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State Manual Training Normal School

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# THE TECHNE

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

JANUARY, 1926

## HOW INCOME IS SPENT

At this particular time, when everyone is demanding that taxes be lowered and complaining about the excessive cost of government, which, they say, the people can no longer afford to pay, it is well to investigate the state of affairs.

From the following table, taken from a graph in the American Educational Digest, we can see how our entire income is actually spent for each of the several items involved, personal, state and national, by the rates per cent.

	Per Cent
Church .....	3 $\frac{1}{2}$
Schools .....	11 $\frac{1}{2}$
Government .....	41 $\frac{1}{2}$
Crime .....	8 $\frac{1}{4}$
Investment .....	11
Waste .....	14
Luxuries .....	22
Living costs .....	24 $\frac{1}{2}$
Miscellaneous .....	13 $\frac{1}{2}$

Excluding the personal item of actual living costs, it is rather upsetting to find that three of the most social items are found at the bottom of the scale.

That portion of our income which crime costs set aside—14 per cent of waste as compared with us is more than the church, the schools, and the government combined. The suppression of crime is necessary. It is also wise to provide adequately for old age. However, the comparatively large percentage lost through waste cannot be lightly set aside—4 per cent of waste as compared with 6 $\frac{3}{4}$  per cent for government, schools, and church should not be accepted calmly.—The Tennessee Educational Bulletin.

K. S. T. C. PRESS  
Pittsburg, Kan.

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

Vol. 9

No. 1

# THE TECHNE

Published by the Kansas State Teachers College of Pittsburg  
Pittsburg, Kansas

W. A. Brandenburg, President

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Vol. 9

January, 1926

No. 1

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## EDITORIAL COMMITTEE

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

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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.

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

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

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## A FEW SIDELIGHTS ON MECHANICAL DRAWING

C. F. Kopp, Assistant Professor of Industrial Arts, K. S. T. C.,  
Pittsburg, Kansas

There seems to be quite a general misunderstanding among the public at large, and even among high school and college students, as to the real meaning of mechanical drawing, and I shall try to throw a few sidelights on some of these misconceptions. One of the most prevalent is that mechanical drawing is a genteel, white collar job, paying a handsome "salary" of two or three hundred dollars a month, and requiring but one or two months' preparation in a correspondence school course. Indeed, one of the advertisements of these schools states that "many who have taken a course in mechanical drawing are earning \$3,000 a year and up." How absurd it would sound if it said "Many who have taken a course in reading and writing are today earning \$50,000 a year and up." Yet the analogy is perfectly correct because mechanical drawing is nothing more than a graphical system of representing ideas in a clear, concise, and universal manner. To the craftsman and engineer, mechanical drawing stands in the same relationship as stenography does to the business man.

Long before there was any system of written language, the **caveman** invented pictures to represent crude ideas. Even today the characters in the Chinese language represent ideas, and not sounds, as they do in English. The key to a dead language is always the pictures accompanying the graven characters and words. The rude pictures scratched on the walls of the early cave home were very crude, to be sure, but a simple idea can be represented by a simple and crude picture. A very young child can understand a crude drawing of man, dog, fish, bird, tree, house, sun, smoke, snake, etc. Indeed, the universal appeal of pictures to children gives a clue to the ancient origin of drawing, and every teacher should keep in mind that any kind of drawing whatsoever is nothing more or less than a means of conveying ideas that are fundamental and universal.

Before proceeding further, let me correct a misconception as to the meaning of "mechanical" drawing. "Mechanical" means the opposite of "freehand." When a straight line is drawn by means of a mechanical contrivance, such as a string stretched between two points, or a straight edge, instead of by the unaided eye; when a circle is drawn by a sweep attached to a fixed center, or by a pair of compasses, we are dealing with drawings made mechanically, or "mechanical drawing."

