12-1-1932

The Techne, Vol. 16, No. 2: State Manual Training Normal

State Manual Training Normal School

THE TECHNE

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

VOL. XVI NOVEMBER–DECEMBER, 1932 NO. 2

AN EDUCATIONAL PROBLEM

"If I decry unthinking obedience to the ideals of our forefathers, I am far from believing that it will ever be possible or that it will even be desireable, to cast away the past and begin anew on a purely intellectual basis. Those who think that this can be accomplished do not, I believe, understand human nature aright. Our very wishes for changes are based upon criticism of the past, and would take another direction if the conditions under which we live were of a different nature. We are building up our new ideals by utilizing the work of our ancestors, even where we condemn it, and so it will be in the future. Whatever our generation may achieve will attain in course of time that venerable aspect that will require new efforts to free a future generation of the shackles that we are forging. When we once recognize this process, we must see that it is our task not only to free ourselves of traditional prejudice, but also to search in the heritage of the past for what is useful and right, and endeavor to free the mind of future generations so that they may not cling to our mistakes, but may be ready to correct them."

FRANK BOAS
in
"Anthropology and Modern Life."

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 NOVEMBER-DECEMBER-1932 No. 2

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

THE AUTOMOBILE A POWERFUL FACTOR IN OUR PRESENT ECONOMIC DEPRESSION

G. W. TROUT, Head of Department of History and Social Sciences

Some years ago I furnished an interview for an article in the Pittsburg, Kansas, *Headlight* on the automible as the probable cause for our next financial crash. It was called "The Joy Ride to Ruin." This article was copied in a New York paper and the title changed by the editor in New York to "The Joy Ride to Hell."

I recall that the comments of the New York paper were sympathetic with the economic principles discussed and the probable results. I have not changed my mind from that day to this. The only reason that the crash did not come sooner was due to the fact that soon after this article was published Europe was engaged in a World War, thus changing the entire normal operation of economic law by an unusual demand for automobiles not only in the way of trucks for World War purposes but for all other commodities produced in this country.

It is not my purpose to go into a statement of actual statistics to corroborate the principle being discussed, but to present facts with which every well informed reader is familiar. The number of automobiles produced and sent abroad during the war was enormous, and when finally the War was over we had piled up in Europe enormous heaps of cars, many of which had not been used, with which we could do little or nothing except to junk them. The enormous waste of high grade steel and other metals that have gone into cars, which during the past few years have gone into junk heaps, is an evidence of how over-production will waste our natural resources and glut our markets.

Several years ago producers of automobiles began to talk about regulating production when they had reached the point of saturation in consumption. However, instead of beginning an intelligent limitation of production and endeavoring to direct capital into other lines of productive enterprises they laid off our country into great sales districts and placed at the head of these districts high powered salesmen to canvass every home and farm in the United States and endeavor to sell to every family two cars instead of one. And when the country was drained of money for the cash purchasing of these cars, great credit corporations were organized to carry the promises to pay on the installment plan. This led to the sale of enough pleasure cars, saying nothing of trucks and other automotive machines, to give every man, woman and child a pleasure ride on Sunday afternoon without overcrowding these cars. You may recall the slogan "Two cars in every garage and a radio in every house."

The economic principle to which I called attention at that time was the fact that in the production of automobiles a vast amount of fixed capital was invested which could not be extracted and placed in other

productive enterprises. It is a well known fact that when Mr. Ford decided to change the model of his first cars, namely the Model T to the Model A, it was necessary for him to shut down his plant for a long period and re-equip with other machinery at the cost of many millions of dollars. The competition springing up between other automobile companies led to the organization of the General Motors Company, whose immense capital was turned to the end of producing a cheap car with which they might appeal to every possible candidate for a car throughout the entire country. It is safe to say that in all of these great automobile industries hundreds of millions of dollars of capital has been invested in equipment which is practically lost to the production of other economic goods.

This automobile "craze" led, of course, to the building of highways in every conceivable direction in this country. We are not opposing the automobile or the highway system but we are trying to call attention to the fact that like other hundreds of millions of dollars of capital has been invested in highways which can be only nominally productive with a possible small per cent of return by virtue of their use in transportation.

I recall that the editor of the New York paper said at the time of the writing of this first article that the slogan in New York had been "Every man own his own home" but that this slogan had been changed to "Every man own his own automobile." Therefore, men not only sacrifice their homes or their equities in their homes for automobiles but mortgaged their future by the indebtedness encurred in the purchase of their cars. I can name scores of instances in our own immediate community where good people, struck by the craze of owning a car, traded their equities in their homes for automobiles.

I have, in my mind, a beautiful home in a nice residential district of our city which a few years ago was sacrificed for a car. I know of instances where people who could not afford to buy gasoline to run their cars, for which they had to pay cash, went to grocery stores where they were receiving credit for their groceries; purchased groceries, in one particular instance a ham, and traded it for gasoline. These people were living in a rented house.

We had, during the hard times of last winter, people driving in their cars, such as they were, around this city begging. I do not know how they got the gasoline or oil to keep their cars going.

It is evident to anyone who will take the time to study economic conditions that the automobile has been a tremendous factor, if not the chief factor, in bringing upon us the present depression. I do not wish to be misunderstood by being quoted as saying that I tribute all of our economic ills to the automobile for I do not.

However, there is another factor which needs to be studied in its relation to the automobile. I do not have at my command the figures

with respect to the total mileage of improved highways that have been constructed in the last fifteen years. Most of our highways have been built during the past ten years, and since I am not quoting figures but suggesting economic influences which are a part of this automobile program exact figures are not necessary. However, the improved highways are the legitimate result of the automobile.

We know that even our highways built by taxation on the people of the state are crowded with freight trucks which pay but little toward original construction, if any, and but little accordingly to the up-keep and extension of these highways, taking freight and passenger traffic from the railroads and putting it upon the highway.

In our city, a decade ago, we had living among us a large per cent of our population who were either members of train crews that had been discontinued or laborers in our shops helping to maintain these trains and those who were likewise engaged in helping to maintain the railroads for the passenger and freight traffic of that day. These are now gone. Ten years ago we had through our city thirty passenger trains daily and most of these were well loaded with passengers. Today we have probably ten passenger trains, some of which are only gasoline motor cars. There were two railroad systems that maintained five to ten train crews, doing business over lines out of this city. Practically all of these train crews, except the through trains, have been discontinued.

What is true in this particular community with reference to railroad traffic is probably true in every other community in this country. If it were possible to know just how many men have been thrown out of employment by virtue of the shift in transportation from the railroad systems to the automobiles, we would find that a large proportion of our unemployed have come from this source.

