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THE TECHNE

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

Vol. XVIII

September-October

No. 1

HOW FAR DO WE DARE?

"I know that teachers cannot say, cannot do, everything they wish. They too are bound by the established order which imposes limitations upon them and makes them necessarily feel its authority. But there are those who are clear-seeing and courageous, and they have a great strength. They have on their side the march of events. Their weapon is truth, and it is a weapon which sooner or later will conquer."—Henri Barbusse

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KANSAS STATE TEACHERS COLLEGE
PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg. President

Vol. XVIII

September-October

No. 1

BOARD OF MANAGEMENT

Edgar Mendenhall, Chairman

Margaret Haughawort

J. C. 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. Through 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.

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THE EDUCATIONAL FRONTIER

S. L. HOUSEHOLDER

This paper is a brief analysis of and attempt to evaluate the principles set forth in "The Educational Frontier," a work which was sponsored by the National Society of College Teachers of Education and which is in fact a yearbook of the philosophy of education. The book has just been published this year. (1933)

The following seven men who have been associated with Columbia and Ohio State Universities collaborated in the writing of the book: Dewey, Kilpatrick, Bode, Childs, Hullfish, Raup and Thayer.

The rich background of experience which has come to these men in their years of work in the field of education enables them to speak and write with authority regarding the present problems of educators and their suggested solution of these problems is certainly worthy of very careful and thoughtful consideration.

In following the process of reflective thought as set forth by Dewey we are first faced with a sense of doubt and uncertainty as to the effectiveness of our present day educational program. This leads us to a statement and definition of the problem followed by a suggested solution and of course the matter of testing and verification must await the years.

Since in this particular problem we can only consider the first three steps as indicated above I shall confine my efforts to a discussion of these three phases which I shall state as follows:

1. Confusion in our Present Educational Program.
2. Statement and definition of the newer and more rational aim of education.
3. Suggested methods and plans for working toward the goal set forth in number two.

I think all of us are familiar in a general way with some of the changes which have been going on in our educational systems. Probably the most noticeable change has been in the matter of the subjects taught. The schools in an effort to meet the changing needs of a complex society have added new courses to the curriculum from time to time. Along side of the somewhat cut-and-dried curriculum of the so-called academic or cultural type has gradually appeared such courses as Home Economics, Manual Training, Printing, Commerce, Citizenship, Music, Physical Education, Health and Hygiene, School Banking, Radio, Aeronautics, and a western University has but recently put in a course for the benefit of those who would become more adept and scientific in the art of fishing.

These vocational or practical courses have found their way into the curricula not simply because some superintendent wished to try something new but because of a growing demand on the part of the public at

large that the students be given something which would be of practical benefit to them when they come to the time when they must go out into the world to make a living.

As a result of this rather unsystematic mode of procedure, characterized by one of the authors of this book, as simply moving the old courses over on the bench to make room for the new ones, we have developed in our educational scheme what seems to be two rather divergent concepts of the aim of education. One division of such a curriculum would prepare the individual for a deeper appreciation of the so-called finer and more cultural things of life while the other division would tend to fit one for the more serious business of working and making a living. And we find the proponents of these two types of educational endeavor looking a little askance at one another. The culture group just cannot help but think that those students who specialize in the practical courses do so mainly because they are mentally incapable of mastering Greek, Philosophy, History and the other subjects in the academic list while the followers of the trend toward the practical have a feeling that the culture students are getting a sort of educational veneer which will not wear long.

The curricula have been enlarged but not reorganized. In an effort to modify the structure of the curricula in our schools to keep pace with the rapidly changing functions of these institutions we have evidently reached the point where this structure now definitely limits the functions.

Until these two divergent trends in education have been dove-tailed into a unified whole which will effectively correlate the academic and the practical, our school system will continue to be inadequate to meet the demands placed upon it by a machine age civilization dominated by economic interests.

A second general criticism which we may make regarding our schools is a seeming apparent lack of definite aims and objectives. Our educators undertake to provide a good education without any clear and well defined concept of what such an education would be like if it could be had. They seem to be in the position of the two men who were holding a post-mortem examination of a horse to determine what had caused the animal's untimely death. During the process of examination one of the men said to the other, "Say, just how should a horse be when there is nothing the matter with it?"

There is a lacking in unity of thought and action. The educator of today, in the phraseology of Stephen Leacock, is quite likely to mount his educational steed and ride off in all directions at once. Shall the student be trained to fit into the social group to become a benefactor to his fellow men or shall he be taught to believe that the survival of the fittest through the development of rugged individualism is **man's** goal? Must we accept the dominance of our economic interests as inevitable and immutable or is there a way out?

In the present crisis when the scope of Educational activities has been

drastically curtailed due to the sharp decrease in revenue, we find that educational leaders are divided in their opinion as to what attitude should be adopted toward the situation. Shall we passively accept this condition as the inevitable result of an unavoidable financial depression or shall we demand a thorough investigation and examination of the principles underlying the whole affair with a view to making a recurrence impossible for the future? Are the schools to be the tools of a machine civilization or should they function as the servants of a true democracy?

Let us say then that two major weaknesses apparent in our schools today are, (1) lack of intelligent correlation of the subject matter in the curriculum and, (2) the absence of a unified concept of the true aims and objectives of a complete and effective educational program.

Of course there are other flaws in our educational structure but the two problems to which I have referred are of such major proportions that their solution would go far toward making our schools dynamic and effective forces in directing and controlling the social, political and economic groups of the complex society in which they operate.

