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THE TECHNE

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

Vol. XV

September-October, 1931

No. 1

“The noblest monument to God is
a noble people, well fed, free, edu-
cated, wise, good.”—Theodore Parker.

“The good man loves all men. All
within the four seas are his brothers.”
—Confucius.

“Truth for authority—not author-
ity for truth.”—Lucretia Mott.

Published by
KANSAS STATE TEACHERS COLLEGE
Pittsburg, Kansas

THE TECHNE

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

W. A. Brandenburg, President

Vol. XV

SEPTEMBER-OCTOBER, 1931

No. 1

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THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to alumni, school officials, libraries, and, on request, to any person interested in the progress of education.

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SOME PHASES OF EDUCATION IN THE ELEMENTARY SCHOOLS OF ENGLAND, FRANCE, AND GERMANY

Callie King, Acting Principal, Horace Mann Training School

The theory and practice of any educative system are based upon the culture and the national spirit of the country. The schools lie near the heart of the people and embody the core of the thinking and acting of the nation.

The hope of any country is to provide an educational system which will develop the child as an individual, to live the fullest life possible and make him a member of a social group whose aim is as high as the highest aim of any individual in the group.

In making this study of the work of character training it was necessary to obtain knowledge of the forces that dominate education in each country.

In England we find an educational system that has simply grown up,—yet it is very powerful because in England there perhaps exists “an inordinate love and admiration for tradition and a willingness, even in these days of much talked of democracy, to be counselled and led by an aristocracy.”

In English education that aristocracy is “The Public Schools.” They are looked upon as the very source of English spirit and are the training field for those who govern England.

Most of the boys are sent to these public schools for social and not for educational reasons. All admit that they soon forget the book learning, but they absorb the permanent value of the moral training that is secured on the playing field and in the house. The stress that the English lay on games distinguishes in a marked degree their whole system of education from that of all other nations.

Because the schools have developed as individual and local projects there has been no assumption of authority by a central body, while just across the channel we find French people enjoying a highly centralized system of education.

French schools are established for the purpose of extending French culture and for developing a French citizenry that is satisfied to remain as it is. The curriculum and administration are dogmatic and afford a check to any real democratic social growth. The power of the church is great and the church school and religious training play a very active part in French elementary education.

In Germany schools have recently undergone vast changes. The earliest German schools were dependent upon the church. At the time of the revolution the nation began to assume control over the education of the children, and secular schools were founded. A highly administered system of education was in operation at the time of the World War, and since then we have seen a complete reorganization of the schools. The new schools are based upon the idea of social opportunity. The culture of the German peoples, not of a German Empire, is the heart of present planning. Greater freedom has been allowed to the teacher and the pupils in the hope of developing in the schools

youth who will be able to cope with the problems of the new nation in the world.

The control of English education rests in a board of education which is composed of the minister of education, who is president of the board, five secretaries of state, the first commissioner of the treasury, and the Chancellor of the Exchequer. The board never meets. The minister alone assumes responsibility to the Parliament and to the country.

The chief power of the board is their control over the funds voted by Parliament for education. The state does not make curricula or examinations, and we find in England some of the poorest types of school and some of the best. England encourages both public and private schools and their recent educational act establishes free secondary education and extends the compulsory school age.

In France the control of education is vested in "The Ministry of Public Instruction," which has complete power over curricula, time tables, and types of schools.

The fact that the French were victorious in the world war has been accepted by them as evidence of an excellent educational system. and with a satisfied feeling invading the educational field we find few changes in their school legislation.

Germany has undergone very decided changes. The old domination and prescription have been replaced by advice and counsel. The purpose of the new school administration is to build up a spirit of national solidarity and that it may be on a cultural basis they have established the *Grundschule*, which is the common school for all children for the first four years.

To secure loyalty to the Republic is the most important and the most difficult goal which the new system is trying to attain. It represents a new idea. Admiration for 'State,' for 'Royalty,' and 'Rulers' had been largely the sum total of teaching in the past, and a new psychology has to be developed. The revised teaching aims at emphasizing the cultural sides of historical events in place of militaristic glories, and the people seem very sincere in their efforts.

