

Pittsburg State University

## Pittsburg State University Digital Commons

---

The Techne, 1917-1937

University Archives

---

10-1-1932

### The Techne, Vol. 16, No. 1: State Manual Training Normal

State Manual Training Normal School

Follow this and additional works at: <https://digitalcommons.pittstate.edu/techne>

---

#### Recommended Citation

State Manual Training Normal School, "The Techne, Vol. 16, No. 1: State Manual Training Normal" (1932). *The Techne, 1917-1937*. 96.

<https://digitalcommons.pittstate.edu/techne/96>

This Book is brought to you for free and open access by the University Archives at Pittsburg State University Digital Commons. It has been accepted for inclusion in The Techne, 1917-1937 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact [digitalcommons@pittstate.edu](mailto:digitalcommons@pittstate.edu).

# THE TECHNE

LIFE WITHOUT LABOR IS A CRIME. LABOR WITHOUT ART  
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

---

VOL. XVI

SEPTEMBER—OCTOBER, 1932

NO. 1

---

Every child, regardless of race, creed, social position, residence, or physical condition, should have the opportunity for the fullest development of his individual powers through education.

Character is the major outcome of education. All activities of the school should contribute to the habits and attitudes which manifest themselves through integrity in private life, law observance, and intelligent participation in civic affairs.

The school program for physical and mental health should supplement the efforts of the home to establish habits of clean and wholesome living.

Children should be taught how to think more than what to think. Education should prepare the rising generation to meet the social and economic problems of an ever changing world.

No child should engage in premature or excessive employment that deprives him of the benefits of comradeship, of play, and of education.—Adopted by the Representative Assembly of the National Association at Atlantic City, N. J., July 1, 1932.

---

PUBLISHED BY  
KANSAS STATE TEACHERS COLLEGE  
PITTSBURG, KANSAS

# THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

---

---

Vol. XVI

SEPTEMBER-OCTOBER

No. 1

---

---

## BOARD OF MANAGEMENT

Edgar Mendenhall, Chairman

Margaret Haughawout

J. O. Straley

---

---

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 the alumni, school officials, libraries, and, on request, to any person interested in the progress of education.

Entered as second-class matter December 13, 1917, at post office of Pittsburg, Kansas, under the act of August 24, 1912. Published five times a year—in October, December, February, April and June.

---

---

## TABLE OF CONTENTS

	Page
Truth is Stranger.....	5
Ernest Bennett	
What Do We Eat?.....	9
O. W. Chapman	
In the Name of History.....	13
Ernest Mahan	
The Status of Physical Education for Girls in the State of Kansas.....	16
Irma Gene Nevins	
Freshman Week.....	22
George Small	
Students and the Depression at K. S. T. C.....	24
George Small	
Higher Education's 1932-33 Budget.....	26
About the Campus.....	27

## TRUTH IS STRANGER . . .

ERNEST BENNETT, Department of English

An extraordinary incident or an abnormality in Nature is likely to elicit the traditional comment that "truth is stranger than fiction." Besides emphasizing the novelty of the fact which occasions it, the remark sometimes implies a question as to why the makers of fiction do not show at least as much imaginative ingenuity as life itself exhibits. To explain why they dare not be so resourceful, even if they could, is the purpose of this paper.

There are four reasons, it seems, why a work of fiction cannot be a book of wonders.

The first of these is that, filled with the marvelous, fiction would find it hard to "come home" to the reader. As Stevenson has pointed out in his essay on romance, most people go to fiction for the express purpose of getting out of themselves, for breathing a new air and having new experiences. The reader likes to identify himself with the hero and to do and suffer the same things he does and suffers. Now if the hero is infinitely superior to the reader or so fundamentally different from him that the reader cannot understand him, or if he has experiences that are so far removed from the normal that the reader feels the absurdity of imagining himself as having them, the reader cannot identify himself with the hero. What this freakish character is doing in this unheard-of situation is, he decides, nothing to him, and he lays the book aside.

Motion picture producers are usually as aware of this psychological limitation in those who look to them for entertainment as are the novelists. They know that what the movie devotee wants is not to be astonished but to be sympathetically interested. Consequently, instead of writing costume dramas, they imitate newspaper men and crowd the screen with what purports to be contemporary life.

The second reason why fiction must avoid the exceptional is that the exceptional tends to defeat the illusion which the writer wishes to produce. This illusion the skilled writer may hope for even when the principal character is such that the reader can hardly be expected to identify himself with him. If the extraordinary, the phenomenal, obtrudes itself, the reader feels a shock, he questions, and the magic spell is broken.

The modern reader is peculiarly liable to this reaction. Influenced by scientific thought, harboring latent scepticisms that are easily put on the alert, and knowing that the common place is full of significance, he refuses to take seriously the writer of fiction who comes purveying wonders. If he reads *The Murders in the Rue Morgue* or watches a murder mystery unfolded on the screen, he is entertained, not because he yields belief, but because he enjoys anticipating the solution of a fascinating puzzle. Though he may laugh merrily at a film showing the plight of a young society man who, in order to keep up his masquerade as an avia-

tor, has to make a solo flight untaught, he nevertheless picks up his hat when the comic hero flies unscathed through a railway tunnel.

The most prosaic of readers likes to dream now and then, to lose himself for an hour in a pretty romance. But who has not known the experience of being awakened from a pretty dream by the extravagant absurdity of one of its incidents? And the modern dreamer sleeps lightly. The charm of the great epics, once so potent, can hardly lull him into forgetfulness of reality and the laws of probability. Unless he is weary from the pressure of the daily round, he is likely to arouse himself and turn to contemplating some aspect of the commonplace under a microscope provided by Carl Sandburg or Robert Frost.

Corresponding to this modern habit of mind has been the rise of the novel, the most important genre of contemporary fiction. In the nature of the novel lies the third reason we would offer why the exceptional cannot be the stuff of fiction.

One of the most obvious facts about the novel is that it is written in ordinary prose, a prose often quite plain and unassuming. No prose, as H. B. Charlton writes, has acquired, "both by its own nature and by immemorial custom . . . unbreakable associations with the ordinary, the actual, and the commonplace."<sup>1</sup> This fits it, then, to be the medium in which the modern age not only makes its records but also writes the greater part of its imaginative literature. The consequence is that "the excellence of the novel is to tell a tale of the ordinary and the matter-of-fact."<sup>2</sup> The novel reflects the intellectual character of the age. It likewise enforces its own limitations on the ambitious writer. He who would go outside the boundaries of common human experience for the stuff of a novel is making his book carry a load it is but ill able to carry. The greatest novels, therefore, are not those which exhibit the greatest freedom of imagination but those which present the most penetrating interpretation of actuality.

What then of the romance, which though showing much imaginative freedom, resembles the novel in form and in internal structure and frequently is hardly to be distinguished from it? Is it to be condemned as an anomaly despite the beauty it attains and the untold pleasure it has yielded?

The answer to this question is, I believe, closely tied up with the fourth reason I would give why the fiction of our day must, in general, eschew the exceptional. This reason, the most important of all, really underlies the other three. Aristotle stated it nearly 2,500 years ago when discussing tragedy and the epic, genres that did for the Greeks what the novel does for us.