It was not long after the dawn of civilization when man began to build shelters and construct tools and think the fundamental ideas

of straight line, circle, plumb or perpendicular, horizontal or level, and right angle or square. (Why not, then, teachers, implant these fundamental ideas in the child's mind as early as possible?) When we come to the builders of the pyramids, or of King Solomon's Temple, we find these fundamental ideas reaching quite a high state of development. The construction of the pyramids required a layout, (or mechanical drawing) directly on the sands of the desert, before the excavations for the foundations could be started. Then a layout or mechanical drawing had to be made on the sides of the huge rocks coming out of the quarries, before they could be shaped and squared, ready to fit into their predetermined places in the finished structure. Mechanical drawing had to be used in the cutting and shaping of the logs of Lebanon cedar before they could be sent up into their resting places in the temple. Mechanical drawings showed clearly how each stone and brick, numbered and lettered and checked and O. K.'ed was to be set in its proper place. Indeed, so fundamental are these notions of straight, round, square, plumb, and level that the words themselves have come to denote human traits and characters and are symbolical of man's higher nature as it undoubtedly evolved while practicing the ancient crafts of mason, carpenter, surveyor and, very likely, draftsman. Before the ancient structures were built they were conceived and took shape in some craftsman's mind. He very likely constructed a small model of clay or wood, possibly in very exact proportion or scale. Afterward a mechanical drawing, or picture, to scale, would be sufficient. Master craftsman would soon come to mean "draftsman" or the "one who could lay out the work beforehand"—planner, designer, engineer.

Coming to a later time, the Middle Ages, the design and construction of the great Gothic cathedrals demanded mechanical drawing of a very high order of excellence. The art of stone cutting was reinforced by the science of stereotomy, possibly the most highly developed combination of solid geometry, descriptive geometry, and mechanical drawing that could be devised. Anyone who doubts the difficulties of this Gothic craft should look at the groined arches forming the ceilings of the great cathedrals and try to imagine how he would shape any one of the individual stones without the help of a mechanical drawing.

In the modern age of steel, the skyscraper or the colossal bridge spanning a Hudson river are each of them planned and drafted on paper, down to each smallest detail. Each piece of steel is cut to the length, bent to the right shape, punched with the right sized holes in the right places, all according to detailed instructions on

the drawings. Truly, if every hair in a man's head is numbered, so is literally every rivet in the architect's plans of a skyscraper or the engineer's design for a bridge.

So far we have been dealing with mechanical drawing in its architectural or structural phase. Let us examine it now in its relation to the manufacture of tools, machines and their products. We have previously seen how the ancient craftsman made a model of his project in clay or wood. Up to a very few years ago the patent office required inventors of machines to present actual working models of their proposed inventions. However, the art of mechanical drawing as applied to machinery has now reached such a stage of development that the patent office no longer requires models, but is satisfied with a set of good, clear mechanical drawings. The designer of machines or tools has a more difficult problem than the structural engineer or architect—a machine or tool must of necessity move or be moved or change its shape and the internal relationship of its parts. Mechanical drawing, in the specialized form of kinematics, takes care of this problem very nicely, and one has only to watch the almost human linotype machine at work to realize with full force that all its complicated motions were worked out by means of mechanical drawings, even before the drawings for its separate parts were made. This fundamental idea of motion and changeability, applied to tools and machinery, as distinguished from the idea of solidity and immovableness in the case of buildings and structures, is a large factor in deciding whether a young man is going to want to be an architect or a mechanical engineer, a building contractor or a manufacturer of machine tools, a bridge engineer or an operating head of a power plant.

To succeed as a draftsman, a man must have a craving to be a builder or a craftsman; drafting is largely the means by which the impatient builder or craftsman can get his ideas into shape so that perhaps his slower brother can execute them in stone, wood, or iron according to his blueprinted instructions. There are many men lacking the physique or stamina necessary in the successful following of some of the more strenuous crafts who nevertheless possess the true craftsman's and builder's spirit. To these the draftsman's occupation offers an outlet for their pent-up ambitions, and it is conceivable that their final achievement of a high place in engineering or architecture will be just as well earned, had they possessed a sturdier frame and more appropriate physique.

**DAILY SCHOOLS OF SPENCER COUNTY, INDIANA**

David H. Morgan

(The following paper pictures the schools of frontier Indiana about a century ago. This valuable and interesting historical data was gathered by the author from old settlers about 1870, while he was preparing a series of articles for the Indiana Historical Society. Paragraphs dealing with topics of purely local interest have been omitted.)