All the school systems of England, France, and Germany divided secondary schools, and we find in them a different character training. We find them staffed with teachers of decidedly differing training, and we find the students from a decidedly different cultural environment.

Although we find the school age limit set up to eighteen years we can see that few of the boys and girls are in regular attendance at full time schools up to the age limit.

A study of the enrollment in these respective schools shows that most of the youth are not in the school at an age level where much of the instruction can be on present day issues, except in Germany. England now has a law compelling attendance up to eighteen years of age although it is not in operation.

France in 1917 proposed continuation for all girls from thirteen

to sixteen years of age, and for all boys from thirteen to seventeen years of age, with the idea of making a good workman, a good soldier, and a good citizen. This law was replaced in 1921 by the Ducos project which requires all children to continue instruction until the end of their eighteenth year.

In all countries we find the attention of the people turned to questions of morals. Some form of moral or religious teaching has always been in the schools, but as national systems developed in power less time was spent on this particular training. Although the world has never found a panacea for moral ills, the people hope to find one and the schools are their hope.

Some moral improvement is being brought about by means of medical aid. The people are beginning to realize that much immorality is due to sickness. We find England doing much active work in the field of health education. Each school area has full time medical inspection. Grants are given for the erection and maintenance of various types of health schools, and physical defects are being treated. Experiments are being conducted and the power to test and gauge the relation of vitality and the power of persistence,—in other words between willpower and character. It is encouraging to see not only satisfactory records being made but to see the keen interest exhibited by the pupils themselves in the study.

In France a law passed in 1886 provided for inspection, but it is practically dead. Health work consists practically of a mere surveillance of the buildings and checking the spread of communicable diseases. The staggering death rate among French children cannot be much longer ignored.

In Germany health work is carried on methodically. There are thorough examinations of all buildings to insure sanitary conditions. School doctors are employed in all larger cities and districts. All children are examined thoroughly and regularly, and cumulative records of the physical history are kept. Close cooperation exists between home and school in health work.

But medical services alone cannot be depended upon to prevent moral weaknesses. One of the best preventive is play.

Play as a factor in health as well as a factor for developing social attitudes is stressed excessively in England, in fact it is the English attitude toward play which distinguishes the Englishman and his educative system from all others.

Again this is a part of the aristocracy of the private school, and educational systems for the masses, although they cannot equal the playing opportunities of the private school, have made an attempt to furnish much by creating public playing grounds. So much of the character of the English boy is developed in the sports that such statements as, "It isn't cricket," has grown up showing the social and moral opinions of the 'Public School Boy.'

On visiting the school of France one is impressed with the great

interest and enthusiasm that is manifested in the classes in physical education. The movement for better and more widely spread play activities has extended to many organizations outside of the school. All over France Sunday afternoons and holidays are devoted to sports.

The real need of encouraging physical training is one of the educational questions on which there seems to be a uniformity of opinion in all countries.

The Germans since 1900, have had a protest against strict military discipline in the movement originated by Carl Fisher. This movement is generally spoken of as The Youth Movement. The Youth of Germany has sought freedom in the out-of-doors, where they could develop a social unity. The early movement met with such opposition and efforts were made to prevent the 'wanderings.' Since the war the churches have organized many play societies for the purpose of helping the youth to have, to enjoy, and to develop freedom so as to be able to meet and solve the problems of social government.

Just as we have observed development in physical education and health activities, which aim to strengthen character, we can find a consistent growth in the instructions in civics and religion.

France has revised and added to their program of moral and civic training. Much dry and formal instruction is given and much teaching by precepts is done, but changes are being wrought. Experience has shown that it is only in an atmosphere of free activity that development takes place, and that children attain a higher physical, moral and intellectual level under the influence of a free environment than they do through formal instruction.

English schools give instruction in religion both in the public and private schools, and practically all of the German character training for which the school is responsible is given in classes of religious instruction.

It is not easy to make a comparison of the work of character training in the elementary schools with any degree of exactness.