I do not care to discuss other sources of investment of capital which is non-productive that arise from the problem of the automobile. Neither do I want to be understood to be fighting the automobile industry or the building of highways or arguing in the interests of corporations, but I am simply calling attention to an important factor in the present depression.

Immediately following the War we entered upon one of the most extravagant careers of expenditure in the history of our country from the administration of George Washington to the present time. We were so carried away with this high tide of expenditure that we lost sight of the essential wants of men and mortgaged our futures for cultural wants. This continued expansion of expenditure could not continue and when the bubble burst we had to come down to earth. That bubble blew up a few years ago and we are suffering the consequences of our wild expenditure for luxuries during the preceding period of this depression.

I wish, also, to call attention to the fact that we, as individuals, were responsible for our personal expenditures and very short sighted in what would happen on the day of reckoning. Recovery from this de-

pression will be accomplished when we become sane in our expenditures and can free ourselves of the mortgages placed upon us by our own action.

I am in favor of improved highways and have never complained of my license tax, gasoline tax, or any other tax which would help to build more and better highways, but my attitude in favor of these highways does not change the fact that they represent a vast amount of fixed capital which can never be diverted into other productive enterprises. A neighboring state has spent in the last decade over $120,000,000 in either hard surface road building or improved highways and this state is by no means as well equipped for such roads as such states as Illinois, Indiana, Ohio, New York, Pennsylvania and many others which spent vast sums of money in road construction. My argument is this: that the automobile demanded good roads and that the tying up of vast sums of money, and in many cases issuing bonds, mortgaging the future of the state for the building of these highways, has put money into non-productive enterprises which should have been directed to more productive enterprises. It is also a well known fact that the automobile and improved highways have almost bankrupt our entire railroad system. Therefore, they were compelled to reduce their force for carrying on their operations and turn loose hundreds of thousands of men into the army of the unemployed, since they could not compete with the automobile transportation on short hauls.

SOME ILLUSIONS ABOUT MONEY.

O. F. GRUBBS, Department of History and Social Sciences

Much of the present discontent and social unrest is due to our debts. Many of them are no larger than when we made them, but the difficulty of securing the wherewithal to pay them has increased. Prices and wages have fallen. This is the obvious and naive explanation. But is the standard by which our debts, prices and wages are measured to go unchallenged?

We are all more or less familiar with the fabulous prices that prevailed in Germany about ten years ago, and in Russia even before that time. And we were all glad that we were not living in Germany or Russia. But these fabulous prices were merely an expression of the decreased value of money.

The change in the purchasing power of money in Germany was sudden and extreme. We have it in a less degree all the time, but with us it has been slow and gradual. If in 1896 John Jones had deposited $100 in a saving bank and left it there at 3 per cent compound interest until 1920, he would have had about $200. Yet he could have bought more goods or services with the $100 in 1896 than the $200 in 1920. He lost money. If his father had deposited $100 in a saving bank at the close of the Civil War at 3 per cent compound interst, he would have had about $200 when he drew it out in 1895. Yet the $200 in 1895 would have bought three times as much goods or services as the $100 would in 1865. And all these changes in purchasing power would have been due to no good judgement or foresight, but simply to the change in the purchasing power of the money. And these changes cannot be predicted. We are all speculators and gamblers. Between 1914 and 1920—six years—the rise in prices transferred sixteen billion dollars from creditors to debtors. We are all indignant when a bank is robbed or a filling station is held up, yet no protest was raised at this gigantic legal robbery, aside from the pious hope that the next shift in the price level might transfer a like amount from debtors to creditors.

Luck plays a big part in the fortunes of all. "Men who have struggled and saved in their youth and prime to provide against old age may find, when old age arrives, that savings have been cut in half by a sudden rise in prices." (Slichter, p. 498). No one knows how much life insurance he has because he does not know what the purchasing power of a dollar will be when the policy matures. All securities are speculative, government bonds more so than common stocks. The holder of a government bond gambles that the purchasing power of the dollar will not fall. The common stock holder is partially protected, because the increase in prices, which diminishes the value of the dollar, increases the profits of the business enterprise, and thus makes higher dividends possible, to compensate for the loss in purchasing power of his money. But the interest on government bonds does not change.

Our whole economic life is based on contracts that run in terms of

dollars. Millions of exchanges take place every day in which dollars are promised to be paid. We express the value of commodities and services in terms of money, and when price changes take place, we think of commodities as changing in value, and money as being perfectly stable. That is what Irving Fisher means by "The Money Illusion." That money does not change in value is a false conclusion. True, a dollar always contains 100 cents, just as a quart always contains two pints. But the value of anything is measured by its potency in exchange.

Money has a price and is bought and sold. When a farmer drives to town with a load of wheat, saying that he is going to sell it, he is also *buying* money, and if he can buy only fifteen dollars with fifty bushels of wheat, he concludes that money is *dear*, and he is further convinced of this fact when he *sells* his fifteen dollars for a hat and pair of shoes, or 300 feet of lumber.

And prices do not rise and fall evenly on all. When a general rise in the price level begins, many prices lag. Rent, wages, and salaries rise last. Wage earners resort to unionizing. Union memberships and strikes increase in times of rising prices. Hospitals, colleges, churches, and other endowed institutions find their endowments steadily shrinking. Creditors, bond holders, landlords, and pensioners and mortgage holders find that the contracts under which they receive their income have been practically altered. When a boy, I had a neighbor, a Civil War veteran, who drew a pension of $30 per month. We all envied him his princely income. Yet before he died in 1919 his pension would hardly keep him alive. When prices begin to fall, the benefits and detriments are reversed. Selling prices fall faster than costs. Wage earners enjoy lower living costs, but unemployment off sets such gains, and wages soon follow living costs in their decline. Rent, salaries, government expenses, fixed by custom or contracts, rise last, and fall last. But debts do not shrink. They are iron.

It is easy to recount the antics of rubber money. It is another matter to find out why money changes in value, and still another to find out how such changes can be equalized or neutralized.

As to the first question, it is generally conceded (1) that a change in the price of a single commodity results from decreased supply, or increased demand, (2) that a change in the general level of prices and wages follows directly any change in the volume of money and credit, such as bank loans. This is known as the Quantity Theory of money.