And now we come to the second phase of our thinking along this line and attempt to define some of the newer concepts in education which should provide a more rational foundation on which to build for the future.

I think there is no doubt but that the work of our schools in the past has been largely a matter of training the individual in personal pursuits without much thought being given to the matter of fitting him for service to society. As a result of this program we find dominant individualism standing out as the controlling factor in our political, economic and social structures.

We shall say then with Dewey that the first job of the school in this newer concept of education, is to fit the individual into the social group and then through the individuals mould this group into a harmonic whole working for the best interests of all.

Again it is vitally necessary that the schools make closer contact with the social order round about them. All of education is an affair of action and unless the theories which are propounded in the class room can be carried over into effective activity they still remain classroom theories and as such they have little or no value.

Temporary measures, while helpful, are not sufficient in themselves. Relief for unemployment must extend to cure for unemployment. It is not enough that opposing social forces be able to go along their respective ways without open revolution. They must eventually co-operate in a program which will be mutually beneficial. One of the authors of this book has most aptly stated our present attitude toward these opposing social forces by saying that, "We have taken so much satisfaction in seeing the lion and the lamb lie down together that we have not noticed the disappearance of the lamb."

In the plastic age of youth the schools have their opportunity to mould the social forces of tomorrow. We build for the future from the heritage of the past. Educators must stimulate a reconstruction of beliefs and habits in the light of their mutual relationships.

It seems to me that Dewey and Childs in their chapter on "The Social-economic Situation and Education," have set forth the underlying principles of this newer philosophy of education in these words: "Any educational philosophy which is to be significant for American education at the present time must be the expression of a social philosophy, and the social and educational theories and conceptions must be developed with definite reference to the needs and issues which mark and divide our domestic, economic, and political life in the generation of which we are a part."

Now having set forth some of the aims of our educational program as suggested by these eminent leaders in this field, we are faced with the most difficult task of all, that of devising plans and methods for reaching these objectives.

Our architects of the ideal educational structure of the future must submit the blueprints of their plans and we must not lose sight of the fact that blue prints in the hands of the builder are of little value unless accompanied by a set of specifications which are the result of years of experimentation and verification. If faulty materials are allowed to be used in the process of construction, or, as in the case of education, the remodeling of the structure already built, the results cannot be permanent or satisfactory.

Now if we think of our society as a sick patient and the school as the research hospital wherein the ills of the patient are to be diagnosed and treatment prescribed, we are faced with a peculiar situation. In an ordinary hospital the patient, an individual, can be brought in, given a thorough examination by the attending physicians and after his trouble has been definitely diagnosed, treatment can be administered under the watchful eye of the trained nurse or interne.

Now when society is the patient we find that we cannot bring it to the hospital as we do an individual. We might diagnose, prescribe, and operate by remote control. This would seem absurd. True we might inject some form of anti-toxin into the children of this sick society, since we can get them into our hospital, so that when they grow up and are exposed to the ills attendant upon their coming in close contact with germ carriers of the social group, they will be immune to the action of the disease, but in the meantime what is to become of the adults who should be constructive and productive factors in the social forces of the present time?

If this be a common sense analysis of the situation in which we as educators find ourselves today, obviously we are faced with the task of putting our medicine kit under our arm and going out into our social world to make a few professional calls.

And in connection with this somewhat imaginative concept I wish to make a personal observation to the effect that in my opinion our educators have been so busy diagnosing and prescribing that they have not taken the last, and by far, most important step, of making a face to face examination, of the patient, followed by an operation if necessary. They have formed entirely too many opinions by viewing at a safe distance, external symptoms.

We go forward by looking backward. Today we build the foundation which is to carry the structure of tomorrow. In reasoning we attempt to bring together in orderly array, our past experiences, and out of them we may evolve plans for the future. Without these experiences we have nothing on which to build.

In the next few paragraphs I am going to refer to some personal experiences and I trust I shall be pardoned for this display of what is usually considered bad form, but my own experiences stand out much more clearly to me than do those of my neighbors and colleagues and my reference to them is solely for illustrative purposes and not as a recommended mode of procedure.

Soon after graduating from college I became superintendent of the school in a county seat village in the Ozarks of southern Missouri. This village had not been incorporated due principally to the fact that to incorporate meant depriving many of the inhabitants of the traditional right to allow their cows, hogs, and mules to run loose on the streets of the town and this practice was not to be interfered with by meddling folks who might wish to organize some semblance of a social group which might have incorporated in it some elements of control of the individual for the benefit of the group.

Here was a problem which we could discuss in the school room but it could not be solved there, so we decided to sit in with the group and see what might be accomplished.

We began by organizing a commercial club in which we talked about good roads, cleaning the brush out of the village cemetery, putting a fence around the court house, organizing a band, etc. I had the good fortune to be made chairman of this club. We did a lot of talking and on rare occasions attempted some action. Finally we got around to the matter of incorporating our village. Here is where the job of moulding public opinion began. We found some in favor of the proposal and many opposed to it. After much heated discussion we got the commercial club to get back of the movement and eventually held an election to decide the issue, and the result was an incorporated village.

We then found that as we had joined the ranks of incorporated towns we must have a mayor and city officers. When this election was over I found much to my surprise that I had been elected mayor. Now my notions regarding the duty of a mayor of a thriving village where the hogs kept the grass rooted out of the court house lawn were very vague indeed. I discovered after some investigation that I was not only mayor but as a result of holding this office I was also police judge. The mayor,

the police judge and the town council served notice that they were open for business. My first official act as judge was to fine a good friend of mine a dollar and costs for willfully and maliciously letting his mules run at large on our city streets. This man paid his fine and costs and came to me after the trial with the remark that, "now we are getting somewhere with this business".

