbers. As an example, the child is given the following mixed numbers to add;

$$\begin{array}{r} 3\ 1\text{-}2 \\ 4\ 3\text{-}4 \\ 2\ 1\text{-}3 \end{array}$$

He must change the fractions to equivalent fractions having a common denominator, and is given the following statement;

$$\begin{array}{r} 3\ 1\text{-}2=6\text{-}12 \\ 4\ 3\text{-}4=9\text{-}12 \\ 2\ 1\text{-}3=4\text{-}12 \end{array}$$

This statement is untrue and should be written;

$$\begin{array}{r} 3\ 1\text{-}2=3\ 6\text{-}12 \\ 4\ 3\text{-}4=4\ 9\text{-}12 \\ 2\ 1\text{-}3=2\ 4\text{-}12 \end{array}$$

The statement here can be kept true just as easily as false.

Children are frequently directed to add a column of figures when the numbers are meant. Figures are only symbols of numbers.

Some of our texts, when treating the subject of longitude and time, state that 15 degrees of arc equal 1 hour of time. When the meaning of this statement is understood, the absurdity presents itself at once, i. e. 15 degrees of arc or $\frac{1}{24}$ of a circle equal 1 hour of duration. The correct statement is that 15 degrees of arc correspond to one hour of time.

The question is sometimes asked, which statement is correct, $\$5 \times 4$ equals $\$20$ or $5 \times \$4$ equals $\$20$? Some teachers have adopted one state-

ment and discarded the other and vice versa. Usage has established the custom of making the product of the same denomination as the multiplicand. Both of the above statements are correct, the accuracy depending upon the reading of the expression.

One expression that has been classed as inaccurate by many writers is that of multiplying feet by feet to get square feet. Those who condemn this method use the square foot as a unit of measure. In finding the area of a piece of blackboard 5 feet long and 3 feet wide, these hold that the statement of multiplication should be written 3 x 5 x 1 square foot equals 15 square feet. Other writers advocate multiplying directly, as 3 feet x 5 feet equals 15 square feet. Practically all physicists and authors of applied mathematics texts use the latter method. I personally am in sympathy with the latter method both from the standpoint of the ease with which the pupils handle it and the fact that we are training for practical life and should choose practical means in so far as possible.

These are only a few of the inaccuracies that can be corrected in the school room. Each teachers can greatly reduce the number of inaccurate statements that occur from day to day by giving only a small amount of extra attention to this particular phase of the work, which is in reality so important.

CIVICS

(From Oregon Course of Study for Elementary Schools)

"If you are going to do anything permanent with the average man, you have got to begin before he is a man. The chance of success lies in working with the boy, not with the man." —Theodore Roosevelt.

The purpose of teaching civics is to develop citizens. It is the function of the elementary school in accomplishing this fundamental purpose:

- (1) To inspire in the young citizen an interest in and an appreciation of the principles which underlie our community and national welfare.
- (2) To give him an intelligent insight into the present forms of social organization and a sense of individual responsibility for honest and aggressive participation in public affairs.

To achieve these ends, it is necessary that three requirements be fulfilled:

- (1) Right interests, attitudes, ideals, points of view, civic virtues, etc., must be established. Very young and impressionable children under twelve years of age cannot be taught political science; but the character basis for good citizenship can be laid. This does not imply that the child at some future time, when he becomes a man, is to be a citizen; he is a citizen *now* and should live and demonstrate the quality of his citizenship in every relation with the groups of which he is a member.

(2) Adequate knowledge of the forms of organization and methods of administration of government affairs must be imparted. It is not the purpose of this course to focus attention upon the machinery of government to the exclusion of those elements of social welfare for which governments exist. It is the purpose, however, to require pupils to master a substantial body of facts as the only safe basis for intelligent thinking.

(3) Opportunities for the exercise of a citizen's duties and responsibilities in the socialized activities of the school must be provided. The teacher's greatest task is to secure translation of principles into conduct. People are, as a rule, most ready to act upon those convictions that they have helped to form by their own mental processes and that are based upon their own experience and observation. The teacher, therefore, should act as a guide and lead her pupils:

- A. To contribute facts from their own experience.
- B. To contribute other facts gathered by themselves.
- C. To use their own reasoning power in forming conclusions.
- D. To submit these conclusions to criticism.