Since all our money is legally redeemable in gold, then the amount of gold money vitally affects the volume of money. The only limitation on the increase in gold money is the niggardliness of nature and the cost of mining. Indirectly, the price of gold bullion is fixed by the law of 1837, which states that the gold dollar shall contain 23.22 grains of pure gold. Then from an ounce of gold (480 grains), 20.67 dollars can be made. Regardless of how much other prices may fluctuate, the price of gold deviates very little from $20.67 per ounce. But the value

of gold fluctuates. There is little incentive to mine gold when wages and prices are high. It will not pay, until the price level falls, which means that gold is becoming dearer. In 1928, the amount of gold money in the world was ten billion dollars. The annual average production is about $400,000,000, one-half of which finds it way into the arts, thus leaving an annual increase of about 2 per cent. The annual average increase in business is about 3 or 3½ per cent.

Credit rests on money, and money values. Valuation is a social phenomenon, depending essentially on opinion. Credit conditions, and money conditions, are affected by government financing. Ordinary government expenses are met by taxation; extraordinary expenses by selling bonds, or issuing notes. Bonds represent a voluntary loan, notes, if legal tender, a compulsory loan. Bonds will raise the price level in so far as they exchange as money. If the government expends the proceeds of the loan, business will feel the stimulus. Bonds may serve as security for bank loans. Government notes increase the amount of money in circulation. If the rise in the level of prices and wages is sudden and extensive, it is called inflation. This necessitates a new valuation. If and when the notes are redeemed and retired, falling prices and wages result, causing another process of valuation. How would the price level be affected if the government should issue two or three billion of legal tender notes to pay the adjusted compensation certificates? The price level would rise 30 per cent or 40 per cent. It need not, but likely would result in the U. S. Treasury being unable to exchange gold for other money. Within the past few months, several billion of credit have been distributed by various agencies in varying amounts. This increase in credit has not produced any noticeable rise in the price level (October, 1932) largely because this is not credit in the commercial sense, but rather a renewed, reallocated or extended loan for debts that represent the use of credits in an earlier period. A Federal agency borrows money of A, loans it to B to pay C. Why A did not loan directly to B, I cannot say. New debts for old ones.

What class desires inflation? People in debt desire inflation, because it means cheaper money, more easily obtained. What class opposes inflation? Creditors, whose income was determined when money was cheap. And neither class can rightfully be accused of dishonesty. Both are acting in accordance with self-interest, the most general motive for human conduct.

Suggested Remedies

1. A tabular standard for deferred payments, that is, debts and other obligations payable in money would be scaled upward or downward, as an index number revealed a rising or falling price level. Owing to the sanctity of contracts, legal difficulties would render this plan unworkable. Yet today, many rental contracts are being made on a percentage basis.

2. National or international control of the output of gold. That

is, in periods of falling prices, encourage its production by a bounty; in periods of rising prices, tax the output, as well as the amount going into the arts.

3. Tabular monetary standard, that is, leave debts and credits untouched, but increase or decrease the amount of money in circulation at the price level fell or rose. All money would be fiat and issued by the government. This is the "managed currency" or supply and demand theory, championed by J. M. Keynes.

4. A stablized dollar, advocated by Irving Fisher, the gold would be stored as bullion and gold certificates, or warehouse receipts, would circulate. The amount of gold called for by the certificate would be increased or decreased, say 1 per cent every two months, as prices rose or fell. Gold passes internationally in accordance with the metallic content of the unit. A changing unit would upset international trade. This objection is political, not economic. Slichter further thinks it would have to be suspended in war time, for wars today are competitive contests in spending. Prices soar, and it would be physically impossible to redeem the certificate.

5. Control of prices through control of credit, by the Federal Reserve Board. Force all state banks and other loaning agencies into the Federal Reserve System. Raise or lower interest rates to discourage or encourage borrowing and thus control prices through the control of credit.

Economists, bankers and financial leaders agree that the present system has many defects, that all the above remedies have merits, but the difficulty of operation of any one of them would preclude its use. So we will likely continue using the so-called "honest" dollar.

References:

Fisher, Irving, *The Purchasing Power of Money*. MacMillian, 1916. The *Money Illusion*. Adelphi Co., N. Y., 1926.

Foster, W. T. and Catching, W., *Money*. Houghton, 1927.

Slichter, S. H., *Modern Economic Society*. Holt. 1931.

BUSINESS IS BUSINESS

JAMES U. MASSEY, Department of Commerce

It is of great interest to study the advance made along the different lines of business. We find that some of the methods used back in the early days have come down through the ages and are still used. It is true there have been many changes and improved methods have been adopted, but the fundamental principles are the same.

Bookkeeping, when properly presented, takes the student back in history to the days of barter and trade, to the dim and distant past when money was a thing unknown and records were made on cubes of clay, and kept on sticks by having a certain number of notches cut for the different accounts. Joseph in Egypt required bookkeeping records for the food laid up in the years of plenty for the years of famine which were to follow. Surely, the imagination must be stirred as the student realizes the terms and methods of the present had their origin in the great interval of time when man was progressing from an almost savage state to the present highly developed period of commercial activity. Then, too, habits of carelessness must be given up, lack of confidence must be replaced by self-reliance; accuracy, honesty, dependability, must be developed.

Although stenography is not as old as bookkeeping or accounting, we find records of its use back in the days of Caesar. It is claimed that Caesar could write a brief system of recording thought, and surely some private secretaries were developed in those days.

And our law has its foundation back in the Garden of Eden when God said, "Thou shalt not!" It grew and developed under the tribal chiefs. Moses laid down its fundamental truths, and our society has grown and developed under its beneficient influences.

But still there are some who are unaware of the importance of business and its teachings. In the Declaration of Independence there are eleven allusions made to business, and fourteen in the Constitution of the United States. There is a little trace of commercial education in the American Colonies, although it is true it did not play an important part in the school system. With the rising importance of trade in the 17th century, "writing-schools" came into prominence. Even the sons of the good families, who showed more of an aptitude for making money than they did for learning Latin were sent to the writing schools to learn what was termed "good hands and accounts."

In these schools penmanship was taught in somewhat of a fantastic manner, and we might add that for years and years almost up to the last fifteen or twenty years that any individual who could be considered as an "ink-slinger" or an ornamental writer possessed all the requisites

of a good commercial teacher. The science of bookkeeping was somewhat complicated by the varying monetary and metrical systems.

Commercial life was not at first thought to be a function of the schools. The beginning of commercial education in the United States was in answer to definitely voiced demands. At first boys and girls left school early and were trained by the employer. Some private schools were organized and courses in bookkeeping, shorthand, typewriting, and penmanship were offered. In 1893 there were about 115,000 young people enrolled in the so-called private business college. The financial depression and the adoption of the commercial course in the high schools decreased this number to considerable extent. It was about this time that business forced admission into the high schools. Backed by the demands of students, the wishes of parents, the needs of business, and the refusal to pay extra for an education that should be supplied for the taxes paid, the commercial course was put into the high school curricula. Although the work of the commercial department has improved greatly, there is still much room for further improvement.