"Poetry is something more philosophical and of graver import than history, since its statements are of the nature rather of universals, whereas those of history are singulars [particulars]. By a universals, statement I mean one as to what such or such a kind of man will probably

<sup>1</sup>The Art of Literary Study, London, 1924, p. 118.

<sup>2</sup>Ibid, p. 119.

or necessarily say or do. . . . The poet's function is to describe not the thing that has happened [i. e., a mere fact], but a kind of thing that might happen, i. e., what is possible as being probable or necessary."<sup>3</sup>

There we have in a nutshell the philosophy of any serious fiction that would be a work of art. The strange and the abnormal are not its subject matter because they lack significance, because they cannot be made to exemplify and embody a universal and illuminating truth. As facts they belong among the records of science, among the descriptions of the startling variety of Nature's forms and modes, but because they are only facts, they are not susceptible of being used to criticize and interpret the life that man leads. A white crow is an interesting curiosity, but what light does it throw on the community of crows? A young woman who slays her two friends and butchers their bodies so that she can ship them in a trunk is a subject of study to the psychiatrist, but what light does her case throw on a normal woman, whom, we are told, no man ever understands?

If a man's acts are incomprehensible to an intelligent person, or if they point to an inner life that is extremely repellent to a reader of normal instincts and tastes, the man and his acts are not fit subjects for fiction; they belong to the realm of the abnormal rather than to that of the universal. Aristotle condemned a good many volumes of modern fiction without having read them.

But to come back to the romance, a prose fiction which, in its more pleasing manifestations, refreshes the reader by helping him forget the workaday world, that takes him into a land where the birds sing more sweetly and the girls are prettier than those he hears and sees about him. Because it makes use, in some degree, of the extraordinary, the unusual, is it an inferior kind of fiction?

That depends. If, for the purpose of giving thrills, it deals in violent crimes, insanities, "creepy" horrors, and impossible heroisms, it is decidedly inferior, often not art at all. The Gothic romances of the early Romantic period were of this sort; who reads them now? On the other hand, if the romance, instead of being an exaggeration of the actual, is an idealization of it, and if the idealization is the work of a poetic imagination, I should hesitate to say that the romance is inferior to the novel. I would rather say that it is simply different and that it lies in the borderland between prose and poetry, with the closer kinship to poetry. Beauty, of course, needs no defense. But romances of this kind are, I believe, few in number.

It is necessary to close with a qualification. It has been assumed here, it may seem, that the exotic scene and the extraordinary adventure are unfailing marks of the romance as contrasted with the novel. But such is not the case. There are also novels which deal with scenes remote in time or space and with stirring adventures. The fundamental difference lies deeper than subject matter; it is to be found in the way the

<sup>3</sup>Poetics, Chap. IX.

writer handles his subject matter. If the novelist looks upon the stuff of romance, not primarily for its novelty nor for its beauty but for the meaning that may be in it, he has written a novel instead of a romance. He has lifted his story, despite its novelty of subject, into the realm of the universal. This is what Conrad does in *Lord Jim* and in *Nostromo*; it is what Kingsley does, probably less successfully, in *Hypatia*. By copious and circumstantial details, the novelist builds up in his reader a conviction of the truthfulness of his strange tale until it gives some bit of new meaning to the life that the reader knows at first hand. The merely talented novelist cannot do this; he would better confine his themes to the daily round of existence, leaving to the masters the achievement of making the extraordinary interpret the ordinary.

## WHAT DO WE EAT?

O. W. CHAPMAN, Department of Chemical and Physical Sciences

"Fat Vanishes One Pound a Day!" "Cancer Cure! Found at Last!" "Tuberculosis or Consumption Positively Cured." "Write to this Woman if you Want to Stop a Man from Drink." "Diabetes Surely and Rapidly Cured." "Positive Cure for Diphtheria." "Cures Headaches."<sup>1</sup> So read a few optimistic advertisements of firms promising to cure the incurable, or perhaps dispensing a substance which should be used only with caution, or possibly in their "cures" introducing a habit forming drug, or it may be some harmless and worthless preparation of low cost, but high in price to the consumer.

Advertising claims of billboards, newspapers, and the radio are, however, oftentimes much more enthusiastic than those of the label, due to the efforts of government officials in enforcing the Food and Drugs Act. Over zealous claims on the label lead to investigation, seizure, and prosecution. Fraudulent claims made regarding the curative values of a remedy are regarded as a definite public health menace, not only because such a product may actually harm the user, but also because it may cause delay in resorting to rational methods of treating the disease.<sup>2</sup>

That fraudulent claims are commonly made is evidenced from the fact that in one year 570 seizures were made of falsely labeled preparations claiming to be effective remedies against influenza. Other prominent fraudulent medical products include so called cures for rheumatism, malaria, and diabetes. Mis-branded dentrifices, implying cure for pyorrhea and trench mouth<sup>3</sup> find their way to the public, as do also antiseptics of little or no value,<sup>4</sup> although such products are highly recommended by the makers.

Advertising claims such as those listed above are no doubt familiar to nearly every one, but probably it is not so well known that the manufacturers of proprietary medicines are not alone in becoming over-enthusiastic in their statements of the worth of their particular products, but that a similar condition is frequently found in promoting the sale of food products. Close government supervision is required so that the consumer may rely upon the statements of food containers, be assured of the purity and wholesomeness of the contents and protected from such frauds as short weight and adulteration.

The most common offense of concerns selling foods is of an economic nature. Common foods may be adulterated or through clever advertising apparently raised to an importance enabling the producer to reap excessive profits. An example is the exploitation of cottage cheese. To this product small amounts of salt and a glycerin compound

<sup>1</sup>Nostrums and Quackery.

<sup>2</sup>Report of the Chief of the Food and Drug Administration, June 30, 1931.

<sup>3</sup>Notices of Judgment, 15551.

<sup>4</sup>Notices of Judgment, 16006.



have been added and it has been sold as a "life food and nerve tonic" at \$4.54 a pound!<sup>5</sup>

Not many people have sufficient vision or advertising ability to exact such a profit from common foods, but limit their efforts to the more prosaic methods of defrauding, such as adulteration by substituting, wholly or in part, some cheaper substance for the material advertised. Of course this method is limited largely to expensive products, or to those that may be readily adulterated with some comparatively inexpensive substance, such as water.

Olive oil of high quality must be imported, and is rather expensive. To olive oil then turns the unscrupulous one. Why not bottle cotton seed oil, or sesame, peanut, or other less expensive oils, dress it up with a fancy Italian label and sell at olive oil rates? Or to make the fraud more difficult to detect, why not blend several lower grade oils? That this practice is common is shown by the large number of seizures of misbranded olive and salad oils. Fortunately the falsification does not escape the alert chemist. Nevertheless, the consumer should read carefully the label—especially the part in smaller print!

Sometimes the importers are not satisfied with the profits they reap by adulteration, but must also resort to short weight. This proved the downfall of one<sup>6</sup> enterprising concern, for the short measure was readily detected. The brand: "Prodotti Italiani Olio Di Oliva Pure Olive Oil Sopraffino Italia Brand Trade Mark Lucca Toscana Italia. Net Contents 1 Gall.," appeared quite convincing, but it was found not only to be short measure, but to consist of 50 per cent cotton seed oil and 50 per cent some other oil not olive!