The effectiveness of teaching is such an important factor that the results vary according to the equipment, the curricula, the methods, and the personality of the teacher. Because character and emotions are so closely united the qualities entering into the teaching of morals are both elusive and invaluable. Example and spiritual leadership are both successful forms of teaching in this area.

When we consider that two-thirds of the population of England and France never reach the minimum standard of elementary instruction of the respective countries we can see the fallacy of speaking of an educated democracy.

In all countries the school systems fail to meet the need of democracy. The happiness of the people depends upon a harmonious relationship existing between the economic and the social conditions of the land. In the solution of this problem no country has been wholly successful, although perhaps all are now working toward this goal.

BETTER TEACHING IN RURAL SCHOOLS

From Research Bulletin of the National Education Association, Volume IX, No. 4

THE PRESENT QUALITY OF TEACHING IN RURAL SCHOOLS

As long as the present inadequate training and salaries of most rural teachers continue, the quality of teaching offered can never rise to the greatest heights of efficiency. Nevertheless, while working for better qualified teachers, much remains to be done and can be done to improve the quality of the instruction now being offered.

Surveys of current teaching practices in rural schools yield rather discouraging findings. A summary of a few of these studies will indicate the general nature of the existing situation. A study of 1343 recitations in the rural schools of New York in 1922 showed that 39 percent involved drill, 46 percent involved rehearsals of the textbook, and only 3 percent involved motivated discussion centering around a problem which demanded a solution. To these textbook rehearsals and drill lessons, the pupils made little contribution of their own. In 96 percent of all the recitations, material was derived solely from the pages of the text. In only 10 percent of the recitations did the pupils contribute information from their own experience and in only 17.5 percent did the teacher attempt to relate the classwork to the experiences of the pupil. Only 14 percent of the assignments involved constructive work, problem-solving, and appreciation; only 7 percent were developed by the class itself; and only 5 percent gave attention to the differences in individual needs and experiences. A similar study of 1246 recitations in Texas rural schools and of 238 recitations in open country and village schools in South Dakota yielded similar conclusions.

In the Utah School Survey an attempt was made to indicate both strong and weak points in the teaching as observed. Some of the findings with respect to two subjects only are presented in Figure 1.

Crumbling the teacher's time—Budgeting the hours of school time among the various grades and subjects is an especially difficult and important phase of successful teaching in rural schools. The California Curriculum Study found that the preparation of a time schedule was "the greatest difficulty which teachers in rural schools were facing." The investigation found that some teachers were attempting to handle more than thirty-five classes in a single day; that the rural schools over-emphasized reading, spelling, and arithmetic and gave too little attention to the content subjects, that subjects were scheduled at inappropriate times (e.g. physical education immediately after lunch; penmanship immediately after play periods); and that subjects involving similar activities over a long period of time were often grouped together.

Similar conditions are reported by other investigations. The Texas Survey found that among 154 teachers in one-room schools, only 12 had as few as 20 classes per day, while 10 reported more than 40 classes per day. As a consequence, class periods were extremely brief. Six classes recited two minutes; twenty-six recited three

minutes; one-fourth of all the classes met for 10 minutes or less. The 3 R's were highly emphasized and frequently such subjects as civics, nature study, hygiene, and music were given no place in the program. Similarly, the New York Rural Survey reported a median of 29 recitations per day in the eight-grade rural schools and nearly half of these recitations were 10 minutes in length, or shorter. Earlier surveys in Virginia and South Dakota revealed a similar situation.

These small classes with only a few minutes allotted to each constitute one of the major difficulties of rural school teaching. As Horace Mann wrote in 1838, "they crumble the teacher's time into dust."