William Price taught in Rockport in 1825 in J. B. Greathouse's tannery. This was the largest school taught in Rockport up to this time. I have heard many amusing stories about this school. Everybody had a different book and was in a class by himself. First come, first served. Price, being an early bird, was always there by sun-up and had a roaring fire going. Reading being the principal subject taught, the first pupil to arrive commenced reciting his reading lesson, and then the next one and so on until all had read. But the people of the town had different ideas about what children should read. Mrs. Morgan, a strict Presbyterian of Scotch-Irish descent, furnished her children with Bibles, and I still have one of the Bibles used in that school in my possession. But none of her descendants that I know of ever became a preacher or had their religious traits abnormally developed. Thomas P. Britton, who was himself quite a scholar, full of fun and loving a joke better than any man that ever lived in Spencer county, furnished one of his boys with a horse doctor book, and yet none of his descendants ever became a veterinary surgeon, so far as I know. James Wakefield, who was then county clerk, furnished his children with copies of the proceedings of the first Indiana legislature, yet none of his descendants became lawyers or politicians. Dr. Stephen Cisna furnished his daughter with Bunyan's "Pilgrim's Progress." At one time I had quite a list of books in this school, but perhaps I have stated enough to give you an idea of the variety used.

Price's manner of conducting spelling classes was also unique. Just before noon he had all the older pupils stand in a row, and each pupil pronounce to him from one to three words selected from the various readers. These words he would spell and require the class to spell in unison. Again in the evening at closing time he had the class stand up and he pronounced the same words to the class, beginning at the head and spelling around, any one who missed being turned down.

He could also teach arithmetic to and including the "double rule of three." Now, before you extend your smile into a broad laugh, hunt up a copy of Greenleaf's Arithmetic as published in that day, and if you can work all the examples there given without applying algebraic solutions, then the treat is on me.

From 1820 to 1835 there were many teachers in the town and township, most of them of the kind that believed that "licking and learning" went together. A few, however, did good work and deserve mention. Among these were Dr. Stevens, Dr. Moore, James Robb, William Thomas, and Paddy Duncan. Duncan was teaching in the first court house when it burned down in 1833. He was said to be a witty Irishman, a fairly good teacher, handy with a beech switch, and a judge of good whisky. This last qualification was not much discredit to him, for nearly everybody drank whisky in that day.

Before closing this article on Ohio township schools, I want to mention Mrs. and Mr. John Atkinson for two reasons. Mrs. Atkinson was my first teacher in 1857, and when I was teaching in Spencer county all her sons were successful teachers at the same time. Mrs. Atkinson was my staunch friend until her death, and her boys, those that are living, are still my friends.

John Atkinson was born in Ireland in 1812. He graduated in law and literature from one of the best colleges in Dublin. He came to America in 1837, and to Spencer county in 1840. In 1838 he married in Albany, N. Y., Maria Antoinette De Rule (This don't sound much like an Irish name). Atkinson was a large man physically as well as intellectually, and among his other accomplishments he was a fine violinist and a fair singer. For a number of years he played the violin in the Presbyterian church and led the choir in the singing. In that day instrumental music was not popular in the churches, and many religious people abhorred a violin. Many of our Methodist and Baptist friends thought that Atkinson carried the devil to church with him every Sunday morning. Many years after this I was talking with Royal B. Hicks about music in the church, and the conversation drifted to the Presbyterian church in Rockport. Hicks said he did not know whether the devil was in Atkinson's fiddle or not, but that he was a devil of a good fiddler, and he liked devilish well to hear him play.

Mrs. Atkinson was smaller than the average woman, trim, neat, and a good dresser. Her hair was curly and she always wore long curls. I never saw her when she did not have a smile. She was kind, gentle, affectionate, persuasive. Living in a day when the discipline in the school room was fierce, if not terrible, she believed in and practiced kindness and moral suasion, and her smile seemed to produce as good order as Sander's cane or Boyer's switch. She had a room fitted up in her own home and always taught there. When I attended her school she lived on what is now the public square. Our playground was under a large weeping willow that stood by the street in front of the house.