The life of busines education is dependent largely upon the training of efficient teachers for that line of work. The standards for commercial teachers should be just as high as those for academic teachers. The only way that business education can hold its place along with the academic subjects is to stand for as rich, thorough, and genuine education in business as can be had. The training should be identical with that for the academic subjects. There is a definite knowledge that goes with business training and this should be mastered the same as that peculiar knowledge that goes with Latin, English, or Mathematics. Business training deals with principles and laws that govern commerce. It possesses a body of information that may rightly be called the culture of business.

If there ever was efficient training needed for any profession, it is the training for business And, yet many think that the training for business is of minor importance. Also that the teacher who is to go out and transfer the training to the high school student needs no special training along his particular line. The teacher of business should be the best trained of all. The training for the teacher of business should cover all subjects peculiar to the field of business education. He should have a good knowledge of English, economics, sociology, commercial and economic geography, industrial history, money and banking, marketing, salesmanship, business administration, business finance, accounting, and shorthand and typewriting. He should have additional training in his particular subject and also training in actual office procedure and practice, giving him first-hand knowledge of business relations.

Perhaps you may ask why the teacher of business should be so well-trained. Simply because we are living in a predominantly business age.

During the last few years there has been a complete change in the material basis of our existence. We have become the most powerful nation on earth with a productive virility unknown in history and with the most of the world in debt to us. With conditions as they are it would be folly to make hit or miss experiments. According to all reports it was business that evolved our modern life. It is also advocated that we are to witness another great industrial change within a few years, and it would seem that if this change cannot be brought about in a business-like manner, it will mean ruin. Business should be thought of as a form of social institution or economic organization by means of which people are provided with goods that gratify human wants.[1] Stuart Chase, in "The Tragedy of Waste," classifies these wants as follows: Food, Shelter, Clothing, Education, Recreation, Government and community control. The safe guard of health, Religion, and Art forms. Practically every factor of business endeavor enters into the organization and management of the social institution, which is a business unit. The success of the school is determined by the wise use made of its social resources, natural resources, capital, and acquired knowledge is largely determined by how well the school demonstrates that it is an efficient business organization. In every phase of life we find an increasing demand for correct business principles and training. There is an increasing demand for better and more efficient business men and women.

In the last Biennial Survey of Education in the United States we find this statement: Regarding business education's contribution to better citizenship in a democracy, the leaders find that just as the World War taught us to emphasize health and physical education, the world-wide economic depression reveals the necessity of providing at least elementary economic and general business information for all citizens. Regarding vocational training, the leaders are convinced that the organizing of local committees of business men and teachers as has been done in many universities and in the secondary schools of Boston and Baltimore is a progressive and commendable step; and that, regardless of how much effort business instructors expend studying objectives and procedures, the cooperation of business men, probably through national and local advisory committees, is essential to the establishment and maintenance of satisfactory business training programs. The greatest potential force at the close of the decade is the movement toward scientific curriculum investigations, involving a determination first, to measure and analyze the needs for business training and, second, to improve teaching procedures. . . . The growth of American business in size and complexity, as well as the increasing ramifications of international trade, requires the best professional training that can be devised. The need is for a continuing, capable leadership trained in social inplications and technical phases of business. Such leadership is most exacting in its requirements and must be supported by well-trained personnel on each of

the occupational levels in different kinds of business positions. It is obvious that further progress in improving the training program depends on research and on cooperation between the leaders in business and in education for business

[1]Marshall, L. C. and Lyon, L. S. *Our Economic Organization. Our Wants and the Goods that Gratify them.* New York: The MacMillan Co., 1925.

AN ENGLISH LADY

J. GORDON EAKER, Department of English

Yonder a maid and her wight
Come whispering by;
War's annals will cloud into night
Ere their story die. — Hardy

From childhood it had been the fate of this seventeenth-century English lady to live under the sobering influence of houses fashioned out of ancient religious edifices. Chicksands, her birthplace in the county of Bedford, was one of the few English monasteries of the Gilbertine Order, a monstary, that is, with two cloisters, for the Gilbertines admited both men and women to their houses. One of these cloisters, as well as the church which stood between the two, had fallen into ruin,but the other cloister formed the shell of Sir Peter Osborne's mansion. The house, with its venerable remains of the past, stood on a rise of ground, with a stream close at hand, in a pleasant wooded country, near the village of Campton. Bedford was eight or nine miles away, London in the opposite direction, forty.

The estate had been sequestrated for protection during the Puritan rebellion; it was then that the heroine of this true romance had gone with her mother to St.Malo in order to be near Sir Peter in Guernsey, where he was occupied in defending Cornet Castle against a siege by the Parlimentary army. Dorothy Osborne had returned from France a beautiful girl of seventeen, quick of intelligence, but after the terrible events of those few years, grave and thoughtful for her age. She had seen her mother, after her money was exhausted, sell her silver in order to send provisions to the besieged castle; she could remember, too, the treachery of one Colonel Carteret, who had turned to other uses £300 sent by King Charles to the relief of the castle. And then finally, she recalled that it was only after her father had paid a large fine for bearing arms against Parliment, that he had been able to return at all with his family to their Chicksands estate.

When, after the Puritan victory, the family took up its abode in the old mansion, it was with sad minds; no one welcomed them, and Dorothy was regarded as a stranger in the neighborhood. After passing through the experiences she had, her sensitive and refined nature always seemed to present the darker aspect of things to her vision. The single shaft of white light illuminating her life dated back to her visit to St. Malo, four years before. On the way, Dorothy, with her brother, had passed the Isle of Wight, near the place at which the king was in custody at Carisbrooke. It was there that she met William Temple, though how the meeting came about we do not know. Little did she realize at the time that he was destined to become a great prose stylist, statesman, and Secretary of State under King Charles II.

She was twenty-one then, and in the full freshness of her young, stately beauty. "Nothing displeased, nothing troubled me," she wrote

of this time. There was an occasional sadness in her eyes, however, so that she needed no tears to persuade her troubles. William Temple was twenty, tall, extremely well made, with soft, dark brown hair that curled naturally so that while hair was considered a beauty nobody had it in more perfection. Lady Gifford described him as active in all exercises, especially tennis, and "with more spirit and life than ever I saw in anybody and with so agreeable turns of wit and fancy that nobody was welcomer in all company." In those weeks Dorothy had lived her happiest days, reunited to her beloved and heroic father, and keeping at her side an ardent lover.