IMPROVING THE QUALITY OF INSTRUCTION IN RURAL SCHOOLS

As already pointed out, the problem of high-quality instruction in rural schools is first of all a problem of placing a trained and highly capable teacher in every rural schoolhouse. This can hardly be done under the salary schedules for rural teachers prevailing at present in most parts of the country. Nevertheless, much can be done to facilitate the work of the rural school teacher and to make it more effective. Some of the methods for improving instructions which have been used successfully follow:

1. *Suggestions from the state course of study*—Some of the new state courses of study have been prepared with the needs of rural schools in mind and especially helpful material for rural school teachers has been included. A well-made state course of study will help the rural teacher. It should be suggestive but not highly restrictive in nature. It should encourage individual initiative and local studies of curriculum problems.

2. *Planning the daily program*—Much helpful research has been conducted on time-allotment practices in rural schools. One of the outstanding problems faced by the teacher in a small rural school is the budgeting of time for recitation purposes. A technic for constructing programs according to the needs of particular schools has recently been suggested.

3. *Effective use of time*—In order to utilize the school day most effectively these suggestions may be followed, as far as conditions will permit:

- a. Subjects which are closely related in content may be taught as a single unit. Over half of the model programs suggested the correlations of history with civics and writing with drawing.

- b. Subjects or grades or both may be alternated from year to year.

- c. Grades may be grouped into divisions, each division being taught as a single unit, although each child is definitely assigned to a given grade within the division. The most commonly recommended combinations are: grades 5 and 6 in spelling, reading, and arithmetic; grades 3 and 4 in reading; and grades 7 and 8 in reading, language, spelling, and arithmetic.

d. Care may be exercised to see that subjects are not scheduled at inappropriate hours of the day.

e. The teacher's special interest in a particular grade or subject should not be allowed to distort the schedule of classes.

f. Content and appreciation subjects should be given a place in the program commensurate with their importance. Over-emphasis on the drill subjects should be avoided.

g. A wider use of directed study, individual reading, and self-instruction may relieve the over-crowded program and at the same time provide for individual needs.

FIGURE 1¹—SUMMARY OF READING AND ARITHMETIC TEACHING OBSERVED IN THE UTAH SCHOOL SYSTEM

SUBJECT	STRONG POINTS	WEAK POINTS
1	2	3
Reading	<ol style="list-style-type: none"> 1. Use of supplementary reading material as well regular textbooks. 2. Skillful checks used by teachers to determine pupil's comprehension of material read silently. 3. Use of home-made and commercial seat-work material to re-enforce class instruction. 	<ol style="list-style-type: none"> 1. Pupils sometimes read word by word while the teacher printed or wrote. 2. Pupils sometimes pronounced words and phrases in concert. 3. Some teachers were mechanically using formal procedures and failing to secure the understanding and interest of their pupils.
Arithmetic	<ol style="list-style-type: none"> 1. Objective teaching through imitative games, such as "playing store". 2. Practical use made of learned material,—as in telling time by the clock. 3. Use of practice tests. 	<ol style="list-style-type: none"> 1. Waste of class time in having pupils check their answers to problems during the class period. 2. Loss of time in unnecessary explanations of problems.

¹Adapted from U. S. Dept. of Interior, Bureau of Education. *Survey of Education in Utah*. Bulletin, 1926, No. 18. Washington, D. C.: Government Printing Office, 1926. p. 113-25.

THE TREND

To what degree education should be a national function rather than a function of each state remains problematical. Opinion differs. Now every state may determine for itself its requirements educationally. As a result levels of educational efficiency among states vary.

Authorities on State School Administration generally agree that the State Superintendent of Public Instruction should be appointed by the State Board of Education. Reform in this direction moves slowly. The Office of Education reports in 1930 election of State superintendent by popular vote in 33 states, in 7 states the governor appoints, while in only 8 states is such appointment in the hands of the State Board.

Thirty-nine states provide for a county school superintendent. The New England States, the States of Delaware, Nevada and New York do not have this official.

The Office of Education reports an increase in the number of consolidated schools. From 1920 to 1930 the number of such schools increased from 11,890 to 17,004, and the number of 1-room schools decreased from 187,948 to 153,306.

The tendency among city school boards is to reduce standing committees. Such a tendency conforms to the best practice in city school administration.

Dr. Ina Craig Sartorius, research worker at Teachers College, Columbia University, states that spelling rules serve to confuse pupils and help form poor spellers.