The first school taught in Carter township was taught by Joab Hungate in a rude log hut near the present site of Dale, in the year 1820. Hungate organized a very fair school here, and the children for miles around attended his school. He was one of the very best of early teachers and received the magnificent sum of eight dollars per month and took half his pay in grain. He probably got his board extra and "boarded round." Another school was taught about three miles south of Dale in 1832 by a man named Harding. The other teachers who are known to have taught here were Asel W. Dorsey, James Bryant, and William Price. It is said that Abraham Lincoln attended school in this cabin and received what little education he got from these three men. In 1840 the first substantial log house was built at the cross-roads that afterward became Dale. The first school taught there was taught by Samuel Watson, afterward by Hardin, Kirkpatrick, Allen Kincheloe, Jonas Sanders, and Mrs. Moseby. These were all first class teachers and left their imprint on the community. In fact, Carter township from the beginning was blessed by having good teachers.

The first school in Grass township was probably taught by William Thomas, near the town of Bloomfield, in the year 1821. He taught here two or three years and was followed by Thompson Jones. Jones was probably the most savage of the early wielders of the hickory withe. It was said he was familiar with only one passage of Scripture and that was, "Spare the rod and spoil the child." He was cross-eyed and could whip three or four boys at a time, for no one could tell the way he looked where he was going to strike. There is a tradition in that neighborhood that Jones could see up and down, front and back, and round and round, all at the same time. He was regarded as a very good teacher.

Joab Hale taught the first school near Midway in 1830. Little is known of him. Owen Davis taught in the township in 1832. He also taught in Hammond township and elsewhere in the county. He used the Turkish method or the so-called loud school. Under this method the pupils not only recited aloud, but each one studied aloud all the time. It is said that when not engaged in hearing recitation, Davis amused himself by playing the violin. Perhaps a brass band playing all the time would have added to the interest and morals of his school. Some of the old timers told me that he kept a threshing machine running in his school most of the time.

Much has been said about the early school houses, and some may think that little or nothing could be added to what has already been said. At the risk of being considered tiresome, I am going to say something about these early houses, their furniture, their equip-

ment, their sanitary condition, and the physical and spiritual life under these conditions. I shall endeavor to state nothing but actual facts, or at least actual facts as related to me by reliable people who lived under the conditions. It has been said that "As the teacher is, so is the school." I do not believe this to be true. I would not say anything against the value of the influence of the teacher, but I believe that the school is as the community is. The good teacher is generally found in the good community.

Some of the early schools were taught in homes, some in abandoned log huts, others in rude log houses carelessly slung together at as little expense as possible. Imagine what a lovely time a teacher would have in teaching in a home of one room 14x14 feet or 16x16 feet square, with a family of from six to twelve children eating, sleeping, and being cared for in the same room. No wonder that they handed down to us the saying that the school was just like the teacher. Even the people of that day knew that it was better to segregate the school from the home, so they as soon as possible began to have separate places for schools and began to build school houses. According to descriptions of many early settlers, these houses were much alike—some were bad and others worse. I got James P. Bennett, William Stattler, James Barnett, and Absolum Brady, all early settlers, to describe these buildings for me. Their stories were so near alike one would have thought they were describing the same building.

As well as I can remember, here is what Mr. Bennett told me at a second house that stood near the Sunset cemetery. It was a round log building 22 feet by 18 feet with a clapboard roof fastened on with poles, and a first-class dirt floor with nothing between the floor and the roof. There was a fireplace in each end and a door in one side near the middle. One end of the school was for girls, the other for boys. The seats were made by splitting a log in two, hewing the split side, and boring four holes for the legs in the round side. These legs were set at such an angle that the seats would not turn over easily. The desks were made the same way, only the legs were longer. These desks sat around the room against the wall, and the seats in front of them. When using the desk the pupils faced the wall, when not using it they faced outward. The door was made of clapboard and hung on wooden hinges. The window was made by cutting out one of the logs for nearly the whole length of the house. This space was left open and not only admitted light, but air, rain, snow, bats, owls, wildcats, and other things that went with frontier life.