Yet there are times when life is made up of a succession of meetings and partings. Temple's father, learning of his son's stay at St.Malo, and particularly the reason therefor, had sent him orders to go immediately to Paris. So Temple took his departure, and Dorothy soon after returned to the lonely estate at Chicksands. While Temple was in France, she had heard from him of course, telling of his progress with the French tongue, of his practice in writing, and of some romances he had been translating. They had met after that time, in London, but from there, too, he had been hurried off to Europe, this time to Flanders and Germany, by Sir John Temple, who feared a hasty marriage.

We cannot say whether Dorothy's image faded from William's mind while he was away this second time; she had only the one letter from him from Breda, but his father may have vetoed correspondence. We do know, however, that Temple returned to England in November, 1652, and that Dorothy did not hear from him until just before Christmas. Could the Christmas spirit have turned his thoughts in her direction? At any rate, he wrote to her half playfully, asking whether he could claim the £10 wager she had promised him when she married. That was the beginning of their famous correspondence, only one side of which is preserved for us under the title of *The Letters of Dorothy Osborne to William Temple.* (Edited by G. C. Moore Smith, Oxford, The Clarendon Press, 1928.) Alone with her brave old father in that great country house, dreaming over romances or pining for her lover's return, how much that first letter must have meant to her! The sympathetic reader can easily discern beneath the formal phrasing of her answer, the joy she experienced at hearing from him after this long silence. "I will hope my Ey's doe not deceive mee," she wrote, "but if you please to confirm it to mee by another, you know how to dirrect it, for I am where I was, still the same, and always, Your humble Servant, D'Osborne."

So began the correspondence that for the next two years was to be her whole life. To one who has had few satisfactions, the little things in life can bring much happiness. "Contentment," as her volume of Jeremy Taylor told her, "gives the Lustre to all on's injoyments." She learned to offset the loneliness of her rural surroundings by filling her letters to William with all the little bright things that had so long slumbered unexpressed in her deeper nature. What an insight her letters give

us into the customs of the time, seen as they were through the eyes of a brilliant and wellborn woman! A "new's book," for instance, tells her of a new form for marriages, that requires the performance of the ceremony by a justice; Dorothy, however, prefers the old form and declares: "for my part I am resolved to stay till that com's in fashion againe." She makes a journey in a coach, so rough "wee dare not let our tongues lye more on one side of our mouths then tother for fear of overturning it." About to start for Kent, going to Gravesend by water in stormy weather, she records her fears; "if I drowne by the way," she wrote to Temple, "this will bee my Last Letter, and like a will. I bequeath all my kindness to you in it, with a charge never to bestow it all upon another mistress, least my Ghost rise againe and haunt you."

But humor of course, as in the case of Charles Lamb, is often only a relief raised against a background of sadness. It was so hard for Dorothy to escape the enviromental influence of Chicksands, and the remembrance of her family's past adversities, that a note of fatality often crept into her letters. Both families opposed her marriage to young Temple, because, after the losses of fortune resulting from the wars, it entailed a financial sacrifice for both the families. The long deferring of her promised happiness weakened Dorothy physically, and in her simple faith as a devotee of Jeremy Taylor, she thought her sufferings were a punishment for sin.

Perhaps the worst afflictions she suffered were those brought on by a brother who negotiated for one impossible marriage offer after another, in an effort to repair the family fortunes. But from behind the darkness caused by these persecutions, her pure-minded, simple nature continually burst through in exquisite bits of droll expression. Her sense of the ridiculous counterbalanced her melancholy, enabled her to keep a sane perspective, and, in spite of the fact that her experience with life's crosses often left the future unlit by hope, it prevented, for the most part, any disheartening view from remaining long predominant. She found refuge from her sorrows in depicting for William the humorous incongruities and absurdities of the interesting people around her.

Her suitors, almost as numerous as those of Penelope, one by one came under the review of her charming pen. Who can forget the one whose head was "soe taken up with little Philosophicall Studdy's" that Dorothy admired how she found room there? "T'was sure sure by chance," she added, "tis very posible the next new Experiment may croude mee out againe." After refusing one whom she called "The Emperor Justinian," she records that it wrought so with her brother "as to fetch up all that lay upon his stomack, all the People that I had ever in my life refused were brought againe upon the Stage, like Richard the 3ds Ghosts to reproach mee withall."

After an eighteen-month's separation the lovers were able to arrange a meeting in London, when Dorothy went down to visit a friend. As a

result of exposure in the coach, however, Dorothy contracted a bad cold and wrote back following her return: "I am soe perfectly dosed with my Colde and my Journy together that all I can say is, that I am heer and that I have only soe much sence left as to wish you were soe too. when that Leaves mee you may conclude mee past all." Medicine for her cold was now added to her other afflictions, making her "soe horridly sick" that "every day at ten a clock," she records. "I am makeing my will, and takeing leave of all friend's, you will beleeve you are not forgot then."

Solitude and sickness—did ever adversity know two better aids to self-discipline and self-cultivation? Surely, as Dorothy records, "affliction may bee the surest (though not the pleasantest) Guide to heaven." Like others in similar circumstances, Dorothy turned to books. Taylor's *Holy Living and Dying,* Cowley's *Davideis,* Mlle de Scudery's impossible heroes and heroines came under her persual. Romances, however, were so spoiled by translators in her day, that she, who knew the originals, hardly recognized them. She and Temple exchanged ideas on their readings, and once she sent him a popular French romance in the original with the remark: "since you are at Leasure to consider the moone you may be enough to read Cleopatra, thereore I have sent you three Tomes." Perhaps she read Plato's *Republic* and the Elizabethan dramatists, too, for she once wrote to her lover: "Lord that you had the invisible Ring, or Fortunatus his Wisheing hatt, now, at this instante you should bee heer." What lover has not longed for those magic properties?