In an address at the Smith Vocational Training High School at Yellow Creek, Pa., Dr. Ray Lyman Wilbur, secretary of the interior, urging the analysis of the abilities of the students stated:

"There is a great waste in the transition from school to work. This is particularly true at the present time because of the emphasis in the secondary school system and even in the elementary school system of the preparation of students who are going in for college work. It has been a great thing for our country that the number of students going in for college work is a very large one, but the majority will stop with the secondary school. If we are to avoid maladjustment in occupational life, we must have more schools of vocational training and more courses testing the vocational capacities of students in all our schools. We must not let the fetish of cultural education interfere with an up-to-date and effective training of our children.

Those who have economic ease can afford to prolong their training regardless of vocation or profession, and those of superior ability should be encouraged to do so. But those who are self-dependent must make every day count. The man or woman who wants what we call culture can obtain it better if he has economic independence through the use of the capacities that he has trained and developed.

"Should individuals develop capacities in this institution that should lead them on into the more intricate professions, or to other work every opportunity should be given them. We stress too much specific amounts of courses in the preparation for the advanced training of our students. We have developed a lock-step system which can well be broken at any time by any university for the individual of fine brain and good will. We need to crack up our traditional educational system, to revivify its opportunities, to try well grounded experiments in every domain and look forward and not backward.

"It is of little value to give an industrious and earnest youth an education that is out of date at the time he gets his diploma. This is a widespread habit in the United States."

Under the caption, "Is writing becoming a lost art?", the Connecticut Schools Bulletin, May 1931, submits the following:

A survey of the handwriting in a small Connecticut town has just been completed.

Tests were given all pupils in Grades III to VIII, inclusive. Pupils were judged on the basis of legibility and speed. The standards in Houston's *Handwriting Instruction* were used. His *Guide for Rating and Correcting Handwriting* was used to judge legibility. Papers were scored objectively and honestly.

WHAT DO THE RESULTS SHOW?

Some 517 papers were corrected. Of these

12% were up to or above the standards in Mr. Houston's manual.

22% were less than 10 points (on scale) below.

39% were more than 10 points and less than 20 points below.

27% were over 20 points below.

CONCLUSIONS

Handwriting in this town is far below any reasonable standards.

PROGRAM FOR IMPROVEMENT

Test papers were mounted on cardboard for exhibition.

Teachers examined the exhibits and compared.

Each room made a chart showing the faults of individuals and of the class:

Every pupil has an individual aim.

Teachers adapt handwriting instruction to the individual needs of pupils.

All written work is considered handwriting.

Every pupil can answer the question "What do you have in mind to improve your writing?"

Teachers are insisting on good writing—*daily*.

Tests will be given every two months and changes noted.

Discussing the topic, "Objective Examinations and Habits of Honesty," in *School and Society*, of September 5, Prof. James R. Patrick, of Ohio University, makes the following pertinent comment:

"It is the writer's observation, after teaching introductory classes in general psychology for a period of time in three different universities, that a careful inspection of the eye-movements and postural changes of students when given their first quiz in the course will reveal that some students have habitual tendencies of looking on their neighbor's examination paper. They are probably motivated to do this only when they confront a question for which they have no information ready at hand with which to answer it. It is the writer's opinion that these students, who have a tendency to cheat, have probably formed this habit earlier in their life experience in the school room situation. That is, that sometime in their school experience they met their first task to solve, under examination conditions, for which they had no adequate repertoire of responses ready as answers. Now under these conditions the pupil probably showed a bit of frustrated behavior, restlessness, moving and squirming in his seat; these postural changes, too, were accompanied by eye-excursions, yet with probably no intention of cheating. But suddenly his eyes fell upon the intent performance of his fellow student next to him. He was attracted to this. He read. What he read gave him a clew to the answer of his question and thus began the habit of depending not upon himself for information, when thinking was required, but upon the geographic position of a friend whom he knew always to be prepared and who always made a good mark on examinations. This habit, of course, was made easier for the potential cheater by the old essay examination which furnished the same questions in the same order for all students. Now these same students, when they get to college, are the ones who can not control their eye-movements—and thus signs of exploring other people's papers are manifested. Somewhere, then, between the early grades (at the very early grade level the little fellow is rather individualistic in attitude and wants to do his task) and later secondary school period, when the awareness comes of what grades mean, does he learn to borrow from his fellow student. Herein lies the problem then of controlling the examination situation so that the pupil may not establish habits toward which society registers disapproval. This leads us to a point or two about the type of examination used as a means of building desirable character habits. Since it has already been hinted that the old type of essay examination may facilitate habits of dishonesty, it is now