It should be the specific aim of the first three grades to inculcate in children the civic ideals and virtues: patriotism, loyalty, obedience, orderliness, punctuality, honesty, caution or safety, cleanliness, courtesy, kindness, thrift, thoughtfulness and consideration for others, thoroughness, truthfulness, respect, honor, courage, self-control.

The intermediate grades should (1) further emphasize these qualities so that right habits of thought and action may be established; (2) encourage application of these habits to home and school relations; (3) show pupils that community life everywhere is based upon the embodiment of these virtues in each member of society; and (4) emphasize the interdependence of all members of their family, school and neighborhood groups and the need for co-operation of all citizens.

It is the special province of the seventh and eighth to furnish the definite and concrete knowledge and information concerning organized government necessary to intelligent thought and action on civic questions. To do this pupils should know thoroughly and well the constitution of the United States, along with the constitution of Oregon.

Through all grades class exercises, dramatizations and programs, playground activities, etc., should be the "laboratory" equipment for teaching the principles of good citizenship.

PRE-PRIMER READING

(South Carolina Course of Study)

PRINCIPLES

Below are given helpful rules for teaching pre-primer reading.

1. *Initiate the correct reading attitude of trying to get meaningful and interesting experiences from printed material*—not mere word calling.

2. *Provide meaningful content*.—Simple action words or sentences, written on the board as commands, require the child to grasp the meaning before he can perform the action. Nursery rhymes, incidental reading based on the children's experiences, and the favorite stories of childhood provide reading material full of meaning and rich in content.

3. *Create a desire to read through delightful interesting content*.—Lead the children to feel that reading furnishes delightful experiences, so that they will turn to books with the same joy and zest that they enter into games or listen to a story.

4. *Proceed analytically from the whole story to sentences and phrases and then to individual words*. The plan for teaching beginning reading includes the following steps:

(a) Telling of the complete story or rhyme by the teacher.

(b) The story is retold by the children through conversation, picture study and dramatization. The children build up the story in thought units or they memorize the rhyme.

(c) Reading the story by units from the blackboard—each unit a complete whole.

The children compose orally a complete unit of the story in the exact words in which it is to be read. The sentences are developed through questions. The children give the teacher these sentences to write on the board. The entire unit is then read as a whole by the children in response to questions.

Sentences in italics are from *Parker's "How to Teach Beginning Reading."*

(d) Recognition of sentences. The children learn to recognize as wholes the sentences in the unit. This practice in reading complete thoughts helps to establish at the very beginning the attitude of reading for the sake of getting meaning.

(e) Drill on reading phrases. Recognition of phrases through games and drills trains the child in the all-important habit of reading in large units of meaning and not by words alone.

(f) Learning the words. Word recognition is the next step. The child

must become thoroughly familiar with the individual words (as sight words) in order that he may use them whenever they appear in his reading. Games and rapid drills are the means used.

5. *Secure a single objective center for the attention of all pupils by beginning with blackboard and chart reading.* Free and skillful use of the blackboard in presenting the first lessons is essential. When blackboard reading is followed by reading the same stories from a chart, adequate provision is made for directing the attention and interest of the children as a group.

6. *Provide a special equipment of charts, cards, pictures, legends and a bulletin board to facilitate reading practice.* Sentence strips, phrase and word cards are important aids in teaching. They are the material used in the games through which the necessary drill is carried on. An abundant use of pictures interpreting the rhymes and stories greatly aid in bringing vividly before the children the events and characters in their early reading.

7. *Organize interesting activities, particularly games, to secure the attentive repetition needed to give automatic skill in the elements of reading.* Games, the delight of childhood, are the means used throughout the grades for establishing effective, instant recognition of phrases and words.

8. *Master the technique of conducting drill games.* It is essential that the teacher be skilled in conducting these games with alertness, rapidity, variety, and a definite purpose in mind.

9. *Group pupils according to their natural talent or advancement in reading and give special attention to the slow learners.* Group and regroup the children as they make progress.

(a) There will be the group of bright children who under the teacher's guidance make rapid advancement, learning to read with ease.

(b) The second group consists of those who make steady progress from day to day.