But human nature, rather than books, has ever been woman's principal interest, and Dorothy brought an unusual insight to its study. She reflects upon the proneness of people to exaggerate: "tis ye Generall Custome of All People," she writes, "to make those that are Rich to have more Mines of Golde then are in the Indies, and such as have small fortun's to bee beggers." She was especially interested in watching the results of marriages. Some women, she observes, "forsee their Raign's are to bee but short and that makes them such Tyrants." She visits a popular widow, whose "Old Miserable husband" lived so long that she fears "if she do's not make hast, she shall not have time to spend what he left." Finding many unhappy marriages, Dorothy begins to be of the opinion of a religious friend who believed that celibacy was Christ's intention "for hee comanded that all should take up theire Crosse and follow him, and for his part hee was Confident there was noe such Crosse as a wife." Again she wonders how one Lady Talmach "behaved herself when she was marryed. I never saw any body yet that did not look simply and out of Countenance nor ever a wedding well designed but one. . . I could not endure to bee Mrs. Bride in a Publick wedding to bee made ye happiest person on Earth," she affiirmed, but hastened to reassure William: "doe not take it ill, for I would indure it if I could rather then faile." Her sympathy went out to a new gentleman friend "whose Mistresse Dyed Just when they should have maryed, and though

tis many year's since, one may read it in his face still... You will not bee Jealous though I say I like him very much; if you were not secure in mee you might bee soe in him, hee would Expect his Mistrees should rise again to reproach his inconstancy if hee made court to any thing but her memory."

Her study of married life soon enabled her to form her ideal of a husband. She knows she will always get the worst of disputes; so he must be peaceful. He must be fonder of his wife than of his hawks and dogs, must aim higher than to be high sheriff once in his lifetime, must read more than statutes, study more than how to interlard Latin into speeches to amaze his poor neighbors; he cannot be a "Towne Gallant," courting all the women he sees, nor a "Traveld Mounsieur whose head is all feather inside and outside," nor peevish nor ill-natured, nor covetous, "and to all this must be added that he must Love mee and I him as much as wee are capable of loving. Without all this his fortune though never soe great would not sattisfye mee, and with it a very moderat one would keep mee from ever repenting my disposall." Temple must have bantered her about this, for in her next letter she answered, "You are not the first that has told mee I knew better what qualitys I would not have in a husband, then what I would, but it was more pardonable in them, I thought you had understood better what kinde of person I liked then any body else could possibly have don." She had early developed a respect for tradition, that body of rules created by the aristocracy of the world that says how things should be done. No merit in her husband, she declared, would compensate in the eyes of the world for lack of fortune; people would say that they married not for love, but to satisfy their "giddy humor." She assured Temple, however, that she could not love him more if he had £10,000 a year. But she must not by her own folly expose herself to poverty. Like a true wife, however, she would be content to live with him anywhere: "carry mee whither you would. All places of the world would bee alike to mee where you were."

Her reserve and modesty, viewed across the intervening centuries, are indeed refreshing. Requested by Temple, after her twenty-third letter, to drop the formalities of "Sir" and "Servant" she then naively wrote without using any salutation or complimentary close! She believed that young people of her day were careless for want of a royal court by which to govern themselves. "A blush," she gives as her opinion, "is the foolishest thing that can bee and betray's one more than a red nose dos a drunkerd, and yet I would not soe wholy have lost them as some women that I know has, as much injury as they doe mee." Although twenty-six years of age, nothing will induce her to marry without her father's consent or to incur the adverse opinion of the world through an act of imprudence.

Yet it must not be supposed that she was prudish; behind her reserve is a modest love that cannot refrain from breaking through in flashes of charming sincerity. "Nothing pleases me like being assured that you are

pleased," "Lord How I have I wished for you; "though but for a day, for an hower, I would have given all the time I am to spend heer for it with all my heart." Love, for her, surely has "somthing of devine in it, since god requir's it of us." She cannot understand the feeling within her breast, but is content to take it on faith: "if it were Expected that one should give a reason for theire Passions, what could hee say for himself?" "Love is a Terrible word, and I should blush to death if any thing but a letter accused mee on't, pray bee mercifull and lett it run friendship in my next charge." She is convinced that one must marry only for love, for although kindness grows with time, she shall never be persuaded that "Marriage has a Charme to raise love out of nothing."

Temple, whose side of the correspondence has unfortunately not been preserved, was prabably akin to many doubting lovers in his expressions of anxiety, occasioned, perhaps, by the numerous aspirants for Dorothy's hand. If we may judge by her replies, he was constantly pleading for more declarations of her love. How tactfully she reassured him: "It is not kinde in you to desyre an increase of my friendship; That is to doubt it is not as great already as it can bee." Perhaps the most famous of all her letters, however, is that one ending: "and notwithstanding all your litle doubts, beleeve, that I am very much, Your faithfull friend & humble servant."

She would pretend to be nothing that she was not; "I am past all disguise with you," she declared. "Whosoever has mee must bee content to take mee as they finde mee without hope of ever making mee other then I am." "I am noe more concern'd whither people think mee handsom or ilfavourd,. . . I would do nobody noe injury, but I should never desyre to please above one and that one I must Love too, or else I should think it a trouble and consequently not doe it. I have made a general confession to you, will you give mee absolution? mee thinks you should, for you are not much better by your owne relation, therefor tis easyest for us to forgive each another." Besides confessing her frailties, she was also willing to be anything that Temple would have her be. "Chide mee when I doe any thing that is not well," she requested, "but then make hast to tell me that you have forgiven mee." Is she too stately? What humor pleases him? She wonders if he does not *imagine* her nicer than she is. True love has ever thus questioned its own worthiness, and Dorothy certainly was not without her misgivings: "Deare, shall wee ever bee soe happy, think you? Ah I dare not hope it, . . . tis that only gives mee these dispaireing thoughts, When I consider how small a proportion of happines is allowed in this worlde, and how great mine would bee in a person for whome I have a passionate Kindenesse and whoe has the same for mee; As it is infinitly above what I can deserve, and more then God Almighty usually allotts to the best People, I can finde nothing in reason but seems to bee against mee."

Dorothy, more than most lovers, had this tendency to look on the dark side of the future; she seemed to find "soe many things to fear and soe few to hope." "I was borne to bee very happy or very miserable, I

know not which." Fortune often seemed cruel: "how farr her power may reach I know not, only I am sure, she cannot call back time that is past and it is long since wee resolved to bee for Ever, most faithfull friends." Dorothy submits to disappointments cheerfully, however, considering them necessary to prevent dissatisfaction with the next world. She had to suffer the humiliation of having her brother search for her letters, and added to this persecution was an occasional anxiety over the broken seal of a letter, of which the carrier always denied knowledge. Quarrels with her brother were frequent; one of them, however, was allayed when the discourse turned to religion, about which they talked "soe devoutely " that she could write, "it layed all our anger, wee grew to a calme and peace with all the world; two hermitts conversing in a Cell they Equally inhabitt, never Expressed more humble Charritable Kindenesse one towards another then wee, hee asked my Pardon and I his, and hee has promised mee never to speak of it to mee whilest hee liv's but leave the Event to God Almighty." Not always did her troubles vanish so easily, and at times the silver lining behind the clouds was hard to find. "Something that I cannot discribe draw's a cloude over all the light my fancy discovers somtimes; and leave's mee soe in the darke with all my fear's about mee that I tremble to think on't." "How willingly would I tell you any thing that I thought would please you, but I confesse I doe not love to give uncertaine hopes because I doe not care to receive them." But, when hope of an end to their misfortunes leaves them, she added, "then tis time to dye, and if I know my self I should need noe more to kill mee."