claimed that alternate forms of the new type objective examination may remove that condition."

The March, 1931, Kadelian Review reports concerning "Individual Teaching,"—"At the Ebinger School, Chicago, it seems that individual teaching has passed beyond the experimental stage and may now be safely adjudged a success. According to the plan no two pupils appear to be doing the same thing. While some recite, others work on arithmetic, problems of science, study maps or practice spelling and still others apparently do nothing at all. Discipline is almost ignored. The teacher is employed, not as a dispenser of information, but as a counselor. Those who need help consult her."

ABOUT THE CAMPUS

Coach John F. Lance vouches for the accuracy of the following basket ball prospects:

1931-32 Schedule

- Dec. 12—S. E. Oklahoma Teachers at Pittsburg.
- Dec. 15—Ottawa University at Pittsburg.
- Dec. 19—Arkansas University at Pittsburg.
- Jan. 1—Parsons Junior College at Parsons.
- Jan. 2—N. E. Oklahoma Teachers at Pittsburg.
- Jan. 5—Springfield, Missouri Teachers at Springfield.
- Jan. 7—Maryville, Missouri Teachers at Pittsburg.
- Jan. 11—C. of E. at Emporia.
- Jan. 12—Emporia Teachers at Emporia.
- Jan. 16—Hays College at Pittsburg.
- Jan. 18—Arkansas University at Fayetteville.
- Jan. 26—Springfield Teachers at Pittsburg.
- Jan. 23—Washburn at Pittsburg.
- Jan. 30—Wichita University at Wichita.
- Feb. 1—Southwestern at Winfield.
- Feb. 9—Maryville, Missouri Teachers at Maryville.
- Feb. 6—Emporia Teachers at Pittsburg.
- Feb. 13—Southwestern at Pittsburg.
- Feb. 15—Witchita at Pittsburg.
- Feb. 20—C. of E. at Pittsburg.
- Feb. 25—Washburn at Topeka.
- Feb. Feb. 27—Hays College at Hays.

Letter Men

1. Ratslaff—Forward—Senior—Buhler, Kansas.
2. Schmidt—Center—Junior—Winfield, Kansas.
3. Wachter—Guard—Senior—Frontenac, Kansas.
4. Vanek—Guard—Senior—Ellsworth, Kansas.
5. Hackworth—Forward—Junior—Ulysses, Kansas.
6. Gardner—Forward—Senior—Louisburg, Kansas.

In addition to this group of lettermen we have what appears to be the greatest number of promising freshmen that we have had in recent years.

PAST RECORD

We have won or tied for our conference championship six times during the past seven years.

We have gone through the last two seasons undefeated, having won forty-one consecutive games.

Practice will start about the first of November for all candidates for the varsity who are not on the football squad.

A number of new faces are seen this year among our faculty owing to the fact that several of the regular force are on leave of absence for study and some few changes because of resignation.

The Department of Psychology has added Dr. J. A. Glaze who has the following background of training and experience: B. S. Kansas State Agricultural College, 1923, M. S., *ibid*, 1924; Ph. D., University of Michigan, 1928, Dr. Glaze has taught in the Kansas public schools, Colorado College, University of Michigan, the State Teachers College, Mount Pleasant, Michigan and before coming to our college was for three years head of the Department at the Texas Christian University.