Apparently the "busy bee" is unable to supply the demand for honey so certain members of the human race endeavor to help increase the supply by adding sugar sirup. But this endeavor is frowned upon, and government prosecution may result.<sup>7</sup>

The demand for maple sugar and maple sirup also often exceeds the production, which leads to the substitution, wholly or in part, of less expensive sweets. Sometimes the substitution is declared on the label, but in other cases, as one in which the label read:<sup>8</sup> "We guarantee this package contains pure maple product not adulterated or misbranded within the meaning of the Food and Drugs Act, June 30, 1906," was found to be a mixture composed in a large part of sugar other than maple sugar.

Butter frequently is found to be low in fat content and high in water. This may often result from careless working of the product, or improper control of working temperature, or may be due to the over zealousness of the butter maker to obtain a high "over run." Many shipments of

<sup>5</sup>Nostrums and Quackery.

<sup>6</sup>Notices of Judgment, 10747.

<sup>7</sup>Notices of Judgment, 17250.

<sup>8</sup>Notices of Judgment, 14871.

butter are returned to the maker to be re-worked so that the product will conform with the requirements of the law.

Other frequent violations of the law which are employed to reduce the true value of the article as sold include: Debasing so-called pure fruit jams and jellies with undeclared pectin and sugar sirups;<sup>9</sup> substitution of distilled for cider vinegar;<sup>10</sup> substitution of other fats for butter fat;<sup>11</sup> low grade vegetables;<sup>12</sup> frost damaged fruit;<sup>13</sup> adulteration of cocoa with cocoa shell;<sup>14</sup> and substitution of artificial vanilla or artificial lemon for the true extracts.<sup>15</sup>

More serious may be adulterations which involve public health. Such adulterations usually arise from the development of bacteria in foods carelessly processed, with the subsequent development of toxins. Extremely deadly is the botulinus toxin, but fortunately, outbreaks of such poisoning are rare. In 1931 only one case was reported, and it was traced to home canned spinach.

Food poisoning may result from the presence of toxin producing coccus organisms, from carelessly selected mushrooms for home canning, possibly from canned meats,<sup>16</sup> undercooked meats, or by contamination by the person in the kitchen preparing the food.

An unusual case of food poisoning was reported in 1931, in which the cause was traced to the use of sugar of lead in making pie meringue in a bakery.<sup>17</sup> No doubt this was due to an incomplete reading of the label and so mistaking the lead compound for sugar.

Revolting to the aesthetic taste are products which may be considered as adulterated because of the presence of filthy or decomposed material.

Examples of this form of adulteration are frequent, as shown by the large number of seizures. Many shipments of dried figs from Turkey and Greece were rejected during the past year because of the inclusion of wormy, filthy, or otherwise decomposed figs.<sup>18</sup> Often cull poultry<sup>19</sup> of poor appearance and edibility, sometimes diseased or decomposed, is included in shipments of poultry of good grade. Similar shipments of dressed rabbits are sometimes found<sup>20</sup> that are of objectionable quality. Vegetable products also must be inspected, as many times canned corn,<sup>21</sup> tomatoes, and other common vegetables

<sup>9</sup>Notices of Judgment, 16672.

<sup>10</sup>Notices of Judgment, 10706.

<sup>11</sup>Notices of Judgment, 16113.

<sup>12</sup>Notices of Judgment, 10701.

<sup>13</sup>Notices of Judgment, 16669.

<sup>14</sup>Notices of Judgment, 16002.

<sup>15</sup>Notices of Judgment, 17355.

<sup>16</sup>Annual Report, p. 11.

<sup>17</sup>Annual Report, p. 11.

<sup>18</sup>Notices of Judgment, 18004.

<sup>19</sup>Notices of Judgment, 18018.

<sup>20</sup>Annual Report, p. 13.

<sup>21</sup>Notices of Judgment, 10708.

are objectionable because of the inclusion of foreign matter, too much water,<sup>22</sup> or due to improper processing have undergone spoilage.

Canned fish seizures make a long list in government reports, with salmon<sup>23</sup> and tuna fish<sup>24</sup> often listed as objectionable because of partial decomposition. Parasities in fresh fish,<sup>25</sup> while they may not be dangerous, are so disgusting in appearance that they constitute an offense against decency.

Another form of adulteration consists of the addition of artificial coloring matter,<sup>26</sup> without declaration, usually to hide an inferior product. Preservatives which are not permissible may also be added, and not declared on the label. A peculiar example of such misbranding<sup>27</sup> was found in a sample of caviar. The label read, in part: "Preserved with 0.4% benzoic acid." The caviar was found to contain a coal tar dye and salicylic acid, but no benzoic acid!

The examples of fraudulent practices that have been mentioned, and the references listed, are but a few of the long list of the "Notices of Judgment" under the Food and Drugs Act, and show that the officials are on the alert to prevent the entrance of unwholesome food into the kitchens of America, and so that the public may rely upon the statements on the labels as to the purity and quality of the contents of the container, and so know "what do we eat."

<sup>22</sup>Notices of Judgment, 17345.

<sup>23</sup>Notices of Judgment, 17363.

<sup>24</sup>Notices of Judgment, 18003.

<sup>25</sup>Annual Report, p. 13.

<sup>26</sup>Notices of Judgment, 16661.

<sup>27</sup>Notices of Judgment, 16636.

## IN THE NAME OF HISTORY

ERNEST MAHAN, Professor of History and Social Sciences

### A TRANSITIONAL PERIOD

Probably all periods in the history of education, to a degree at least, have been times of unrest and change. Perhaps most of us are too prone to look upon our contemporary world and speak of it as witnessing unprecedented movements of one kind or another. However that may be, every thinking educator must recognize the fact that these are days in which every feature of the educational process is questioned and criticized.

Some member of our teaching profession gives us a lecture in condemnation of the lecture method. We go back to the classroom and use it, some of us to abuse it, not all of us realizing that the world has known only three distinct and different methods of pedagogy; that each of them has a legitimate place, and that all of them will probably be used a thousand years hence as they were in the days of Socrates. Some of us are criticized because we are said to have no philosophy of education. Others of us are censured because it is believed that we have a mistaken philosophy of education.

A great deal of attention is given to the problem of curriculum construction. Some curricula must be designed to train the individual for a specific work in the world, while others should be calculated to open up a world of wider opportunities and possibilities. Courses of study must be planned so that proper emphasis will be given to each field, and the subject matter must be judiciously selected. All this criticism is as it should be. It is a sign of a sound and healthy condition, and a guarantee of growth and progress in the program of education.

### THE NEW HISTORY

In the campaign for revision of educational systems and practices the historian has been given his share of criticism and admonition. He has been charged with placing undue emphasis upon insignificant names and dates. In so much as history, in its universal aspects, is infinitely broad and inclusive, it follows logically that the material to be presented in any course must be the result of a process of selection and elimination. It has been alleged, and no doubt with much justification, that the historian, in selecting and presenting his material, has lost sight of the social problems of his own time. The complaint is often made that he revels too much in the dry-as-dust facts and episodes of by-gone ages, because of a purely antiquarian interest, with little thought of their relationship to current conditions.