(c) Then we find the little slow group of learners who from the very beginning must be given individual attention, intensive, repeated and varied presentation of lessons, an abundance of drill and much practice with very easy material. Each day's lessons must be but a slight advance over the day before and every effort and every forward step must be encouraged. Their progress will be gradual, but to lay the foundation with these little children calls for the teacher's greatest skill and patience.

NURSERY RHYMES

These furnish delightful pre-primer reading lessons. Below are given some lessons with the rhyme:

"Jack be nimble,
Jack be quick,
Jack jump over
The candle stick."

Learning the rhyme. The attention of the class is centered on a picture on the rhyme. Through conversation the story is built up and the rhyme repeated.

Playing the game. A candlestick is provided and the children play the game of jumping over it, meanwhile becoming more familiar with the rhyme. Later on, at the blackboard, teacher and pupils draw candlesticks, letting curved lines represent Jack as he leaps over. The rhyme is recited as the children draw

Pupils give the rhyme to the teacher to write on the blackboard. The teacher writes as the children tell her what to say. Then the rhyme is read as a whole by the class, and individually.

Note.—The use of script is recommended. In most instances when printing is used the child has to learn three forms—real print, the teacher's print, and finally script. Children make the transition from script to print readily through the use of the chart, sentence strips, phrase and word cards.

Recognition of lines. Through questions, games and drills the different lines and phrases are read, and soon become familiar.

Learning the words. Finally the children learn the words. Many games and drills are played to insure instant recognition.

Use other favorite rhymes in the same way as "See-saw;" "A,B,C;" "Tumble Down D;" and "Jack and Jill."

ACTION WORDS AND SENTENCES

(a) Game. The action words *run, hop, skip, jump*, are written on the board. One child stands in the corner with his eyes closed; another child runs to the board and points to the word "hop," whispers it to the teacher, and hops to his seat and says, "ready." Then the child in the corner says, "I heard you hop," and goes to the blackboard, pointing to the word "hop." And so the game continues.

(b) The following action sentences written on the board or on cards held before the class are read silently and then carried out by the children. Run to me. Come to me. Blow a horn. Sing a song.

(c) Sentences and phrases written on the board may be read silently, and illustrated at the blackboard by the children, as: The bird is in the tree. Mary has a doll.

Excellent suggestions are found in the Child's World Manual.

INCIDENTAL READING

The exercises given below are suggestive. The lessons used will grow out of the children's experience.

THE FAIR

(1) *At the Fair*

We went to the fair.
We saw some cattle.
We saw some kewpie dolls.
We threw balls to get them.
We saw an aeroplane.
It did tricks up in the sky.

(2) *Ice-Cream Cones*

We saw some ice-cream cones.
A man sold them.
We bought some.
They cost ten cents.
Ice-cream cones are good.
We like them.

(3) *The Hand Organ*

We saw a man and a monkey.
 The man had a hand organ.
 It made music.
 The monkey danced.
 We gave the monkey a penny.
 He put it in his pocket.
 He made us laugh.

(4) *Things We Liked at the Fair*

I liked the merry-go-round.
 George liked the races.
 Helen liked the kewpie dolls.
 Teddy liked the whips.
 Louis liked the ice-cream cones.
 Dorothy liked the band.
 Roger liked the policeman.

THE FARM

We played we went to the farm.
 We saw some ducks.
 We saw some chickens.
 We saw some cows.

We saw some pigs.
 The farmer's pets talked to us.
 The duck said, "Quack, Quack."
 The hen said, "Cluck, Cluck."

OUR FAMILY

This is the mother.
 This is the father.
 This is the brother tall.

This is the sister.
 This is the baby.
 Oh, how we love them all!

THE CURRICULUM

(Extract from paper read by Superintendent Zenos F. Scott before the National Department of Superintendence in Cincinnati.)

"It is an educational fact that a poorly-made and administered curriculum means a poor school system; that a well made and enriched curriculum means a good school system; that a progressive and cumulatively-improved curriculum means a constantly-improved school system.

"It is from this point of view, then, that herein is presented an outline, a way by which the curriculum revision may become a better organized and more scientific procedure.

"The outline formulates a practical way by which the very important contributions in curriculum revision and enrichment may be made available to the school systems throughout the country. It attempts to eliminate a loss of time and effort. It attempts to encourage research and professional co-operation. It hopes to stimulate and encourage, likewise, local interest and endeavor in the very important work of curriculum revision.