Now to talk about business of our educators in shaping the social forces about us. I believe it is necessary that we project ourselves into the society of which we are a part, in a very definite and positive manner if we expect to accomplish much in the matter of effective change. The so called brain trust of the new deal is an effort in this direction. A few years ago a president of a university was given the highest office in the United States. The school teachers of Kansas made themselves felt for the first time in the educational history of the state when they arrayed themselves in some semblance of unity of thought and action and went to the polls in the last election to register their disapproval of a proposed constitutional amendment which, if it had been adopted, would without doubt have been most inimical to the future development of a richer program of education in this commonwealth. Here was a case of the school men and women projecting themselves into politics.

I listened to a class room lecture recently in which the instructor built up a very unfavorable picture of the weaknesses and futility of the work of the churches of today and yet he admitted that he does not attend church and has no particular interest in its activities. I believe it is quite possible that if this individual could sit around the table with a group of progressive men in the weekly meetings of the ministerial alliance of any urban center, and take part in their discussions and proposals for movements in behalf of social betterment, his critical attitude might change to one of helpful participation. Of course there are flaws in the church but I don't like to throw away a perfectly good pair of shoes just because one of them has a little hole in it. I take them to the shoe cobbler for repairs.

I find that in Rotary or a Chamber of Commerce meeting, when I sit between a banker and a coal operator across the table from a minister and superintendent of schools it is surprising how easily we fall into an unprejudiced discussion of political, economic, and social questions which seem of equal importance to all of us.

This last summer I was privileged to conduct a number of college students on tours of inspection of some major industrial activities.

We visited electrical power plants, coal mines, lead and zinc mines and mills and other industries of some magnitude. When a group of these students emerged from the tipple of a coal plant or from the shaft of a lead mine they had a much better concept of just what it means to be a coal miner or a worker in a lead and zinc mine than they could have possibly gotten from the most effective class room lecture.

The point which I wish to make is that educators themselves must

develop a broader, deeper, and more comprehensive knowledge of the underlying factors which motivate and have their impact on the movement of our social forces before they can effectively direct the youth of our nation in their search for the truth which shall make them free.

We have heard it said too often, that "those who can, *do*, and those who cant, *teach*." We in the profession are quick to take exception to a statement like this but just the same there is more than a possibility that there is too much truth involved for us to dismiss the charge as unworthy of our notice.

And so we come back to the plea of the authors of this book that the wide awake educators of today recognize in the youth who pass in procession before them, a priceless opportunity to inspire them with the desire to be a moving force in the moulding of our social groups into a unified whole which ultimately will result in the breakdown of dominant individualism and the upbuilding of a society wherein, in the language of the three musketeers, we are all for one and one for all.

OUR PROGRAM OF ACTION FOR 1934-35

HENRY LESTER SMITH
President, National Education Association

This Journal, as it goes out to its two hundred thousand member readers, performs a service that no other journal could perform. It describes the work of an Association which is unique; an Association that unites into one fellowship every element in a great profession; an Association which brings together into one working body the state and local organizations of teachers and school officers. It means a great deal to have this unity in our profession—to have all the school levels; to have both administrative and teaching forces; and to have local, state, and national members all drawn together, receiving the same JOURNAL, interested in the same things, committed to the same policies, doing the best they can on behalf of the schools and the nation.

Because of the condition of today's life both in America and thruout the world, there comes to each of us at this opening of the school year a direct challenge, implied in the question, What am I doing and what more can I do—

To make myself better?

To make my school better?

To make my community better?

To improve my profession?

To give leadership toward a better world?

These are days of the greatest responsibility and opportunity. The teaching profession is our greatest hope. The National Education Association is imperatively needed at this time. It is the only organization that brings together or can bring together a sufficient body of the teachers of America to constitute a positive working force equal to the day's needs. Let us make it stronger and more aggressive. The following is the program around which I shall build my work for the year:

Security of positions for teachers

Minimum wage law

Uniform school term

Adequate retirement allowance

State and local financial support for schools

Federal aid but not control

Recognition of classroom teachers

The amendment which was adopted at Washington

Democracy in the NEA

United organization with a single purpose—furthering the educational facilities of our land and encouraging full participation in these facilities by our children, youth, and adult citizenship.

How can we make this program effective? It cannot be made effec-

tive with a reduced membership in the National Education Association. It cannot be made effective with an indifferent membership. It can be made effective only by a renewed dedication thruout the entire ranks of the Association and a willingness on the part of each member to give his best. It can be done only by thinking and working for concrete objectives. May I suggest the following:

(1) That every school, city, or state determine to maintain or increase its membership in the NEA, including life membership.

(2) That provision be made in every school faculty for a study of the Association and its work, with the particular aim of selecting some phase of that work to which the school will especially devote itself.

(3) That untiring effort be given to the improvement of the conditions under which the children of the nation study and learn and live. That a special effort be made toward the ratification of the proposed Child Labor Amendment to the national constitution in those states where it has not already been ratified.

(4) That particular attention be given to the matters which affect teachers directly—their security, tenure, salaries, conditions of work.

(5) That student membership in the NEA be encourage in all teachers colleges so that seniors may read *THE JOURNAL* and feel themselves a part of the profession.