Joseph C. Richardson told me that this open window was used almost entirely until 1834, when some one in the upper part of the county used greased paper to cover the opening. Then greased paper became common and was used in many homes as well as schools. It is said that the first school house to have glass windows was the Seminary building built in 1835. General Veatch told me that these windows had two sashes, each containing six lights 8x10 inches square. The lower sash was made so that it would slip up and down to admit air.

But I must get back to my Sunset school house. The teacher's desk, set in the center of the room, was a rude home-made affair. It was not a specimen of art or a thing of beauty, but it answered the purpose. Here the teacher spent much of his time making goose-quill pens and writing copy across the "head line" of foolscap paper. The teacher was equipped with a good penknife and a bundle of goose-quills and had to manufacture pens for all of his pupils who were practicing writing. He also had for his own use a bottle of store ink. Most of the pupils used home-made ink, generally made from pokeberry juice, which made a very fair quality of red ink. At least the ink was about as good as the pupils' writing.

There was the water bucket that usually stood on a block of wood near the door, and the gourd which hung on the wall near by it. The water was brought from a nearby branch and had to be carried quite a distance, so that to save labor in carrying water the pupil who dipped up more water in the gourd than he could drink always poured the rest back into the bucket. Oh, the horrors of the old cedar bucket, the brass-bound bucket, and the gourd that hung nigh it by the side of the old schoolhouse door! As bad as this water supply was, it was little if any worse than that in use at the beginning of the present century, when the schools were supplied with galvanized iron buckets and tin dippers. The dipper, after being used for drinking purposes, was "chucked" back into the bucket and remained there until the next thirsty victim came along and repeated the process.

All the schoolhouses of an earlier day were not exactly like the one described above, but after interviewing many of the old settlers, I think it was at least as good as the average, if not better. I shall not attempt to follow the evolution of school buildings from this crude beginning to the splendid structures of today, but cannot help wondering if the next one hundred and twenty years will see as much improvement as the last one hundred and twenty. Let us hope that they will do better. The first improvement in the old log pen was to floor it, taking the children off the ground. From

1840 to 1850 we had hewed log houses. In the fifties we got the frame school house. Most of their floor plans were an oblong. The windows were on either side and the door in the end, with a high box stove in the center of the building. The desks still followed the old plan of being set entirely around the house, but they were made of lumber instead of split logs.

About the year 1840 slates and pencils began to appear, and this noisy, insanitary nuisance rapidly gained in favor until nearly every pupil in the school was supplied with one of these horrible pieces of equipment. When blackboards made their first appearance I do not know, but they were not very common before the Civil War. Joseph Schammahorn told me of his experience in putting a blackboard into Barrett's school, now Rose Hill. Some of the patrons were opposed to it, but he readily got the consent of the majority. He made the board himself and placed it in the school house. Imagine his surprise on entering the school a few mornings later to find his board had been painted a bright red with pokeberry juice.

Of all the foolish things introduced into the schools by the early teacher, the dunce block and cap surely were the worst. For sarcastic ridicule they deserve first place. As some of my readers never had an opportunity to see this kind of punishment in operation, I shall describe it. It consisted of a wooden block about one foot high and a conical shaped cap about two feet long with the word "dunce" around the brow. It generally had a feather protruding from the apex of the cone. The culprit stood on the block, the cap adorned his head, and then he stood to be laughed at by the rest of the school. Ingersoll could not have obtained the material for his "plumed knight speech" from this horrible picture. There were other forms of punishment, such as standing on the floor, standing with your face in the corner of the room, standing on one foot, staying in at recess and after school; but the trump card was corporal punishment and many a luckless pupil got an unmerciful trouncing; and that did not end it, for he was sure of another one when he got home.

The games on the playground were perspiration-producing affairs. They were town ball (the father of baseball), tip-cat handball, bull pen, shinny, and "andy-over." There were races, jumping contests, base and prison base, wrestling, and often a bare-knuckle fist fight. Fights were always finished affairs and were let go until one or the other of the combatants said he had enough. Then they were separated. The teacher managed never to see these fights, and the pupils never told him.