"The work of curriculum revision involves both the preservation of that which is best from the contributions of the past, and the selection and organization of the most important values of the present day. In one sense the public school curriculum is a reflection of the life and progress of society. Its revision, therefore, will occur as often as progress occurs. A static school is not possible in a dynamic civilization. The present-day developments, for example, in science, art, industry, etc., are sufficient to give new life and color to curriculum from kindergarten through high school.

"Certain very definite factors enter into the solution of this problem such as: (1) The work of the local community; (2) the work of individual specialists; (3) contributions of individual school systems; (4) provision

for effective co-operation; and (5) certain technics for carrying out a co-operative plan.

"The resources at the disposal of the typical school system are inadequate for the complete solution of this intricate problem. The local community should be responsible for definite work in general curriculum theory and of that portion of the curriculum which answers its own particular needs. For each local school district to attempt to solve the great common problems affecting all school districts means a loss in time, energy and funds.

CAN THE WORK OF INDIVIDUAL SPECIALISTS SOLVE THE PROBLEM OF CURRICULUM REVISION?

The specialist confines his work to a limited field. His work is minute and exact rather than comprehensive. He lacks the facilities for co-ordinating his work with that of other specialists, for disseminating it, and for securing its practical use. The specialist can make his best contribution by co-ordinating his very important research work with that of curriculum committees from various school systems.

"Economy can be effected if duplication of effort by various school systems can be reduced—if the work of other school systems and curricula specialists can be made available for individual cities. This prevention of waste and co-ordination of effort could be brought about by an agency set up for that particular purpose. To accomplish this result is a worthy undertaking.

"Curriculum revision is an immediate problem in practically all school systems throughout the country. The department of superintendence is the natural agency which should set up the machinery for the co-operation of superintendents, principals and teachers in curriculum revision. The departments should be able to secure the benefit of the best thinking of all groups. The best course of study in any subject is possible only by pooling the skill, the enthusiasm, the leadership in that subject."

WHAT WILL BE THE TECHNIC OF SUCH A CO-OPERATIVE PLAN

"A. What will the individual school district do?

"1. Machinery for work in the individual city should be well organized. Teachers, supervisors, principals and superintendents—all should be expected to contribute. (Helpful suggestions for the organization of local communities for curriculum revision appear in chapter II of the second year book of the department of superintendence.)

"2. The city working on particular curriculum problems should furnish the department of superintendence with the names of the person or persons responsible for the work in a given city.

"3. A statement of the work under way in the revision of the curriculum in any school district should be sent to the department of superintendency. Occasional reports of progress should be made.

"4. The persons directly responsible for curriculum revision in a co-operating city should, from time to time, furnish the department of superintendence with clear statements of the concrete difficulties encountered in the revision undertaking.

"5. In so far as facilities permit, each co-operating city should be represented at round table and committee conferences at the summer meeting of the department of superintendence. By this plan those engaged in curriculum research and revision may personally recount the results of their practical work and hear the results obtained in other cities.

"6. Definate plans could be worked out by which completed curriculum units are put into tentative form for distribution within a school system.

"7. Conference of teachers, principals and supervisors should be called to consider, discuss and improve the units of the curriculum after experimental tryout.

RESPONSIBILITY OF EXECUTIVES AND TEACHING STAFF

"8. It should be the responsibility of the executive and teaching staff of a school department to see the work of curriculum revision through to completion.

"B. What can curriculum specialists and original curriculum research agencies do?

"1. They can co-ordinate their research work, continuing to work in committees along the lines successfully adopted by the subcommittees in the preparation of the third-year book of the department of superintendence.

"2. They can restate the unsolved curriculum problems in their particular fields. They can clarify and define the problems which local school systems discover.

"3. They can submit problems for the consideration of graduate classes in representative universities. These classes should be responsible for reporting their research and findings.

"4. They can encourage students to undertake the solution of unsolved curriculum problems in the preparation of these, or in whatever way opportunity may permit.

"5. They can offer advice to individual cities as to the setting up and solution of problems—the cost of such services to be borne by the individual city.

"C. What can the department of superintendence and the division of research do?

"1. The department can receive, classify and give publicity to the reports of curriculum revision from the co-operating cities.