In the Department of Physical Education, C. H. Morgan, will act as an instructor and assistant coach. Mr. Morgan has been a student at the State Teachers College at Emporia, took his B. S. degree at this school and has studied at the University of Michigan and Northwestern University. He has been a coach at the Hiawatha, Kansas, High School and for several years the chief coach at the local Pittsburg High School.

The Department of Home Economics has added Miss Rose Colonge and Miss Frances Gillum. Miss Colonge comes with an M. S., and B. S. degrees from the Colorado Agricultural College. She has taught a number of years in high school and was for four years local supervisor of Vocational Home Economics at the University of Nevada.

Miss Gillum has her M. S. from the Department of Home Economics, University of Texas. She was assistant professor of Home Economics, University of Texas, two years, a student dietitian in the University Hospital, Ann Arbor, Michigan, research fellow in foods and nutrition, Iowa State College, one year and research assistant in Household Science, University of California, one year.

Dr. R. Tyson Wyckoff joins the Department of English. Dr. Wyckoff has a B. S. degree from Valparaiso University, his M. A. and Ph. D. from the University of Indiana, and studied at Ducal Karl Universitat, Germany. Dr. Wyckoff taught in the high schools of Indiana and Illinois, at Valparaiso University, University of Indiana, Western State College for Teachers, Central State College for Teachers.

Miss Pauline Potter is assisting in English. She has her B. S. and M. S. from Pittsburg.

Miss Ulista Hawkins, M. A., Department of Education, M. A., George Peabody College, a graduate student at the University of Wisconsin and the University of Minnesota, joins the Department of Education. She has taught in the public schools of Kansas and Missouri, Western State College for Teachers, Bowling Green, and in the Northwest Missouri State Teachers College.

Miss Violet Lewis, who has her M. S. from Pittsburg, is teaching in the Horace Mann Training School under the direction of the Department of Education.

The Library had added the services of Miss Esther A. Park. Miss Park has her B. S. degree from Southwest Missouri State Teachers College, B. S. in L. S., University of Illinois Library School. She was an assistant in Southwest Missouri State Teachers College Library, the Spring and Summer of 1930.

Miss Josephine Vance will instruct in the Department of English. Miss Vance has her A. B. and M. A. from Oberlin College. Her teaching experience was gained at Dundee, Ill.

The following faculty members are away on leave of absence:

Prof. Ralph Wells of the Biology Department is attending Washington University at St. Louis, and will receive the Ph. D. degree from that institution next June.

Prof. W. S. Lyerla head of the Department of Commerce is attending the University of Iowa, Iowa City. Prof. J. U. Massey is acting head of the department during Prof. Lyerla's absence.

Miss Edna Hays of the Department of Education is attending Teachers College, Columbia University.

Prof. Ernest Bennett of the English Department is attending the University of Iowa, Iowa City.

Miss Jane Carroll, Principal of Horace Mann Training School, is attending George Washington University, Washington, D. C. Miss Callie King is acting principal during the absence of Miss Carroll.

Prof. J. R. Pelsma, Speech Department, is attending Oxford University, England. Prof. Pelsma and Mrs. Pelsma spent September sight-seeing in Europe. Prof. Phonce Mitchell and others are conducting Prof. Pelsma's classes.

Prof. Harry H. Hall of the Biology Department is attending the University of Iowa, Iowa City.

Miss Bertha Spencer of the Art Department is attending Columbia University, New York City. Miss Eula Flagler is conducting Miss Spencer's classes.

THE GRADUATE SCHOOL
Kansas State Teachers College
Pittsburg, Kansas.

Present enrollment 86

Total number enrolled to date361

The Graduate Division offers one year of standard graduate study leading to the Master of Science degree in the following departments:

Biology

Chemistry

Education

English

History

Home Economics

Industrial Education

Mathematics

Psychology

The phenomenal growth of the Graduate School is conclusive evidence of the real demand which is being supplied, also this growth is evidence of the splendid quality, and the high standard of the work given. Since its organization in the spring of 1929, thirty have completed the work, and have had conferred upon them the Master of Science degree.

For graduate bulletin, and further information communicate with

W. A. BRANDENBURG, President.