From 1850 to 1860 a great tidal wave of educational enthusiasm swept over the entire state and many improvements were made in the schools of all kinds. In 1862 the state adopted a new constitution and the school system was wonderfully improved under it in the next thirty years. Indiana built what was considered the best school system in the United States. But the Methodist church during this period was a great factor in pushing forward educational interest. The Indiana conference conceived the idea of building a great educational system of their own to revolve around Asbury, now De Pauw University, with academies and colleges distributed over the entire state. The most noted of these schools was Moore's Hill College, in Dearborn county, which has recently been moved to Evansville.

## OFFICIAL RATING CARD FOR IOWA STANDARD SCHOOLS

Issued by the State Superintendent of Public Instruction

- I. Grounds and outbuildings.
- II. The School House.
- III. Equipment and Care of the School House.
- IV. Library and Supplementary Readers.
- V. The Teacher and the School.
- VI. Community Activities.

To become standardized, a rural school must have a rating of 80 per cent on this score card for the first year, 85 per cent the second year, and 90 per cent for every year thereafter.

### I. GROUNDS AND OUTBUILDINGS

- |   |   |
|---|---|
| 1. Two inside, separate, sanitary toilets, or two ordinary outside toilets provided with screens around the entrance which meet approval regulations. Required by Section 4247, Code of Iowa, 1924..... | 2 |
| 2. Fenced playground of at least one acre. Authorized by Sections 4360, 4367 and 4368, Code of Iowa, 1924.....  | 1 |
| 3. Supervised play and playground equipment.....  | 2 |
| 4. School garden and twelve trees. Trees required by Section 4248, Code of Iowa, 1924.....  | 1 |
| 5. School grounds improved this year by planting trees, shrubs, and vines.....  | 2 |
| 6. School grounds well cared for.....   | 2 |
| 7. Fuel house in good condition and well supplied with fuel and kindling .....  | 1 |
| 8. Good flag and flagstaff with flag displayed when weather permits. Required by Section 4253, Code of Iowa, 1924   | 1 |

## II. THE SCHOOL HOUSE

1. Good foundation, required .....	1
2. Siding and roof in good condition, required.....	1
3. Well painted exterior. Good windows with no broken lights, windows provided with locks, required.....	3
4. Vestibule and separate cloak closets.....	3
5. Good doors provided with lock and key, required.....	2
6. Interior walls in good condition, and painted or calci- mined a light shade; cream, buff, tan or light gray.....	2
7. Windows on the left, or on the left and rear of the pupils	3
8. Windows supplied with good translucent shades and sash curtains, required .....	1
9. Heated and ventilated by satisfactory system, basement furnace, room furnace, or jacketed stove. Jacketed stove to be replaced within two years of first approval, required .....	3
10. Interior clean and tidy. Floors in good condition.....	2
11. Twenty square feet of floor space and two hundred twenty cubic feet of air space for each pupil.....	2
12. Window space equal to from one-sixth to one-fifth of the floor space .....	2
13. Twenty linear feet of slate blackboard, with chalk trays, good erasers, and good quality of crayon.....	2

27

## III. EQUIPMENT AND CARE OF THE SCHOOL ROOM

1. Single seats. Three sizes of adjustable desks recom- mended .....	2
2. Good desk for teacher and two good chairs, required.....	1
3. Ample equipment for primary work.....	2
4. Interior of room tastefully decorated.....	1
5. Three good pictures, framed, required.....	2
6. Suitable dictionaries .....	1
7. School charts .....	1
8. Complete, up-to-date set of eight maps—Asia, Africa, Europe, United States, North America, South Amer- ica, World Continent, and Iowa.....	2
9. Globe, ten or more inches in diameter, required.....	2
10. Waste basket, mirror, soap, basin, towels.....	2
11. Good talking machine with ten good records, recom- mended .....	2
12. Good water supply—well, sanitary bubbler, or covered cooler with spigot, required.....	2

20

## IV. LIBRARY AND SUPPLEMENTARY READERS

1. Good bookcase. Used for books only.....	1
2. List of at least 100 books chosen from the state list of of books for High School and Elementary Schools. Books to be recorded and kept in good condition.....	2
3. Good set of reference books of recent date.....	2