"2. The department can call into conference small groups of superintendents, principals and teachers who have been engaged in curriculum revision for the purpose of receiving from them a critical analysis of methods of procedure.

"3. It can bring together the most important findings and reports of progress in the 1926 year book of the department of superintendence.

"4. It can call round-table conferences at both the summer meeting of the National Education association and the meeting of the department of superintendence in 1926, for the discussion of such concrete and practical problems of curriculum revision as most urgently require the personal exchange of views.

"5. In so far as facilities and funds are available, the department can provide for the co-ordination, interpretation and dissemination of the work of curriculum specialists and curriculum research agencies that may be applied to the solution of practical difficulties encountered by school systems.

"6. When special needs arise, a representative of the department of superintendence can make extended trips to consult with the curriculum groups at work in individual school systems. Thus, through personal contact, outstanding pieces of work can be located and brought to the individual cities to encourage the workers concerned. In this way the department will rapidly build up the personal contacts that are essential to any program of effective co-operation.

"7. Further contributions of the departments:—

"(a) Arrange for the exchange of outstanding courses of study.

"(b) Furnish revised bibliographies.

"(c) Compile reviews from time to time of the best articles bearing on the curriculum.

"(d) Supply information to the issuance of special reports and studies by specialists and curriculum research agencies.

"(e) Establish at the national headquarters a library of tentative outlines and courses of study. Such materials should be available in sufficient number for circulation throughout the country.

"(f) Compile statements of the outstanding and common problems in the field of curriculum revision.

"(g) Prepare definite and concrete statement of the method whereby curriculum problems may be scientifically attacked and solved.

"The plan as outlined implies leadership of the highest type; co-operation with vision; constant growth and enthusiasm in the teaching, supervisory and administrative staff; worthy curricula for our public schools."

BOOK REVIEWS

Wood Finishing, by Harry R. Jeffrey, The Manual Arts Press

The contents of information on the subject of "wood-finishing" is well compiled, either from the author's own experience or the past experience of many other authors of the craft. The processes suggested are all very common, practical, non-technical and quite suitable for the average school shop. This is true because the style in which it is written is plain and clear.

The book should be very serviceable especially to an instructor attempt-

ing to teach the subject of "wood-finishing" who has had little experience.

The book is open to criticism because several of the most important topics are too drawn out and because of unnecessary repetitions.

GEORGE E. BRALEY,

Woodfinishing, Manual Arts Department.

AUTOMOTIVE ELECTRICITY

Geo. A. Willoughby, The Manual Arts Press

This book would make a very good text for junior high school classes, where the aim is to give the students a fundamental training in automobile electricity, or sufficient insight into the subject to familiarize them with automotive electricity as an occupation.

It might be used very effectively as a text in the first course in automotive electricity in an industrial high school course.

The chapter on fundamental principles sets forth the fundamentals of electricity in a very clear and understandable manner.

The second chapter is given to electrical pressure and the Storage Battery. In this chapter the methods of generating an electromotive force is briefly discussed, and suggestions are given as to the proper care of the storage battery, its construction etc.

The third chapter deals with storage battery work. Battery repair, charging methods, mixing of electrolyte, assembling batteries etc. are treated in this chapter.

Chapter four is headed Electrical Applications in Automobiles, and takes up lamps and lighting, ignition equipment, motor equipment, generator equipment and automatic switching.

Chapter five is headed Electrical Circuits and discusses lighting circuits, lamps in parallel, lamps in series, "one wire" system, methods of dimming, typical lighting circuits diagrams, ignition circuits and other circuits.

Chapter six is on Magnets, Magnetism, and Motors. Magnetism is discussed in the following manner. Why study magnetism? What is magnetism? The different types of magnets and characteristics of magnets, while the motor is taken up as follows. The simple motors, principles of the electric motor,

The electric motor-

{	The field.
	Armature.
	Commutator.
	Brushes.
	Internal Connections.

Chapter seven is headed Magnetos, Generators, and Coils and is given to the study of the fundamental principles of magnetos, generators and coils, treating induction in general.

Chapter eight is headed Electrical Troubles and Remedies.