Time was when historians, if measured by modern standards, were unworthy of the name. Scientific history is only about a hundred years old. Indeed the first creditable history produced in the United States may be said to date approximately from the foundation of the American Historical Association less than fifty years ago.<sup>1</sup> For many years only that part of the past having to do with political and military affairs was

considered worth the reconstruction. No doubt we have too many popular biographies today. Historical literature is still cluttered with gossip about the social circles of courts and kings. But recent years have seen the advent of the "New History." The complexion of history is changing with an ever-deepening socio-economic coloring. Today is a day of democracy. The common man wants to know about his kind in past ages. The common man wants to read the story of his rise. He wants to learn how his problems have been a becoming. Historians must court a wider reading public. We must put a book in the working man's dinner pail. History must be written and taught for Mr. Everyman.<sup>2</sup>

### FUNCTIONS OF HISTORY

In this day of world-wide economic depression an increased interest is taken in former depressions and recoveries. Newspaper editors and speakers turn to history in search of parallel cases and situations. Serious minded students come into history classes seeking causes and possible solutions for the problems of the hour.

What can history do to satisfy these demands made upon it? How far can the teacher of history go with generalizations about the past and present? Possessed with a multitude of facts all about him the historian can say that the Industrial and Agricultural Revolutions in Britain in the Eighteenth Century inaugurated movements which are not yet finished. He can point out how these movements have necessitated constant social readjustment in the past and explain why they will probably continue to do so in the future. He can say that the forces released by the French Revolution and Napoleon changed the face of Europe and that they have functioned powerfully in the western world from that day to the present. He can draw parallels between that mighty political upheaval and the more recent Russian Communist Revolution. The historian is undoubtedly possessed with enough facts to justify him in concluding that the great World War cast its debris upon the shores of all the world. He can reasonably urge that to the wreckage of war may be attributed many of the diseases that now eat at the vitals of civilization. He can just as reasonably insist, too, that out of the crucible of war have come burnished ideals destined to play a more forceful part than they could otherwise have done. The historian can observe the sobering effect which the economic depression has had upon society. He can note the change it has wrought upon "flaming youth" of a few years ago. He can predict the coming of a second Victorian Era. The effects of such great movements as these are so much in evidence that the historian is safe in generalizing about them.

### IMPORTANCE OF THE HISTORICAL FACT

Potential danger exists in the attempt to vitalize history by drawing parallels between past and present. Many conclusions are tremendously interesting and apparently sound and profitable. Too often, however, they are not based upon facts. The past is reconstructed by

the painstaking establishment of a series of historical facts. A historical fact is an alleged event. Every event has occurred at a definite time and in a specific place. It must have the two elements of time and place. It can only be established as a historical fact by the testimony of at least two concurrent eye witnesses. We cannot be certain, even then, that it is an absolute truth, but the event is accepted as a fact. In this way the past is reconstructed. All conclusions not based upon such facts are worthless. Such conclusions may sound well. Glittering generalities may seem to make history function in the work of the world but if they are not based upon historical facts they are worse than worthless. They are sins because they create false impressions.

The teacher of history, then, should know how the past is reconstructed. He should be able to exercise historical judgment in order to present the material of real significance. In answer to the challenge to vitalize history, however, he should beware of the danger of unjustifiable conclusions. He should worship at the shrine of the historical fact. Heavy responsibilities are vested in him. Ideas planted deeply in the minds of young nationals can cause a war in the future. A nation's consciousness is largely molded in the school room. When one contemplates the multitude of careless statements innocently made, the many wilful misrepresentations, and the unsound conclusions, one is prone to remark: *O History! What crimes are committed in Thy name!*

<sup>1</sup>Francis Parkman and Justin Winsor may be reckoned as pioneers in this country.

<sup>2</sup>See Carl Becker, "Everyman his own Historian" in the *American Historical Review* (January, 1932).

# THE STATUS OF PHYSICAL EDUCATION FOR GIRLS IN THE STATE OF KANSAS

By IRMA GENE NEVINS

Director Physical Education for Women State Teachers College, Pittsburg, Kansas

The idea of sending out a questionnaire in regard to high school physical education was conceived last spring, when Dr. Edmonson, at the National Physical Education Convention at Detroit, made the statement that very little authoritative material could be found relating to this subject. After analyzing the field and trying to determine what the major problems were, the questionnaire was written. The purpose was to ascertain the needs of physical education for girls in the State of Kansas.

This questionnaire was sent to seventy-four principals of the junior and senior high schools. The cities used were those of the first and second class rank. In very few cities of the third class size does one find any organized physical education activity. Kansas does not have a state law in regard to physical education, nor a state supervisor. Inter-school competition was purposely left out of the questionnaire. With the resolutions as passed by the North Central Association, in its meeting last spring, inter-school competition was not considered essential.

## THE QUESTIONNAIRE

The questionnaire is as follows:

1. Number of girls enrolled in your High School
  - a. Number taking Physical Education
  - b. Length of class periods
  - c. Organization of classes. Large or small, uneven, same size
2. Play space for girls
  - a. Indoor gymnasium
    1. Well equipped (Basketball court and basketball, volleyball net and volley balls, indoor baseballs and bat, gymnasium mats, Indian clubs, wands, piano, phonograph and records, climbing ropes, rings, horses and other apparatus, hockey sticks and balls, soccer balls, archery equipment).
    2. Moderately equipped (Basketball court and basket balls, volleyball net and volley balls, indoor base balls and bats, gymnasium mats, piano or phonograph and records).
    3. No equipment.
  - b. Outdoor play field  
Hockey-soccer field, play space, tennis courts, archery
3. Is Physical Education a part of your curriculum?
  - a. Yes; b. No; c. Elective-Compulsory; d. one, two, three, four years.
4. The High School or Junior High School Physical Education Instructor:
  - a. Hired as a physical Education Instructor, Sex, M. or F.
  - b. Hired as an academic instructor, Sex, M. or F.
  - c. Full time instructor, Sex, M. or F.
  - d. Part time instructor, Sex, M. or F.
5. What other subjects does your High School Physical Education instructor for girls teach? a. Biology; b. History; c. English; d. Language; e. Others—
6. Physical Education Instructor for grades:
  - a. High School Instructor, supervises.
  - b. Special Physical Education Instructor for grades.
  - c. Grade teachers have charge of Play period.