(6) That emphasis be placed on the interpretation of education to the people, with particular attention to high schools and teachers colleges, to American Education Week, and to the development of parent-teacher associations.

(7) That special study be given to the problem of educational finance, including the imperative necessity for federal aid without control.

(8) That particular attention be given to the needs of higher institutions of learning and that these institutions be encouraged to assume a much larger responsibility for adequate professional organization.

(9) That there be increasing emphasis upon adult education designed to prepare the entire population for the responsibilities of citizenship in a democratic society.

(10) That the schools give the maximum support to local, state, and national governments in their efforts to bring order and security to the people.

These are not vague generalities to be read and forgotten. They are the foundation for a concrete program of action which each teacher and school officer can work at and work out.

To a degree that is perhaps greater than for any other group, teachers are responsible for the preservation and improvement of civilization. It is now so plain that anyone can see that civilization is crumbling in one country after another. We believe that democracy is the best form of government. It is for us to prove that belief, to so conduct our in-

stitutions and our organization and ourselves as to give an example of dedicated service. The many fine letters which we have received from directors, committee chairmen, and other leaders indicate that the upturn has already begun and express a renewed determination to take hold of the work of the Association with a will. We believe that all the teachers of the nation are ready to do this and that the year 1934-35 will be a year of sustained advance.

*Because of the significance of this message to the readers of *The Techne* it is printed in full from the October number of *Journal of the National Education Association*.

COLLEGES AGAIN BOOMING

The colleges are opening this fall with increased enrolments. One New England women's college reports the largest entering class in 10 years, and another women's college, not far from New England, will have the largest number of students in any year of its history, except 1929. An inquiry conducted by a press association on a nation-wide scale shows that some institutions expect an increase in enrolment of 5 to 10 per cent.

It is evident that the colleges are experiencing their share of the recovery wave. And, like some other activities, the business of providing higher education is to some extent profiting directly from the government's job-creating and pump-priming operations. At some universities government relief jobs are being made available so that a student may earn money toward paying the cost of his education, and CWA construction work is being allocated in some states with reference to students who desire to attend college. While it is improbable that government aid is the principal factor in increased enrolments throughout the country, it is a factor that is considered important at some state universities.

That the colleges have themselves been consciously striving for increased enrolment is well understood. It is not denied that recent changes in entrance requirements or degree requirements have been adopted in the hope of obtaining an increased number of students, though this has not necessarily been the only reason for modifying the established course. There have been changes in the curriculum at preparatory schools, and at least one school that has "liberalized" its courses of study is opening this fall with a full enrolment.

It is not necessary to assume that American colleges are committed to indefinite alterations of curriculum in accordance with swings in the business cycle. In periods of prosperity, one might say, more young people seek the benefits or the delights of a college education. As applicants become more and more numerous, entrance requirements are raised and only the better-prepared students need to be accepted. As applicants fall off, the requirements are lowered, very much as the price of salable articles is lowered when demand falls off and buyers need the inducement of lower costs.

According to this theory education would improve in periods of prosperity and decline in periods of adversity. To some extent, this may actually have happened. The higher standards and changed systems adopted at some eastern colleges for men between 1920 and 1930 might have come more slowly if there had been a nation-wide rush for college portals. On the other hand, many institutions expanded cheerfully in response to the demand without exacting higher standards of

scholarship or more organic courses of study. That easy wealth and luxury foster serious purpose in education is a proposition that even a college debating society might hesitate to defend. The reverse has often been asserted. So, if depression relaxes the formal requirements, the increased seriousness of mood may yield compensating gain to the educational process. At least, the larger enrolments this fall indicate that young people look forward with some confidence to making use of the education they are out to acquire.—*The Republican*, Springfield, Massachusetts, Sept., 23.

Statistical Exhibits Relating to Educational Rank of States*

Average number of days school were open, 1930		Investment in school property per pupil enrolled, 1930	
States	Number of days	States	Amount
Illinois	188.4	New York	\$407
New Jersey	188.4	California	400
New York	187.5	New Jersey	370
Maryland	186.1	Michigan	349
Michigan	185.6	Connecticut	349
Connecticut	183.7	Nevada	326
Massachusetts	183.3	Ohio	321
Delaware	183.0	Massachusetts	320
Oregon	182.9	Illinois	316
Pennsylvania	181.2	Wisconsin	301
Missouri	180.5	Wyoming	301
Minnesota	180.1	Minnesota	288
Colorado	180.0	Rhode Island	275
Washington	179.4	Delaware	267
Ohio	179.2	Pennsylvania	264
Wisconsin	179.2	Colorado	258
Maine	179.0	Oregon	257
New Hampshire	179.0	Montana	253
Nevada	178.9	Nebraska	252
South Dakota	178.5	New Hampshire	249
California	178.3	Washington	243
Iowa	175.9	Indiana	240
Rhode Island	175.3	South Dakota	239
Nebraska	175.2	North Dakota	236
Arizona	175.1	Missouri	231
Montana	173.5	Florida	230
Indiana	175.4	Iowa	222
Oklahoma	173.3	Utah	215
Utah	172.5	KANSAS	214
New Mexico	172.2	Maine	211
Vermont	172.1	Maryland	201
KANSAS	169.8	Idaho	199
West Virginia	165.7	Vermont	190
North Dakota	165.7	West Virginia	189
Kentucky	165.0	Arizona	173
Virginia	164.1	Texas	158
Tennessee	163.2	Oklahoma	132
Idaho	162.6	North Carolina	127
Wyoming	161.3	Louisiana	127
Florida	154.4	New Mexico	123
North Carolina	154.3	Virginia	120
Louisiana	151.0	Alabama	89
Alabama	150.0	South Carolina	88
Arkansas	149.4	Tennessee	86
Georgia	148.0	Arkansas	84
South Carolina	147.0	Kentucky	82
Texas	146.0	Mississippi	74
Mississippi	133.4	Georgia	72

*From Illinois "Educational Press Bullentin."