4. Two sets of supplementary readers for all grades from one to seven, inclusive, recommended.....	2
	<hr/>
	7

#### V. THE TEACHER AND THE SCHOOL

1. Teacher to be ranked by the county superintendent as an excellent or superior teacher and should attend the professional meetings of the county.....	6
2. The teacher must hold a first-grade uniform county certificate or its equivalent. Required by Section 4333, Code of Iowa, 1924.....	1
3. Teachers contract must be for the entire year. Required by Section 4333, Code of Iowa, 1924.....	1
4. Homes of all the pupils visited by the teacher.....	2
5. School visited by local director or directors.....	1
6. Special programs prepared for special days.....	2
7. An average attendance of 85 per cent or better.....	1
8. Course in Citizenship given, including current events. Required by Section 4355, Code of Iowa, 1924.....	1
9. Manual of state Course of Study for Iowa in each school and course followed, required.....	3
10. Daily program posted in the school room and followed	1
11. Manual for Physical Education for Iowa schools followed .....	2
	<hr/>
	24
12. Excellent condition of health maintained among pupils by observance of good health rules through Modern Health Crusades .....	3
	<hr/>
	21

#### VI. COMMUNITY ACTIVITIES

1. Represented by exhibits at district, county, school or state fairs .....	2
2. Compete in spelling, arithmetic, dramatic or other contests .....	2
3. Conduct a school literary or community center society....	2
4. Be a community center for from two to four meetings of community interest during the school year.....	4
	<hr/>
	10
Grand total .....	100

## THE CIRCULATING LIBRARY IN COWLEY COUNTY, KANSAS

Carrie Carlisle, County Superintendent

We have found in our county a place for the Circulating Library. Many rural schools had few or no books suitable to the daily needs of the pupils; other schools having books often desire something different, a change. Another great need appeared in the form of supplementary readers. It is not sufficient that the first, second, and third grade pupils read only one reader a year, they should read several. Who was to supply these extra readers? The parents oftentimes could not, the school officers would not, hence our Circulating Library.

During the war the Cowley County Teachers' Association purchased a hundred dollar library bond. In 1923 they voted to donate this bond to the purpose mentioned above, providing the school officers of the one hundred forty districts would match it dollar for dollar. This challenge was accepted at the next regular meeting of the school officers. When the school officers adopted a constitution they voted to pay annual dues of three dollars each, one dollar for the benefit of the Circulating Library, one for the Annual Spring Contests and one to create a general fund to be used at the pleasure of the association.

This plan has been very successful. The majority of the school boards greeted it with favor, others are doing so as they see the use the teachers and pupils make of these five hundred books. Of course, every book coming to this office complimentary is catalogued for distribution. A special book is arranged with a double page for every district in the county. The teachers or anyone from that district can check out books, recording the numbers and date on their special page. They may keep these books three or four weeks, marking the date of their return on the same page.

In checking out supplementary readers either in sets or separately, the teachers are urged to choose books one grade below the standing of the pupils in order that the pupils may learn not only to read fluently, but learn to love to read. The teachers are finding these books and the library in general a great factor in the advancement of the pupils.



### SOME HINTS TO PARENTS

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

Insist that children under fourteen have at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

Show an interest in the children's school work, athletics, and other activities.

Visit the classroom for a better understanding of conditions.

Do not criticize the teachers or school within the children's hearing. Always hear both sides of every question and ask the teacher about it.

Instill in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their co-operation. If there is a parents' association in your children's school, join it; if there is none, form one. Intelligent co-operation brings splendid results to all.—United Parents' Association of Greater New York Schools, Inc.

## CAMPUS NOTES

Pietro Yon, famous organist and composer, who appeared here last year on the Spring Festival program for a dedication recital on the new Austin organ, will give a similar recital during Festival week this year.