- d. Platoon system used, Physical Education Instructor.
- e. No play supervision in grades.
7. What qualifications should the teacher of Physical Education possess? Rank. Dependability, high scholarship, sense of humor, moral judgment, moral responsibility, co-operation, initiative, high ability in sports, ability in dancing, leadership, personality, loyalty.
8. What system do you use in grading Physical Education?
  - a. Students graded on same basis as an academic subject.
  - b. Marked passed or failed.
9. Should credit be given in Physical Education the same as in an academic subject? a. Yes; b. No.
10. Does your Physical Education Director grade:
  - a. At the end of every six weeks?
  - b. At the end of every nine weeks?
  - c. At the end of the semester?
11. Is the Physical Examination required before and after the year's work?
  - a. yes; b. No.
12. Who gives the medical examination? Doctor? Nurse?
13. Should the teaching of health be a major part of the Physical Education Program? a. Yes; b. No.
14. The teaching of health is accomplished through:
  - a. Discussions in Physical Education classes.
  - b. Definite class, not as a part of the Physical Education program.
15. Health instruction is given by:
  - a. Physical Education Instructor.
  - b. Special Health Instructor.
  - c. Home Economics Instructor.
  - d. Any other instructor.
16. Should Individual Gymnastics be a part of the program? a. Yes; b. No.
17. Does your Physical Education Instructor incorporate this in her program?
  - a. Yes; b. No.
18. Do you have special classes for physical handicapped girls and those excused by local physicians? a. Yes; b. No.
20. Is preparation for leisure time one of the main objectives of Physical Education in your school? a. Yes; b. No.
21. Squad groups are organized allowing for interests of participants. a. Yes; b. No.
22. Sports program includes: volleyball, basketball, hockey, tennis, archery, soccer, track, horseshoes, volley ball, list other—
23. Is every girl in school given an opportunity to belong to an intramural team?
  - a. Yes; b. No.
24. Approximately what per cent of the girls take advantage of this opportunity?  
25%—33%—50%—75%
25. Do you have a Girl's Athletic Association in your school? Yes; No.
26. Is it affiliated with the Kansas State High School Athletic Association? Yes; No.
27. Are medical examinations required of all girls playing on a team (doctor's examination)? Yes; No.
28. a. Do you have a swimming pool? yes; No.
  - b. Is Life Saving taught? Yes; No.
29. How do you interest students in swimming? Records of work kept; competition between individuals (using charts); swimming meets; other ways—
30. How is the work of the girls in the Physical Education Department brought before the public? Intramural programs; demonstrations; play days; open house; ; newspaper publicity.
31. Have the girls in your school attended a High School Play Day? Yes; No.



32. Do you think that the Play Day was a success; Yes; No.
33. Are you well pleased with the Physical Education program now offered in your school? Yes; No.
34. If you have any objections to Physical Education program as now taught, are they:
  - a. To the subject matter as organized?
  - b. To the present methods of instruction?
  - c. Enumerate others, and give opinion.

### SUMMARY OF RESULTS

The summary of the questionnaire is as follows:

1. Replies were recieved from 62 out of 74 questionnaires sent out.
2. Discrepancies in numbers is the result of some principals failing to answer all of the questions.
3. The classes in physical education were for the most part even in size, and less than 50 in number. Ten schools reported classes over 50.
4. The average length of class period was sixty minutes.
5. There were 27 well-equipped gymnasiums; 26 were moderately well equipped; and 7, not reporting.
6. Five schools reported no out-of-door playing space. Thirty had a playing space; 26 had tennis courts; 19, hockey-soccer fields; and 6, archery ranges.
7. Ten schools reported swimming pools. Four schools used the municipal pool.
8. Every school offered physical education. Forty-five required it; 2 required 1 year; 20 required 2 years; 18 required 3 years; and 6 required 4 years.
9. Women were hired in 49 schools to direct physical education, and 26 of these taught no other subject. Subjects commonly taught were: English, 3; Biology, 9; Home Economics, 2; Social Sciences, 6; Mathematics, 3; Health, 7; Expression, 1; Commerce, 1; Vocational Guidance, 3.
10. Five schools reported a special physical education supervisor for grades. The high school instructor supervises in 11 schools; the grade teachers in 20 schools.
11. The qualifications most essential for teachers were: co-operation, initiative, leadership, personality, moral judgment, moral responsibility, loyalty, dependability, high scholarship, high ability in sports, ability in dancing. (Ranked according to their importance.)
12. Grades were given on the same basis as in academic subjects in 42 schools. Twelve marked passed or failed.
13. Credit should be given as in an academic subject was the opinion of 44 principals; with emphasis on education as 6 stated.
14. Grades in physical education were given at the end of 6 weeks in 44 schools at the end of 9 weeks in 4; at the end of semester in 6.
15. Thirty schools require a physical examination at the beginning and end of the year's work. This is required before the year's work in twenty schools.
16. The doctor gives the medical examination in 25 schools. The nurse in 17 schools.
17. Health teaching should be a part of the physical education program was stated by 50 principals. The physical education should assume the major responsibility was stated by 41 principals. 4 principals said a special teacher; 11, the Home Economics instructor; and 10, the Biology teacher.
18. Forty-one principals were in favor of corrective gymnastics. This course is taught in 34 schools. Special classes in 17 schools; 13 had rest periods; 8 sent girls to study hall.
19. Preparation for leisure time should be one of the main objects according

- to 35 principals. Choice of activities through squad organizations was afforded in 42 schools.
20. Intramural teams were organized in 47. Nine schools had less than 25% of the girls participating; 7 schools had between 25% and 35%; 5 schools had between 35% and 50%; and 18 schools had between 50% and 75%; one school reported 90% of the girls on intramural teams.
  21. The popularity of each sport was as follows: volley ball, 53; basketball, 51; tennis, 39; armory ball, 48; track, 27; soccer, 19 horseshoes, 16; archery, 15; hockey, 12.
  22. There were 33 Girl's Athletic Associations in the state. Twenty were affiliated with the Kansas State High School Athletic Association.
  23. Only 17 schools required medical examinations of the girls who participated in intramural sports.
  24. Girls from 32 schools have attended a high school play day, and 27 principals thought it was a success.
  25. Twenty-four principals were satisfied with the program as now conducted by their physical education instructors.
  26. The work of the physical education department was brought to the attention of the public by the following methods: demonstrations, 30; intramural programs, 29; newspaper publicity, 24; open house, 17; play days, 15.
  27. Some of the reasons for not approving were:
    1. Crowded condition in gymnasium and locker room.
    2. No out-of-door play space.
    3. More equipment for a corrective program.
    4. School doctor should examine all the girls.
    5. Not enough opportunity to teach carry-over sports; need to have archery.
    6. Do not approve of the subject matter as taught.
    7. The present method of instruction not satisfactory.
    8. More time and help should be allowed for physical education.
    9. Too much stress put on the program.
    10. Teacher does not give enough individual attention.
    11. Need an instructor who knows how to work out a definite program.
    12. Lack of time donated to program.
    13. Need an instructor for girls.
    14. School needs a nurse to examine all the students.

### CONCLUSIONS FROM THE STUDY

The conclusions are as follows:

Physical education is a requirement in the high schools of cities over 2,000 population. The majority hire a woman to take charge of the athletic program for the girls, and for the most part she is trained in the technique of teaching physical education. This is a hopeful sign, for one of our aims is to have all high school girls under the direction of a woman who is trained in the physiological and psychological knowledge of the adolescent girl.

There was found to be a correlation between high school physical education teachers and the number of girls reporting for intramural sports. Also where there was the largest number of girls participating in sports, the instructor does not teach any academic subject. This emphasizes the need of a physical education instructor who can give all of her time and attention to the work of the department. A dissatisfaction was noted where the physical education teacher taught academic subjects besides her physical education work. Not enough emphasis was given

intramural sports in this situation. Some answers to question number 34 were to the effect that there should be more teachers who were not tied down by other duties, such as in academic subjects. Another stated that not enough enthusiasm was created by the teacher because of lack of time.