Statistical Exhibits Relating to Educational Rank of States*

Rank of states by Ayer's Method using 10 index numbers.

1918	1930
1 Montana.....	1 New York.....
2 California.....	2 Nevada.....
3 Arizona.....	3 California.....
4 New Jersey.....	4 New Jersey.....
5 Washington.....	5 Illinois.....
6 Iowa.....	6 Ohio.....
7 Utah.....	7 Washington.....
8 Massachusetts.....	8 Massachusetts.....
9 Michigan.....	9 Delaware.....
10 Connecticut.....	10 Connecticut.....
11 Ohio.....	11 Montana.....
12 New York.....	12 Arizona.....
13 Colorado.....	13 Colorado.....
14 North Dakota.....	14 Oregon.....
15 Nevada.....	15 Michigan.....
16 Indiana.....	16 Wyoming.....
17 Idaho.....	17 Utah.....
18 Minnesota.....	18 Iowa.....
19 Oregon.....	19 Indiana.....
20 Pennsylvania.....	20 Pennsylvania.....
21 Nebraska.....	21 KANSAS.....
22 Illinois.....	22 Minnesota.....
23 Wyoming.....	23 Rhode Island.....
24 Rhode Island.....	24 Wisconsin.....
25 Kansas.....	25 New Hampshire.....
26 South Dakota.....	26 Maryland.....
27 New Hampshire.....	27 Idaho.....
28 New Mexico.....	28 Missouri.....
29 Vermont.....	29 Nebraska.....
30 Wisconsin.....	30 South Dakota.....
31 Missouri.....	31 Vermont.....
32 Maine.....	32 North Dakota.....
33 Oklahoma.....	33 Maine.....
34 Maryland.....	34 New Mexico.....
35 Delaware.....	35 Texas.....
36 Texas.....	36 West Virginia.....
37 Florida.....	37 Oklahoma.....
38 West Virginia.....	38 Florida.....
39 Virginia.....	39 North Carolina.....
40 Tennessee.....	40 Louisiana.....
41 Kentucky.....	41 Kentucky.....
42 Louisiana.....	42 Virginia.....
43 Georgia.....	43 Tennessee.....
44 North Carolina.....	44 Alabama.....
45 Alabama.....	45 Arkansas.....
46 Arkansas.....	46 Mississippi.....
47 Mississippi.....	47 South Carolina.....
48 South Carolina.....	48 Georgia.....

*From Illinois "Educational Press Bulletin."

Statistical Exhibits Relating to Educational Rank of States*

Percentage of illiteracy in states 16% or more of whose population are colored people and foreign born whites, 1930.

States	Percent colored or foreign born whites.	Per cent of population 10 years of age and older that were illiterate.
Washington	16.06	1.0
Michigan	20.85	2.0
New Hampshire	18.29	2.7
Pennsylvania	17.28	3.1
Massachusetts	26.05	3.5
New York	28.63	3.7
New Jersey	26.07	3.8
Maryland	22.77	3.8
Delaware	20.76	4.0
Connecticut	25.66	4.5
Rhode Island	26.27	4.9
Texas	16.37	6.8
Arkansas	29.05	6.8
Florida	33.43	7.1
Tennessee	18.75	7.2
Virginia	27.83	8.7
Georgia	37.31	9.4
North Carolina	29.26	10.0
Alabama	36.29	12.6
Mississippi	50.59	13.1
Louisiana	38.60	13.5
South Carolina	45.95	14.9

*From Illinois "Educational Press Bulletin."

CAMPUS NOTES

Pittsburg, Kansas
October 18, 1934

Dear Bess:

Can't help being sorry for you. I suppose you feel very important carrying on the world's work, but school is so much fun this year. Graduation is a calamity that comes to us all, isn't it?

Are you as much of a football fan as you were? Then you know about that young man who is Blue Howell's new assistant coach. His name is Garfield Weede. On the side he is head of the Physical Education department. We have Glen Browne back working with the line, and Pete Moriconi is assisting, too. Charlie Morgan has the basket-ball squad this year as John Lance is on leave.

And speaking of football! Darling, we really fooled the sports-writers this year. They had us all doped for a losing team and we ups and licks our first three opponents, and one of them the conference game cracked up to be one of the toughest of the season. Some of us went to Topeka in the old Ford and we'll never be the same but I'd do it again before I'd miss a game like that!. Marie tore a new hat to shreds and I still bear the scratches from some of Ia's mad clutches when the score was 13-12, Washburn, with five minutes to play. Golly, Bess, we could just see the determination that our fellows were breathing into the atmosphere down there on the field. And when they got over for that winning touchdown! That Topeka bunch is one squad of real football players. Well, Army beat Topeka and so did we. Like Dizzy Dean, we hate to brag, but!

You'd better come down for Home-coming. That will be a good game with Wichita and all the Homecoming fun plus some more.