Grouped as follows:

Five general classes.	{	Troubles common to all circuits. Lighting troubles. Ignition troubles. Motor and generator troubles. Storage battery troubles.
Possible troubles to all circuits	{	Faulty contacts or connections. Open circuits Short circuits.
Lighting troubles.	{	Lamps need cleaning. Lamps burned out or broken Light wire terminals need repairing. Defective lighting switch. Renewing of wire advisable.
Ignition Troubles	{	Spark plugs dirty or broken. Ignition switch dirty or corroded. Breaker points dirty or worn. Condenser shorted or open. Coil fails to function. Magneto fails to function.
Motor and Generator Troubles	{	Regulation of Generator Voltage. Riry or worn commutator. Brushes need adjustment. Brushes need replacing.

The book contains sixty three figures, most of them circuit diagrams, these diagrams are very easily read and fit in with the subject matter of the book very well. A series of about twenty-five questions at the end of each chapter constitute a real test of what the student should know concerning the ground already covered.

WM. H. MATTHEWS

MODERN METHODS ARE BETTER THAN THE OLD.

Nine-year-old pupils today spell better than pupils of the same age 45 years ago, according to reports from studies made in Boston University. A survey conducted in 1879 in Norfolk County, Mass., included three words common to those of the recent survey. The average spelling scored of 9-year-old pupils on "which," "whose," and "too," in 1879 were 69, 54, and 23 respectively. A spelling contest recently conducted in 78 Massachusetts towns and cities showed that pupils of like age scored 76, 60, and 79, respectively, on the same words.—School Life.

EDUCATIONAL "SHALL SHOCKS" FOR 1925.

As Teacher, I shall:

1. Jump over the fence of tradition at least once each week.
2. Count that month lost which doesn't show one constructive suggestion made to my principal.
3. Forestall "that tired feeling" in June by browsing in January.
4. Help make my teachers' association—local, state, national—live wires by not being a "me tooter."
5. Put the soft pedal on shop conversation out of school, or else make world interests my shop.
6. Have classes see the circus parade when it goes by, even if it isn't in the course of study yet.
7. Secure true mental pictures of my students' home surroundings by actual visits.
8. Systematize my out-of-school clerical work so that I shall hardly know I have it.
9. Use skyline current topics to vitalize my teaching.
10. Remember that I am a school salesman.

—W. H. Allen, In Public Service.

SPRING MUSIC FESTIVAL OPENS APRIL 27

The two most popular of all oratorios—in themselves an ambitious program—a concert by the greatest of living organists, a high school music contest that will require two whole days, a concert recital by operatic artists famous both in America and Europe, and a colorful entertainment of varied pageantry and dance—these make up the program of the eleventh annual Spring Musical Festival for Pittsburg State Teachers College as recently announced by the Festival board in a souvenir booklet. The Festival will begin on Monday night April 27, and end on Friday night, May 1.

FESTIVAL CALENDAR

- Monday, April 27—8:15 p. m. Organ Recital, Pietro Yon.
- Tuesday, April 28—8:15 p. m. Women's Physical Education Department.
- Wednesday, April 29—8:15 p. m. "Elijah." Chorus, orchestra and Special Artists.
- Thursday, April 30—9:30 a. m. Contest in Instrumental Solos.
- Thursday, April 30—1:30 p. m. Contest in Vocal Solos.
- Thursday, April 30—8:15 p. m. Artists' Recital:—Sundelius, Claussen, Althouse and Middleton.
- Friday, May 1—9:30 a. m., High School Contest. 1. Quartets 2. Orchestras of 16 to 30 pieces 3. Junior High School Choruses—Mixed Voices, 20 to 30.
- Friday, May 1—1:30 p. m. High School Contest 1. Mixed Choruses, Four-part Song, 20 to 35 voices 2. Girls' Glee Club, 16 to 20 voices 3. Boys' Glee Club, 16 to 20 voices 4. Orchestras, 31 pieces and up.
- Friday, May 1—8:15 p. m. The Messiah—Chorus, Orchestra and Special Artists.

The Interstate High School Music contest held annually will take place April 30 and May 1, Dean G. W. Trout, Manager, has announced. Early inquiries indicate, he said, a record-breaking attendance. Two days will be given over to the contest, Thursday for the solos, and Friday for the organizations. About thirty high schools are expected to participate.