Once, indeed, the gloom gathered so thickly that Dorothy almost broke under the strain. Temple's love, however, and her own womanly nature saved her. He was given to spells of dejection that depressed them both; perhaps during one of these she had urged marriage. He had reproached her for her impatience by suggesting that she was false and inconstant. At the same time, her brother had pressed a new suitor upon her. Under the stress of these various influences she offered to release Temple and even went so far as to tell her brother that she would give up plans for the marriage. Fears had overpowered her, growing out of a story of a woman who had loved passionately for six or seven years and then married, only to lose her husband by death within half a year. The poor woman was afflicted so strangely that "nobody thought she would have lived, she saw noe light but candles in three year nor cam abroad in five." Dorothy had no intention of encountering such a calamity and therefore preferred to release Temple and sooth the turmoil within her.

But Temple would not hear of it and threatened self violence. Dorothy urged him to vent his wrath upon her, offered her life for him, and forgave him the injury he had done her. The discovery of the strength of his passion broke down her resistance and one interview brought her to his side, surrendered for life: "ile never give you any more

Alarm's by goeing about to persuade you against that you have for mee, but from this hower we'l live quietly, noe more fear's noe more Jelousy's. the wealth of the whole world by the grace of God shall not Tempt mee to break my worde with you." How truly she added in her next letter: "Can there bee a more Romance Story then ours would make if the conclusion should prove happy?"

And the conclusion did. We may pass over the details of the financial arrangements for the marriage and the law-suit which enveloped the two families, and take a modest glimpse into Dorothy's later married life. The wedding occured on Christmas day, 1654, just two years and a day after Dorothy had written her first letter to William Temple. Few letters written during their married life have come down to us, but from what we have, we can piece together the story of their happiness.

Temple is away from home on one of his occasional business trips and has apparently complained about her letters. She replies with her usual wit: "Pray what did you Expect I should have writt, tell me that I may know how to please you next time. But now I remember mee you would have such letters as I used to write before we were marrayed, there are a great many such in y^r Cabinett y^t I can send you if you please; but none in my head I can assure you." But underneath her playful repartee and matter-of-fact narration of events, one can read plainly her trust and confidence in Temple. She finds much happiness in her small son Jack, but is always anxious for the return of her husband, whom she calls "the Arrantest gadder in ye Country." "I doe soe want thee that I cannot imagin how I did to Endure your being soe long away when your businesse was in hand. good night my dearest, I am, Your D. T." But perhaps the most fitting conclusion for her story is that prosaic postscript which she affixed to one of these letters: "if you can conveniently I should bee glad you payd the Grocers bill."

BOOK NOTICES

ADAMS and TAYLOR, *An Introduction to Teaching and the Teaching Process.* The Macmillan Company: New York, 1932. 652 pp.

It is many years ago since Prof. Judd of Chicago University made a plea for a "First Book" in Education and to some extent outlined its content. Since that time several texts bearing the same title, and with some variations, following the same general outline, have appeared. This book of six hundred pages is more comprehensive. Each topic is more fully discussed and the latest contributions to theory and practice are included in its pages. Several new topics, the result of recent developments in the educational world are effectively treated. The student who masters this text may be said, not only to have had "An Introduction to Education" but that he has established an agreeable acquaintanceship with most of the problems that confront the average American teacher.

D. M. BOWEN.

BREWER, JOHN M. *Education As Guidance.* New York: Macmillan Company, 1932 + 668 pp.

The main contention of this volume is that "the school should guide the pupil." Life's activities are pointed out as the basis of building a curriculum of guidance which should extend during the entire span of an individual's life. A chapter of fifty-five pages is devoted to an examination of the alleged aims of education while another section points out guidance as a fundamental requisite to aid students in living a wholesome, useful and purposeful life.

Curriculum making and methods for guidance are presented in a clear order and problems of educational guidance have beeen raised relative to persons of pre-school years, elementary school, junior high school, senior high school, colleges, continuation school, professional school, adult educational opportunities, right attitudes toward school attendance, methods of study and moral. In pointing out and discovering methods of educational guidance forty-four pages are used.

The section about guidance for Home Relationships is very enlightening and beneficial for those teachers dealing with various ages of pupils and particularly with adults. A constructive summary is cited for those wishing to set up a program of guidance for home relations.

The very important matter of citizenship is carefully placed in its relationship to the need of proper guidance. Constructive suggestions and valuable illustrations are offered as a basis for the development of good citizenship practices among juveniles.

In addition to the phases of guidance mentioned above, this text contains a contrast of earlier vocational guidance to the later practices. Discussions are made of guidance; for leisure and recreation; in personal

and well-being; in religion; ethical, thoughtful, cooperative, wholesome and cultural atttiudes.

It is here pointed out that much value may acrue through a study and application of the various auxiliary and administrative plans including the present studies of the school in carying out a well-devised program of educational guidance.

The author sets up a good background for the meaning of guidance and defends his points well. Two very valuable additions to this study are: the constructive ideas set up for the various phases of educational guidance; and the numerous problems suggested for further research. The bibliography has been omitted.

A strong individualistic point of view, rather than to have followed the techniques of other writers, is used in presenting the material in a clearly written, comprehensive manner. One may read the material with comparative ease and understanding. Teachers,principals and administrators will find this book particularly helpful in reorganizing, building and administering a guidance program in all phases of educational guidance dealing from pre-school age pupils to the adult.

W. E. Matter

ABOUT THE CAMPUS

Miss Jane Carroll, principal of the Horace Mann training school, presented to the Oct. 13 assembly a series of lantern slide views she obtained while studying last year in Washington, D. C.

The Department of Psychology and Philosophy has purchased $500 worth of new equipment that includes an elaborate apparatus to test bodily changes under various mental conditions, a phonograph for Seashore music test records, air pistols to test the co-ordination of muscles, and charts showing the nervous system.

The Women's Glee Club under the direction of Mrs. Edwina Fowler presented five numbers at the teachers' convention Nov. 4 at the Mirza Temple. Other numbers provided by the college were a violin solo by Marguerite Theis, and a flute duet by Gladys Jones and Nelia Martin.