A new system of grading is to be put into operation next fall. Passing grades are to be A, B, C, and D. Honor points are to be given, three for grades A, two for B, and one for C. No points will be given for D, and a negative point will be given for each semester hour of F grade. To obtain a degree, one must have 120 honor points. The number of hours a student can carry will be determined by the number of honor points he has already earned. Able students will thus be speeded in their courses, and poor students retarded.

Wayland Gregory, former student in the College High School, is making a name for himself in the world of sculpture. Gregory is at present in charge of the decorating of the new Hotel President, to be one of the largest in Kansas City.

Job Negeim, an Arabian student, sang by special request in the Grand Avenue Temple at Kansas City, Mo., Sunday, Jan. 17. His numbers were also broadcasted.

The 1926 Kanza, the College annual, is to have the views section in four colors. Colors have never been used before.

An article, "If I Could Live My Teaching Life Over Again," by Prof. I. G. Wilson, was published recently in the Kentucky state course of study. The article appeared in *The Techne* last year.

Mrs. Clara K. Peebles, house director of the women's dormitory, died Jan. 13 at Mount Carmel Hospital. Death resulted from pneumonia following an attack of erysipelas. The funeral service was held in Carney Hall Jan. 14. All classes were dismissed from 1 till 2:30 o'clock. Interment was made in Sigourney, Iowa. Mrs. Peebles had been a member of the K. S. T. C. faculty since 1923. She had previously been director of the women's dormitory at the Ames, Iowa, State Agricultural College for six years. Her devotion to her work here and her genuine interest in the welfare of the hundred women who live in the dormitory won her a big place in the affection of both students and faculty.

The Gorilla basketball cagers started the conference season in championship form by defeating Southwestern of Winfield on Jan. 12, and St. John's College in a non-conference game on Jan. 11. The team was defeated by narrow margins in a non-conference game Jan. 5 when it played the Oklahoma Aggies at Stillwater.

Students of dramatic arts presented three one-act plays in Carney Hall Jan. 14.

John Reineke, class of '25, is the author of three poems published in "The Midland" for December. They were written while Mr. Reineke was an undergraduate and studying advanced composition.

Prof. S. J. Pease, head of the Department of Foreign Languages, has announced that there are many more calls for teachers of Latin than the College is able to fill.

The Left-Handed Club and the Twins Club are two novel organizations for social purposes on the campus. The first has a membership of thirty-two and the second one of about twenty. Besides the nine pairs of twins enrolled in the College, the latter club also includes students with a twin elsewhere.

Jan. 9 was College night at the union revival services conducted in Pittsburg by the Rev. James Rayburn. Dean G. W. Trout had charge of the plans.

The new library which will be completed in a few months will include an art studio and gallery and a museum.

College athletes will be entered in intercollegiate wrestling this winter for the first time. The first series of matches will take place at Southwestern College Jan. 27.

Enrollment for the spring semester was made Monday, Jan. 25, and the classes were organized the following day.

Dr. O. P. Dellinger was recently elected president of the Pittsburg chapter of the Izaak Walton League. Prof. Charles E. Wasser was named a director.

The Kansas conference all-state track meet will be held at the College this spring. Brandenburg Field is being further improved in preparation for the event.

Two more sororities, Sigma Sigma Sigma and Lambda Phi Delta, opened houses near the campus at the beginning of the second semester. Delta Sigma Epsilon has heretofore been the only sorority maintaining a sorority home.

Relics of a primitive race, including skeletons, pottery, and weapons, which were discovered at Webber Falls, Okla., by Dr. Rimmer, scientist, will be given to the College for its projected museum, Dr. Rimmer announced. The skeletons are believed to be about 500 years old.

The property valuation of Pittsburg State Teachers College will be nearly one and three-quarters millions of dollars when the library

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and the mechanics hall now under construction are finished next summer. A recent inventory completed by the state business manager totaled \$1,482,886.75, but the stadium and Brandenburg Field, valued at \$80,000, were not included. The library will cost approximately \$50,000 and the mechanics hall about \$20,000.

An unusually attractive booklet describing the Department of Printing and Linotype at the College, and including the best views of the College buildings that have ever been printed, has been printed and published recently by the department. Persons interested may procure a copy by writing Prof. Ralph M. Coffelt, supervisor of all printing courses.