SCHOOL NOTES

Miss May G. Long, former head of the Department of Physical Education for women, died of heart trouble Feb. 6 at Everett, Wash. She was a member of the faculty here in 1920-21. She had since been on the faculty of the Bellingham, Wash., teachers college.

A booklet called "Playground and Schoolroom Games", has recently been published by Coach G. W. Weede, head of the men's Physical Education department. The little book contains rules and descriptions of about 130 simple games suitable for school use. It may be had at the bookstores or by writing to Coach Weede at the College.

A novel debate was held at a local theater March 8 between the Pittsburg State Teachers College and the Emporia State Teachers College. A representative of Emporia and a representative of Pittsburg defended the affirmative, and one man from each college also defended the negative. The question was: "Resolved, That Congress should be empowered by a two-thirds vote to override decisions of the Supreme Court declaring laws of Congress unconstitutional." No judges were used, but the audience voted for the negative.

On March 14, Kappa Pi scholastic fraternity became affiliated with Kappa Delta Pi, a national order and the highest one of its kind that can enter a teachers' college. There are at present six members on the campus. The faculty members of the organization are: President W. A. Brandenburg, Miss Odella Nation, Registrar J. F. Mitchell, Miss Jane Carroll, and Miss Eulalia Roseberry.

The Polychrome Club is a new club at State Teachers College. The club meets two nights a week and does work on various articles such as candle-sticks, perfume bottles and book-ends. The work of the club will form an exhibit soon.

Baseball will be included as one of the sports of the College this spring, although letters will not be awarded this year. The game will be used as a physical education measure, to help take care of the congested condition which exists in the Physical Education department. P. J. Alyea has full charge of the baseball program.

Henry Van Dusen of the international committee of the Y.M.C.A. spent

four days, March 4 to 7 inclusive, on the campus at the invitation of the Y.M.C.A. and Y.W.C.A. Mr. Van Dusen conducted personal and group conferences during his stay and gave students help in the solution of social personal and religious problems.

Wrestling and boxing is now being taught in the Physical Education department. Paul Alyea, instructor in the department and a former football star, has charge of the class, which contains fifteen members. The course is especially appealing to men majoring in physical education.

Kansas Conclave No. 1 Red Red Rose, a fraternal order for men engaged in the teaching profession, opened its spring program with a banquet in honor of Hilton Ira Jones, Supreme Lord High Mokus of the order, when He appeared at the College on Feb. 26, in his lecture on science. After the banquet, initiation services were held for fifteen men. The Pittsburg chapter was the first in Kansas and since its organization here four years ago, its membership has grown to 250 active members.

Students of the music department will present the operetta, "Miss Cherry Blossom" at an early date. Kenneth Allen of Fort Scott will direct and the solo parts will be taken by college students. The chorus of forty-five members consists of the two College High School glee clubs.

The men's glee club made its annual concert trip March 3 to 7. It appeared at Chanute, Iola, Moran, Fort Scott, and Parsons. Soloists with the club included two faculty members—Miss Marjorie Jackson, soprano, and Miss Stamm, pianist. Miss Margaret Mitchell was the violin soloist and Miss Marie Parks accompanied the group as reader. Prof. Walter McCray directed the concerts.

The girl's glee club made its tour a week later and visited the following cities: Fredonia, Neodesha, Cherryvale, Independence, and Columbus. The soloists for the club were: Miss Edith Velma Jones, soprano; Miss Margaret Mitchell, violinist; Miss Roberta Keith, pianist; and Miss Lenore Hamilton, reader. Miss Gabriella Campbell directed the women.

With the release of the last patient from quarantine on Feb. 24, the recent slight diphtheria epidemic was declared by the health authorities to be at an end for the Pittsburg State Teachers College. None of the cases was critical and the prompt action of the authorities soon stamped out the disease.

Work is rapidly progressing on the new \$35,000 Austin organ which is being installed in Carney Hall. Pietro Yon, the greatest living organist and composer for the organ, will play the dedicatory recital on April 27.

Kansas State Teachers College

Pittsburg, Kansas

A Great Summer Session is Being Planned June 1 to July 31

Over 300 courses will be offered from all departments including many special courses.

Several of the most noted educational lecturers of the Nation are being secured.

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Special courses in Music; Commerce; Industrial Arts; Home Economics; and other occupational subjects.

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W. A. BRANDENBURG

President