In five schools, we find a physical education supervisor for the grades. The question might be asked, whether it is better to have this work taught by a special teacher or to have it done by the classroom teacher. No doubt, the classroom teacher has a better knowledge of the potentialities of the individual child. But there is the question if this same teacher will give to the play program the consideration that should be given to play. If a supervisor takes charge of this program, health examinations will be made, proper posture training will be given, and progression of exercises and games will be taught. The concomitant learnings also will be considered. This includes mental adjustments, social contacts, and moral choices. All of these are very important in a balanced play program.

The general all-round qualifications for teachers were the most important. Moral judgment and moral responsibility ranked high. As one principal stated, the physical education instructor meets the girls in a relaxed mood, and consequently has a greater influence upon their thinking. It was not considered important for the teacher to have a high scholastic ranking, nor possess unusual ability in either dancing or sports. Enthusiasm was regarded as an important factor. The teacher through her own personality often can make a sport or dancing program an attractive feature in her school.

The answers in regard to the number of years required for physical education in high schools are not definite. This question was not stated clearly, and with all probability there was an overlapping in junior and senior high school requirements. The most interesting fact is that physical education is a part of the curriculum of every school of first and second class rank of this state.

The major emphasis in teaching of health should be in the field of physical education, according to the majority of principals. It should be an inter-related subject as one stated, but with discussions in the gymnasium classes. The teacher of health is also the teacher of physical education in three-fourths of the schools of the state of Kansas.

Throughout the state there is a need of more thorough health examinations. Our program to be correct must take into consideration the individual needs of the girl. This can be determined only by a follow-up of the medical and physical examinations. Most schools have a physical examination, but do not have a medical. The medical profession needs to be interested in what we are doing. We must prove that our profession is working for the good of the individual participating. We need the help of the physician, and he needs our co-operation.

There is a growing tendency in the use of corrective physical education for the high school girls. Special consideration is given to those

girls who are excused from class because of physical disabilities. The prescribing of exercises and the use of the rest period for those who are in need of it, is a hopeful sign. This proves that our program is being better adapted to the individual needs. The use of the study hall for the "physical defectives," is a thing to be deplored. Often, these people are allowed to carry a heavier schedule and need the gymnasium class period for studying. The girls who are unable to take any kind of exercises, should not be permitted to carry as heavy a schedule as those who have no physical defect. Again, co-operation is the solution. The principal or the adviser of girls, and the physical education instructor should work together, and give these girls a program which will help them with their individual needs. The teacher should to the best of her ability stimulate interest in the physical education program, and get the girls to see the advantage of rest or individual exercises.

It is pleasing to note that the use of squads seems to be the popular method of organizing classes. This allows for motivation, and girls will choose the activity in which they are interested. This form of class division will, in all probability, have a greater carry-over into leisure time. If girls choose the activity that they enjoy, it will give them a chance to perfect the technique and they will use this in later life. When we know that only two out of every ten girls who graduate from high school have the opportunity of going to college, we realize that our possibilities are legion. A carry-over program is essential to the development of an all-round woman.

Another phase that is particularly interesting to those of us who are leaders in the field of physical education is the all important subject of credit. Forty-four principals were in favor of giving credit in physical education the same as in an academic subject. A number of educators have not been in favor of this, yet if we stress the word "education," we have as much right to credit as any other subject. We are teaching a way of life in a world that involves co-operation, we are striving to teach loyalty, sportsmanship, and those qualities of life which involve living. "Corporate Living," is the new term used by John Dewey; we in the field of physical education are stressing this fact.—Re-printed from *The Research Quarterly*

## FRESHMAN WEEK

GEORGE SMALL, Dean of Men

In previous years students who enrolled at Kansas State Teachers College learned the knack of getting about on the campus and of adjusting themselves to their new environment by experience and from their associates. These methods were not altogether unsuccessful, but it was usually a long process. Before their adjustments were made many students became discouraged and gave up the idea of going to college altogether. Others set up habits and complexes that made their adjustment difficult and caused them to make a poor showing, both in the class room and on the campus. Time was spent over trivial matters that should have been given to studies and more profitable activity. To off-set these bad starts Freshman week was instigated, as a result the new students on the campus become familiar in a short time with problems that have caused other students a great deal of unnecessary worry, and from the very start they know something about what going to college at K. S. T. C. is "all about." They know the buildings, find out before hand where their classes will meet, learn something of the traditions and history of their future Alma Mater, meet the President, the head of their department and many of the faculty, become acquainted with student leaders, are settled in their rooms, secure an eating place and start the long tedious process of enrollment. Before the two days are over they lose the feeling of strangeness which possesses many in their first days of college and instead of the hurry and distraction which marked the old system they start their first days of class work with a great deal of confidence and self-assurance.

Freshman week at Pittsburg, this year marked the second year that the event has been held. Nearly four hundred Freshmen greeted the faculty for the opening session. They first listened to an address by Dean Mitchell who explained the purpose of the two day program. President Brandenburg then brought his annual message to the new students. Following this opening program the students were given free time to become acquainted with the campus, secure their enrollment permits and locate rooms.

The afternoon was divided between conferences with heads of Departments and councilors and by preliminary enrollment. This part of the program was in charge of Professor Shirk of the Mathematics Department.

Greetings were brought to the new students by President Brandenburg, Dean Trout, Dean Mitchell and George Small, acting Dean of Men, at a banquet attended by three hundred Freshman. Freshman were also introduced to many of the customs and traditions of the school by various student leaders. Irwin Luthi, President of the Student Council, acted as toastmaster.

Tuesday morning was given over to enrollment and to Professor Mendenhall of the Research Bureau who gave the Freshman tests.

The two day program was brought to a close Tuesday night by a

recreation hour on Brandenburg Field which was in charge of Miss Nevins and Dr. Weede of the Physical Education Department.

The follow-up work of the week will be done by a group of councilors who have been assigned from ten to twenty freshman each to aid in such matters as change of enrollment, advice on moral and vocational matters, and to check on their scholastic standing throughout the year.

## STUDENTS AND THE DEPRESSION AT K. S. T. C.

GEORGE SMALL, Dean of Men

"Beating the depression, has become a common conspiracy at Kansas State Teachers College, in which administration, faculty, townspeople and students alike have joined hands. The conspiracy started last spring when President Brandenburg, realizing that parents would have their financial reserves depleted and consequently have a hard time keeping their children in college, set out on high-ways and the by-ways of the state to buy up vegetables and fruits that could be canned in the college cafeteria. The result of this foresight is that students on the Pittsburg, campus are now receiving good wholesome food at the rate of \$2.50 per week, of six days or fourteen cents per meal.

President Brandenburg in speaking of this move said: "This is a time when we have to use every legitimate scheme that we can think of to help students stay in college. It is not only my ambition, but avowed intention of making this the most economical school in the entire country for students to attend and we are not going to lower our scholastic standards one bit in doing it either." He declared.

After getting this bit of information from the administration I sauntered up to one of the students who has become a regular customer at the college cafeteria.

"Well, how do you like the food that they are serving you at the cafeteria under Prexy's new plan?"

"Great, if they serve any more I would not be able to stand it," he exclaimed enthusiastically.

"What was on the menu tonight I asked?"

"String beans, salmon and rice, two kinds of potatoes, hot roles, bread and butter, slaw and pie and coffee."

"Ever hear any complaints about it?"