Say, Bess, we've set another precedent this year. Do you know what they have went and did? Milton Zacharias is editor of the Kanza and Carl Jackson is business-manager. Well, those boys must be geniuses or something, because the Kanza Queen this year gets a free trip to Chicago and a night in Kansas City and free accomodations at the Fair and all sorts of entertainment on the side and free eats and everything free and I don't see how it can happen to a girl this side of Wonderland, but it's going to happen to Rose Izen this month. I wouldn't have time to tell you all the glorious things that are going to happen to her. When they announced in chapel that she was going to get a chance to dance to Wayne King the girls "en masse" let out a sigh like a dying calliope.

Come to think about it. Wayne King hasn't so much on us, either, because we're on the air, too. Every Wednesday night from 7:30 to 8:15, KGGF at Coffeyville lets K.S.T.C. entertain our public. So far there have been addresses by Dr. Brandenburg, Dr. Heckert, Dr. Mahan,

Dr. Wells, and Dr. Weede, with music by the music department. Jenny Walker will talk on Oct. 24th, and she will be followed by Professor Stonecipher. I'll let you know what next month's talks will be in my next letter. Don't miss any of our programs, they're swell.

You were on the Y. W. cabinet, weren't you, Bess? You must be sure to be on the campus Nov. 16-18, because "Jenny" and "George" and their respective Y. W. and Y. M. groups have gotten Dr. Pauck of Chicago U. to come here to conduct a conference on "Youth and Religion in this Changing World." It will be one of the best things K.S.T.C. has seen for some time. Dr. Pauck is quite well-known and invitations to the meeting have been extended to towns all around Pittsburg, so it will be a big affair.

Say, has our Festival Orchestra been up in your neighborhood on any of it's trips? If it ever gets within fifty miles of you, take your cherubs to hear it because it's better than ever. I think Professor McCray has some extra-special plans for spring, and I'll tell you about them later. "Miff" Mould is doing his usual peppy job with the band, too.

If you run across any material on the International Shipment of Arms and Munitions, be sure to send it to me, as that is the debate question this year. The Speech department is busy, as debate is being organised and they are practicing the first Arden play now.

I'd better get my shorthand, which is how I spend most of all my spare time. Let me know how the Education of Young America is progressing. I'll see you at Home-coming.

Love,
Margaret

P.S. You can sleep under my bed when you come down for Home-coming.

BOOK REVIEWS

Roberts, William E., *Beginning Woodwork Units*.

Peoria, Illinois: The Manual Arts Press, 1934, 96 pp.

The author has divided the book into two divisions, construction units and operations. The first division has to do with making simple joints and working stock to desired dimensions. The second division contains the explanation of the various hand tool processes of separately so that it is easily found by referring to the table of contents. Many illustrations supplement the units.

The general arrangement of the book is similar to a few others in the field. However, as the title indicates, this author has chosen to write on the elementary phase only.

Junior High pupils should experience no difficulty in reading the explanations given for the various tool processes. It would serve beginners who are older, also. For those teaching beginning woodwork in the public schools who have had limited training, this book should prove to be helpful.

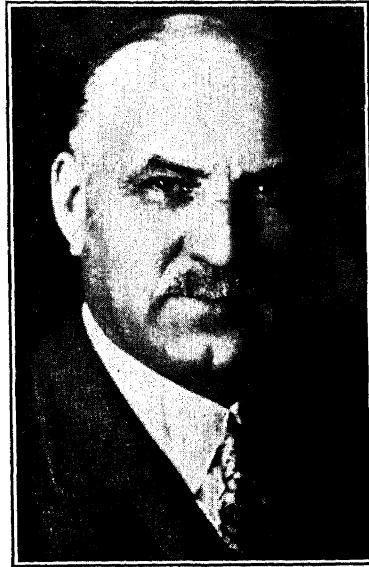
F. K. Bryan

Bell, Lewis C. and Shaeffer, Glen S. *INTRODUCTORY METAL-
WORKING*

PROBLEMS. The Manual Arts Press, Peoria Ill. 1934. 22pp.

The book is divided into Part I, Sheet Metal Problems and Part II, Bench Metal Problems. It is intended for use by Junior High School elementary metal working students.

The dimensioned drawing, materials needed, tools and equipment, and the procedures are listed for each of the eighteen problems.—Reviewed by E. W. Baxter, Metal Working K. S. T. College.



SOME ASPECTS OF OUR EDUCATIONAL SITUATION

(A radio Speech by President W. A. Brandenburg)

To say that practically all things pertaining to the social life of the American people are in a state of more or less confusion and chaos would merely be to reiterate the statement which you have heard many, many times during the last few years.

Education as a part of the social life of the American people is no exception. If education is to justify the cost, and the effort necessary to its continuation and promotion, those leading and directing it, must through scientific investigation and analysis come to understand the rapidly changing conditions of our social life. We must be honest enough and courageous enough to acknowledge weaknesses of the present system, and to re-organize and modify our educational set-up in any way which will best serve the needs and demands of a greatly changed and rapidly changing social order. In our judgment, education has been far too conservative in its policies and practices. Such extreme conservatism prevents education from asserting the leadership which rightfully belongs to it, and which should be expected from it.

A continual professional warfare has been waged during the last 50 years, especially by those engaged in educational work. We have a slowly disappearing group, of the conservative sort, who believe gener-

ally speaking, that the so-called cultural, or disciplinary education of 50 years ago is quite sufficient so far as the states' financial obligation is concerned respecting public education. The other group called the liberalists, have held, and still hold that we must have a much more practical sort of education.