Glynn Reavis, sophomore, has constructed and mounted a reflecting telescope. The cost of the material was about fifteen dollars.

The annual playday for high school girls was attended by 213 girls. High schools represented were Coffeyville, Parsons, Cherryvale, Arma, Columbus, Girard, and the Pittsburg College High School and Roosevelt and Lakeside Junior High Schools.

The K. S. T. C. band, under the direction ofHarold Mould, was one of several organizations from neighboring towns which were guests at the Iola Armistice Day Celebration. The band played for two parades and gave four concerts.

Worthman W. Cook of Fort Scott, a senior in the Industrial Education Department, has constructed a model of a four-stroke cycle engine for use in supplementing lectures in auto-mechanics for high school students. The model when turned by hand illustrates in a concrete manner piston displacement, compression ratio, timing, and principles of electric ignition.

According to Miss Irma Gene Nevins, associate professor of physical education, the depression, in spite of its faults, has produced a group of younger, taller, and lighter girls on the K. S. T. C. campus. The 1932 college girl is a half year younger and has less throat trouble than the college girl of 1928, but she is troubled with defective teeth, weak heart, bad feet, and faulty posture.

Miss Flora E. Holroyd, assistant professor of rural education, is the author of an educational monograph "A Supervisory Project in Edu-

cational Measurements," published last summer under the joint sponsorship of the Division of Rural Education and the Extension Department.

Book publishers joined with the College Library and the College High School and Horace Mann Training school libraries early in November to provide interesting and artistic exhibits by which to introduce new books to teachers.

The three candidates for the governorship of Kansas spoke at the College at various dates by the invitation of the student council.

Phi Mu Gamma, fine arts sorority, placed first in the sorority division of the House Decoration Contest sponsored by the Pittsburg business men as part of the Home-coming celebration staged for the Pittsburg-Wichita game. The Kappa Delta Kappa fraternity won first place for the best decorated fraternity house. Each of the winners was award a $15 electric clock.

Dr. Jack Harte, director of Religious Education at the University of Pennsylvania, was the speaker and guest of honor at a Y. M.- Y. W. retreat held at Riverton Oct. 22. His two addresses were "Campus Confusions" and "Changes in the Trend of Religious Thinking Today."

Prof. A. H. Whitesitt, head of the Industrial Education Department, was elected president of the Kansas Industrial Arts Association at a meeting held by the association the first week of November in Topeka. Prof. Charles R. Wasser was elected chairman of the Wood-working Round Table for the next year, and Prof. A. O. Hankammer was elected chairman of the Drawing Round Table.

Prof. L. C. Heckert, Department of Chemistry and Physics, was the speaker at the assembly of Nov. 10. He discussed the economic problems which confronts the new officials elected Nov. 8, insisting that rapid technological developments often upset political and economic planning.

Miss Irma Gene Nevins, associate professor of physical education, escaped serious injury when her car skidded and turned over on the wet pavement between Fort Scott and Pittsburg Nov. 7. She suffered several bruises and was badly shaken up, and the car was demolished.

The second session of a "janitor faculty training program" was held on the campus Oct. 22 under the supervision of Laurence Parker,

director of the department of Smith-Hughes vocational education. The men so trained are to be used in the instruction of other janitors.

Jerome K. Jerome's "The Passing of the Third Floor Back" was the fall presentation of the Arden Pleyers, student dramatic club. A cast of twelve performed the drama Nov. 17 under the direction of Miss E. Madge Jones, assistant professor of speech.

Prof. Walter McCray, director of music, conducted an All-Southwest-Missouri High School Chorus of 600 voices in a concert at Springfield Oct. 21 for the sectional convention of the Missouri State Teachers Association. The Springfield High School orchestra of 75 instruments played the accompaniments. The concert was given after only two rehearsals the same day. Miss Daphene Renick, a music student at the College as the quest soloist.

Full-time college enrollments Oct. 1 totalled 1284. This enrollment was 21 more than that of the same date in 1929. Fifty-one per cent of the students are men. The men constituted only 45 per cent in 1930 and 48 per cent in 1931.

Prof. Walter McCray has announced the annual Interstate High School Music Contest for April 27, 28, and 29. The Department of Music has already issued a bulletin on the plans for the contest.

Carveth Wells, famous radio lecturer, told of his recent four weeks observations in Russia in a lecture at the College Nov. 22. He condemns Bolshevism as a monumental failure and believes it would be disastrous for the United States to recognize the Bolshevist regime.

The first basketball game of the season will be played here Dec. 13 against Ottawa University. Coach John Lance is having to build an almost wholly new squad this year.

The College Art Club is sponsoring an exhibit once a month. The November exhibit consisted chiefly of etchings and dry prints from the Findlay Art Galleries in Kansas City.

The Student Council has complete charge of every second assembly program this year.

Strong Hinman, president of the Midwest Association of Physical

Education, spoke three times at the College Dec. 6 under the joint auspices of the Y organizations and the Department of Physical Education.

Dean G. W. Trout was host Nov. 21 to the faculty men at a picnic supper called, in honor of the host, the "Trout Bake." This was the eighth year that Dean Trout has entertained in this way.

Inquiries concerning the Interstate High School Scholarship Contest to be held at the college, Saturday, April 22, are being received. A large group of schools maintain interest in these contests because of the values they believe come from them. The bulletin for these contests is being prepared for the press and upon request, copies will be sent to those interested.

WHY THE

KANSAS STATE TEACHERS COLLEGE PITTSBURG,

CONTINUES TO GROW DESPITE THE DEPRESSION

---

1. Many students find employment on or near the campus, and are thus in part self-supporting.

2. It is estimated that a student can complete nine months' work for $275.

3. A democratic spirit dominates the school. A feeling of comradeship exists between students and faculty.

4. The scholarship of the faculty is high.

5. The curriculum offerings are broad:—Art, Biology, Business Education, Chemistry and Physical Sciences, Education, English, Foreign Languages, Geography, History and Social Science, Home Economics, Industrial Education, Mathematics, Music, Physical Education, Psychology, and Speech. Students are prepared in pre-engineering, pre-law, and pre-medical courses.

6. This college belongs to Class "A", the highest classification of the American Association of Teachers Colleges. It is fully accredited in the university and college section of the North Central Association of Schools and Colleges and is authorized to confer the B. S., A. B., and M. S. degrees.

The second semester begins January 30, 1933; the first summer session, June 5, 1933. For further information write Kansas State Teachers College, Pittsburg, Kansas.