"No, and I've eaten there every meal too. When school opened there were only twenty-five taking advantage of the plan. We kinda got the idea that the cafeteria could not keep at it with just that many, so we went out and drummed up trade ourselves. I'll bet there are two hundred or more eating there now." He exclaimed.

On the way out of the cafeteria I stopped to verify these figures with Mrs. Simpson, cafeteria director.

"Well we have close to two hundred regular customers," she vowed.

There seems to be a by-product that is coming from this plan that one notices as he watches the students partaking of their evening meal. Class work is over. For the first time during the day they are enjoying a period of relaxation. They call each other quietly by their first names. And sit in groups after the meal for a quiet chat. Frat men and sorority girls mingle freely with men and women who are supposed to be outsiders as far as these two organizations are concerned, but one would never know it if he were not acquainted with the fact before hand. It is one place on the campus where "party lines" are entirely forgotten

and every one is just a student. Pittsburg has already gained a reputation as a democratic institution from the President on down and if his scheme does not foster that feeling further, I'll miss my guess.

But this is not the only conspiracy that is going on against the depression. Town folks are doing heir share also. Rooms can be obtained about the campus for as low as three dollars per month—seldom is the price above six dollars. The Chamber of Commerce conducted a campaign for jobs, suits and dresses can be cleaned and pressed for thirty-five cents, and washings are done for forty cents a week.

Neither is the recreational side of student life being slighted. The entertainment committee of the school is arranging for a least eight free picture shows with a play and lecture by outstanding artists thrown in as good measure. The activity ticket sold at a cost of only \$3.50 per semester gives them admittance to all football and basketball games as well as the school paper and their hospital fee. Then there will be all-school parties every other Friday night that will not cost students an extra penny.

Students themselves are not idle. "They seem to be just a bit more serious about things this year than ever before," remarked a faculty member who has been on the campus since the school was organized. "They are doing more to help themselves, are more ready to work, attack their studies with more determination and are taking more initiative to entertain themselves."

Two months ago President Brandenburg posted a supplement in the catalogue which stated that a student could get a college education at Pittsburg for \$275. Here are the figures. (All figures for the entire year).

Hospital fee.....	1.00	Books .....	10.00
Laboratory fee.....	3.00	Cleaning.....	4.00
Room (each of two).....	54.00	Incidentals.....	17.00
Board .....	126.00	Shows and Entertainment..	17.00
Activity ticket.....	7.00	Tuition.....	\$36.00

\$275.00

When these figures came out many shook their heads and said it could not be done. Today students are generally figuring from twenty to thirty-five dollars under this cost.

All in all it looks like a bad winter ahead—for the depression.



## HIGHER EDUCATION'S 1932-33 BUDGET

Office of Education, Department of Interior

How will higher education balance its budget this year?

Reduced funds for salaries, suspended building programs, curtailment of activities not absolutely essential, these are the response of higher education to the challenge of the present economic condition, according to reports to the Federal Office of Education.

"Economic Outlook in Higher Education for 1932-33," just released shows that while occasional institutions have suffered decreases in income totaling more than 50 per cent, the average decrease for 200 public and private institutions is 5 to 7 per cent.

Very little change is expected in the general level of tuition rates and fees per student. Some few schools expect to increase these charges; still fewer will cut them. No change in tuition rates is planned by any of the normal schools, nor by more than about 10 per cent of the institutions of higher education in the group reporting.

Several institutions report that their building program is to be reduced or entirely suspended for the year. Others expect to make great reductions in their extension and correspondence work, or will eliminate them entirely. In other schools appropriations for scientific research are reduced or dispensed with.

The total decrease in teaching staff reported by the schools is approximately 300. If this reduction in staff holds for all universities and colleges in the country, it means that about 1,500 fewer professors will be employed this year than last. Where salaries have been reduced, deans and professors will, as a rule, take heavier cuts than associate professors and other staff members of lesser grade, although in some schools the salary cut will fall on lower ranking teachers. It appears that salaries will be reduced most sharply by institutions supported by private foundations.

In many instances savings will be effected by filling vacancies at reduced rankings in other words, at reduced salaries. The number of professors and assistant professors is to be reduced and the number of instructors increased.

This report is the first of three to be assembled by the Office of Education in order to supply up-to-date information on the effect of the economic situation on higher education, city public schools, and rural public schools. Information is now gathered in the last two fields which will show how the emergency has effected service and what boards and superintendents are doing to meet the situation.

## ABOUT THE CAMPUS

Ralph Price of Pittsburg, vice-president of the Y. M. C. A., won second place last summer in a nation-wide editorial contest on prohibition sponsored by the national Y. M. C. A. magazine, "The Intercollegian." Mr. Price's editorial was entitled, "Is There An Adequate Alternative For Complete Prohibition?"

---

Prof. I. G. Wilson, head of the Department of English, spoke before the state teachers association at Paris, Ill., Oct. 12 and 13. Professor Wilson gave two lectures on "The Bad Boy and His Teacher" before the general sessions and two sectional lectures on "English as She Is Spoke," and "No Punctuation Without Grammar."

---

Beneath the marble stairs on the first floor of Russ Hall, the Y. W. C. A. operated a refreshment counter from 7 to 5 o'clock each day during the sessions of summer school. The stand featured ice cold milk, and also pop, candy, and Eskimo pies. Helen Nail managed the stand, and other members of the Y. M. C. A. volunteered their work.

---

Gordon A. Yeargan of Pittsburg who completed the requirements for the bachelor of science degree here last spring and who for the last two years assisted in the laboratory work of the Biology department, was granted a graduate research fellowship to Duke university at Durham, N. C., last July. Mr. Yeargan left this fall to attend the university where, in addition to his research work, he will work for his master's and doctor's degrees.

---

Prof. Harry H. Hall of the Department of Biology received the degree of doctor of philosophy at the University of Colorado Aug. 27, where he studied during the regular academic year and again in August, after having taught in the June-July term. While at the university he was elected to membership in Kappa Delta Pi, honorary education fraternity, and in Sigma Si, science fraternity.

---

Faculty members on leave from the college this academic year are: R. W. Hart, professor of mathematics and dean of men, who is studying at the University of Texas, Austin; Miss Gabriella Campbell, instructor in public school music, who is studying at the Columbia School of Music, Chicago; Miss E. Louise Gibson, associate professor of home economics, studying at the State University of Iowa; and R. W. Erskine, instructor in industrial education.

---

The Arden Players presented "The Love Expert," a comedy in three

acts, in the Music Hall auditorium July 14 and 15. The play, an ingenious arrangement of humor, romance, and drama, was directed by Miss E. Madge Jones. The play to be presented late this fall will be "The Passing of the Third Floor Back."

---

At the annual commencement exercises held in Science Hall May 26, bachelor's degrees were awarded to 281 seniors, master's degrees to 19, and life certificates to teach to 185 students of the college. The degree class was the second largest in the history of the college.

---

Enrollment for the fall semester at Kansas State Teachers College of Pittsburg took place Monday and Tuesday, Sept. 12 and 13. Monday was devoted to registering the freshman and helping them to get acquainted with the College. Tuesday was given over to enrollment of the upper classmen and graduate students. Class work began Wednesday, Sept. 14.