While we must all recognize the fact that there are fundamental processes without which there can be neither academic, theoretical, disciplinary education, liberal education, nor even practical education, no one theory of education will probably suffice for all our people. We are going to need an immense amount of scientific research in every field of necessary activity. Our very future will depend upon scientific investigation in all fields. The fine arts must never be forgotten if we are to be a reasonably happy, contented and prosperous human society. On the other hand, more and more must men and women be educated for the practical tasks before them in their life's work. The degree to which one and all may come into possession of economic independence will measure or determine largely the degree of happiness, contentment, and prosperity the human family will enjoy.

Some one has said that the college of tomorrow should represent an enormous industrial factory. Others contend that it should revert more to the type of ancestral ideas. Perhaps each of these positions contain much wisdom, but certainly neither without the other is an adequate theory of education for today. While there is much of value in a knowledge of what has constituted the content of the social life of peoples for the past 2,000 years, there is also much of excess baggage on board—"junk" which could be disposed of without detriment to our present educational system.

Education must be a cross section as nearly as possible of the whole social life of the people it seeks to serve.

Emerson said: "No one is worthy to promote the cause of education who is not able to share in that which he attempts to teach or promote."

We say to you, that the degree of efficiency of any teacher in public school work, or in institutions of higher learning, is measured by the extent to which he is able to share in that which he teaches. The teacher of language is a better teacher of language if he speaks correctly, easily, and fluently the language which he attempts to teach. The teacher of literature is a better teacher of literature if he be conversant with much of the history of the times which gave birth to the literature he teaches, and is able to feel in himself somewhat the impulses and the emotions which actuated those who produced the literature. The teachers of industrial arts, practical arts, and vocational subjects, are poor teachers of those subjects, unless they are able to go into the shop and the laboratories, and share in those particular things which they are teaching.

Education must be democratic; nothing new about this statement.

The spirit of service, of altruism, must actuate every man and woman connected with the promotion of education.

As representing one of our State educational institutions, the Kansas State Teachers College of Pittsburg, let me take this occasion to thank the taxpayers of our State for their splendid support of the work of the college, and to express our grateful appreciation to the many who have cooperated with us in building this State institution.

FACULTY SKETCHES



G. W. TROUT, Professor and Head of the Department of History and Social Science: A. B. Ottawa University, 1899; A. M. Ottawa University, 1902; Student, University of California, 1928-1929; Professor of History and Social Science, Kansas State Teachers College of Pittsburg, 1907, Dean of College, 1914.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. That it shall be more functional—in other words it means the development of the powers of the individual and the training of that individual to do something as well as to know something.
2. A wider academic basis for specialization. This is especially true in the preparation for teachers, medicine, law, and social service.
3. A better understanding of the social sciences. Our present day problems are the result of a lack of knowledge of the fundamental principles of economics, sociology, and political science.
4. A greater security for the teacher in tenure of service and pension. Why should the mail carrier be retired on a pension and the old teacher let out with no security for the declining years? One is as much a public servant as the other.
5. Welfare of the many as over against the few.



HATTIE MOORE-MITCHELL, A. M., Professor of Education and Dean of Women. M. A. Drake University, 1907; Graduate Student University of Chicago, 1920; Dean of Women, 1910-1907; Present position, 1923.

SOME NEEDS OF EDUCATION AS I SEE THEM

To consider "college training", "life certificates", "honor points", "master's degrees" not only a passport to some position promising a pay check at the end of the month but also the curve sign on life's highway that leads to a fuller measure of life, more efficient service, saner recreation and nobler ideals: this to me seems the final objective of education today.

Mrs. Hattie Moore-Mitchell



R. W. HART. Attended College High and Kansas State Teacher's College which was State Manual Training Normal at that time. Graduated in 1916. Taught two years in Fort Scott, Kansas, High School. Enlisted in the U. S. Navy, 1918 and received the commission of Ensign 1919, worked in the office of the city engineer at Pittsburg, Kansas for one year, and in the Civil Engineering Department of the Kansas City Southern Railway Company for one year. Taught two years in Senior High School at Pittsburg, Kansas. Joined the faculty at Kansas State Teacher's College in 1923. Studied at the University of Illinois during the winter of 1924 and 1925, and at the University of Texas in the winter of 1932 and 1933. Made Dean of Men 1930.

SOME NEEDS OF EDUCATION AS I SEE THEM

Only a small per cent of those who finish the grades ever graduate from college. Some provision in the way of vocational training should be made for these people. We have splendid facilities for training experts in all fields, but the boy or girl who for some reason cannot go through with a complete college course is not provided for in our present educational system.



PROF. S. L. HOUSEHOLDER was granted his life certificate from "S. M. T. N." in 1911. He served as Superintendent of the Pineville, Mo., schools during the years of 1912-13 and 1916-21. He was granted the B. S. degree from K.S.C.C., in 1920. During this past year he did graduate work in sociology at the University of Kansas. He now has charge of the Service Bureau at K.S.T.C.