---

Prof. and Mrs. Edgar Mendenhall spent their August vacation on the Pacific coast. They were accompanied there by their sons, James and Paul Mendenhall of New York City, and by Mrs. James Mendenhall.

---

Enrollment for the August session totaled 457 students, a decrease from the August session of 1931, when 532 students were registered. The decrease, considered due to the "depression," was approximately the same in proportion as during the regular summer term. Twenty-nine students were enrolled in the graduate division.

---

Two hundred girls attended the All-Girls Jolly-Up, the annual party given by the Y. W. C. A. Wednesday, Sept. 14, on the lawn of the Y. W. C. A. House. This was the largest attendance at the opening party for a number of years.

---

A new type of work was given in field geology, a senior college course, under the direction of Prof. G. E. Abernathy during the August term. Instead of the usual trip to Colorado and Yellowstone Park, short trips, eight in number, were taken to neighboring points in Missouri, Kansas, and Oklahoma in order to study the economic resources of this section of the country. Each week of the term three days were spent in the class room and two on trips.

---

President W. A. Brandenburg flew in a private airplane to Salina, Kans., Wednesday afternoon, June 1, to speak at the commencement exer-

cises of the Salina high school. The air line distance to Salina is 180 miles. President Brandenburg and his pilot made the trip in one hour and 50 minutes. They returned the next morning.

An extensive program of men's sports, consisting of seven events, was offered last summer by Coach Charles Morgan, for the benefit of both men students and faculty members of the College, in the nine-week term. Regardless of any one's ability, he was asked to participate in the intramural sports. The sports offered were: Playground ball, tennis, horseshoe, golf, swimming, and track and field. Red Cross life-saving instructions were also given.

The Gorilla track and field teams were champions for the fifth straight time at the Missouri-Kansas Interstate track and field meet held in Kansas City May 21, amassing a total of 102 points. The Gorilla squad set a new record for total number of points by placing in every event except the pole vault, high hurdles, and half-mile relay. The team secured ten first places.

Faculty members who returned to the college this fall from leave of absence were: Josephine A. Marshall, head of the Department of Home Economics, who had spent two years at Columbia university completing work for the doctor's degree; Edna Hays, associate professor of secondary education, who had studied in Teachers College, New York; Ernest Bennett, associate professor of English, who had studied in Iowa university; W. S. Lyerla, head of the Department of Commerce, who had also studied in Iowa university; Bertha Spencer, associate professor of art, who had studied in Teachers College, New York; Jane M. Carroll, principal of the Elementary Training School, who had studied in George Washington university, Washington, D. C.

Two social events in immediate connection with registration to help the freshmen become better acquainted with each other and with the faculty members were a freshman banquet given Monday night and an outdoor party Tuesday night. About 300 freshmen were present at both events.

Eight sons and daughters of Mr. and Mrs. J. N. Brickey of Pittsburg and Tribune are now enrolled or at some time have been enrolled in the College here. Six of the eight are attending the College at present. The first to be graduated received his degree in 1926 and one of the girls is now enrolled as a freshman.

Appointments to the faculty of K. S. T. C. this year were: Paul Murphy, Ph. D., University of Iowa, assistance professor of psych-

ology and philosophy; J. Gordon Eaker, Ph. D., University of Iowa, assistant professor of English; Philipp Abbas, former cellist with the Philadelphia and Detroit symphony orchestras, instructor in cello; F. O. Runyon, who has had nineteen years printing experience, instructor in printing.

---

Five stone benches were placed in the oval of the campus by the senior class of '32 as a memorial of that class. The benches are constructed of white Carthage limestone, and upon the front of each bench is engraved the words, "Class of 1932."

---

The lowest prices the K. S. T. C. Cafeteria has ever offered were made this fall in a kind of service new to the cafeteria. By engaging his board for a week at a time, a student can eat at a big "family table" in the Cafeteria six days of the week for \$2.50 or five days for \$2.20. The number of students using this new type of service far exceeds that of the students using the old type service. Whether these low rates can be maintained remains to be seen.

---

A new scale of prices for football games was inaugurated at the Maryville Teachers—K. S. T. C. game Sept. 30. Tickets were sold for two prices,—50 cents plus 5 cents tax, and 90 cents plus 9 cents tax. Students and citizen activity tickets are tax free. More than 100 Pittsburgh citizens bought two or more college activity tickets for the year.

---

"The Music Master" will be given by the Misner Players, a semi-professional group from Omaha, Nov. 1.

---

Eight sororities participated in the annual sorority rushing here Sept. 30 and Oct. 1. By PanHellenic agreement, the sororities were limited to three social events. The program consisted of open house and tea from 4 to 6 Friday, a breakfast or luncheon Saturday, and a formal dinner Saturday night.

---

Alvin Y. Wells, '24, a brother of Prof J. Ralph Wells, has accepted a position teaching bacteriology and hygiene at the University of Montana.

Dr. J. Ralph Wells, professor in the Biology Department, was elected a member of the governing council of the Mississippi Valley Conference on Tuberculosis for this year.

---

Miss Florence Walker, state supervisor of rural schools, met county superintendents from five counties at the College Sept. 30. Those present at the meeting were: Superintendent Sanders, Cherokee county; Superintendent Heryford, Crawford County; Superintendent

Pitts, Montgomery county; Superintendent Sommers, Wilson county; Superintendent Woods, Labette county.

---

President W. A. Bradenburg and Laurence Parker, assistant state supervisor of trade and industrial education with office in the College, attended the luncheon of the American Vocational Association convention committee held in the Hotel Phillips, Kansas City, Mo., Oct. 1. Sixty-one persons were present to make plans for the convention in Kansas City, Dec. 7, 8, 9, and 10.

---

The K. S. T. C. band is composed of eighty-two members this year and is the largest band in the history of the institution. Harold Mould is again director. The band plays for alternate assemblies and for all the football games. It will also give concerts in surrounding towns. The band will probably go to Kansas City to play for the American Royal Live stock show, as it has done for several years.

---

The Festival Chorus under the direction of Dr. Walter McCray met Oct. 10 for the first time this year. In the spring, Dr. McCray will present the chorus in "The Golden Legend" by Arthur Sullivan from the poem by Longfellow, and also "The Messiah." A unit of singers from Miami will be added to this year's chorus, and singers from Joplin and communities surrounding Pittsburg are invited to join.

---

President Brandenburg made two speeches to the faculty and students of the State Teachers College of Warrensburg, Mo., Oct. 18. His subjects were "Standards of the North Central Association of Colleges and Secondary Schools and the American Association of Teachers Colleges," and "Essential Requirements for the Master's Degree."

---

Dr. Harl Douglass, professor of education in the University of Minnesota, in an article entitled "Studies of Relation of Pattern High School Studies and College Marks," appearing in Educational Research Bulletin No. 3, published at the University of Minnesota, pays tribute to the dissertation study of Dr. Yates, head of the Department of Physical Sciences, K. S. T. C. After reviewing a number of similar studies, Dr. Douglass says, "One of the most extensive studies of this problem is that of Yates, involving students at the Universities of Kentucky, Indiana and Cincinnati." Dr. Yates' study, "The Type of High School Curriculum Which Gives the Best Preparation for College," was published in School Service, University of Kentucky, Vol. 2, No. 1, Sept., 1929.