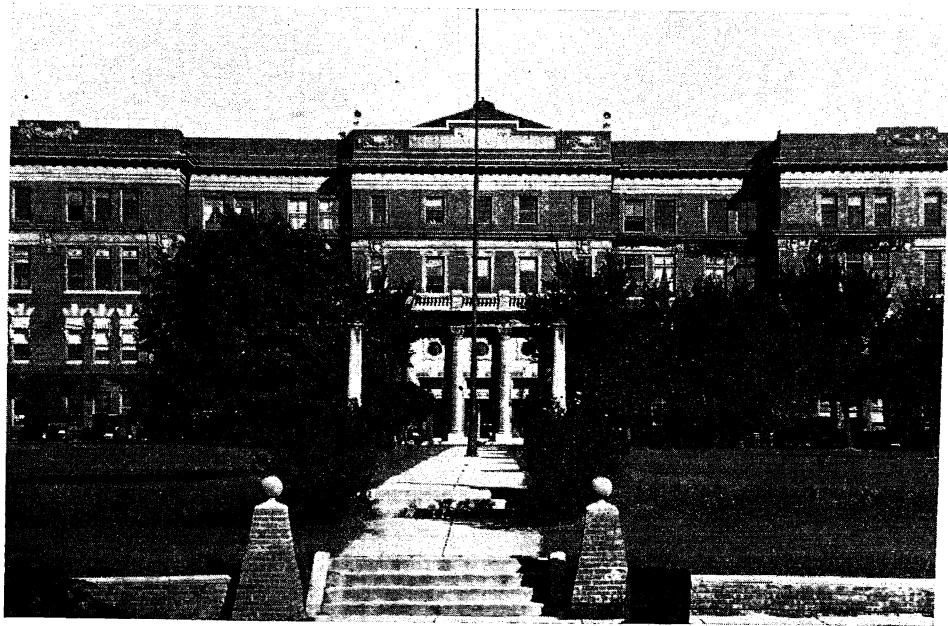
WILLIAM H. MATTHEWS, Associate Professor of Physics; B. S. Kansas State Teachers College, Pittsburg, 1920; M. A. University of Kansas, 1930; Assistant Professor of Physics, 1920; Present position, 1926.

SOME NEEDS OF EDUCATION AS I SEE THEM

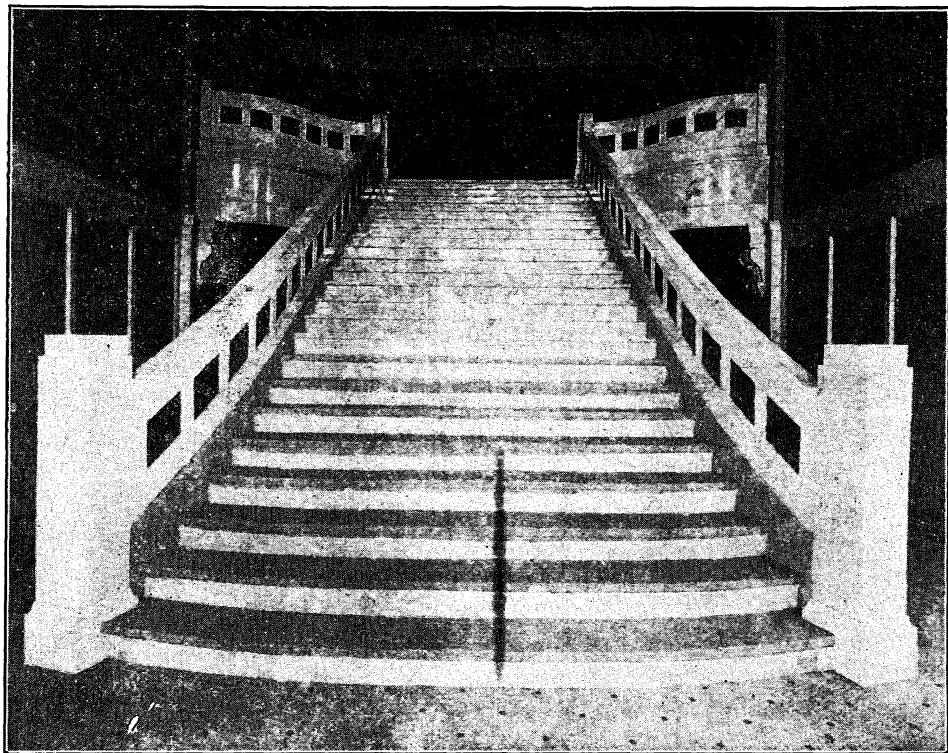
Statistics seem to indicate that most men change their occupation at least three times during the span of a life time. If this is but partly true, it behoves a teacher, who is a specialist in but one line to remember that only in rare cases is he training a person for that person's life work.

Some economists have the opinion that workers will never in the future work the long days or the full weeks as in the past. Now if this opinion is unassailable, education has a real opportunity to emphasize the leisure time aim that has been talked of so much.

Educators and those interested in vocational guidance have surveyed the middle west to determine the number of trade and vocational schools and have found but a limited number indeed. This might indicate that parents wish their sons to receive a high school education. If this is true, then the educational level of the people is being lifted, but the nation needs trained workers and some type of co-operative plan should be formulated between industry and the schools to prepare high school graduates and non-graduates, that do not care to enter college, for some vocation or skilled trade.



Russ Hall, a massive structure four stories high, fronts the main approach to the campus on the west. On its roof is an astronomical observatory. Besides the administration offices, it houses the departments of English, History and Social Science, Commerce, Speech, Geography, Education, Foreign Languages, Mathematics, Psychology, and the College High School.



"Meet me at the head of the marble stairs." With classes over, students often start their homeward stroll from the beautiful stairway in Russ Hall.

How Big Is Your Task?

Edgar Mendenhall

How big is your task, O teacher?

How big is your task, you inquire?

It's as big as the arched sky above you;

Yea, it touches the studded vault's fire.

How big is your task, you repeat it?

How big is your task? Still in doubt?

Its a torch in eternity's pageant;

'Twill blaze when heaven's orbs are burnt out.

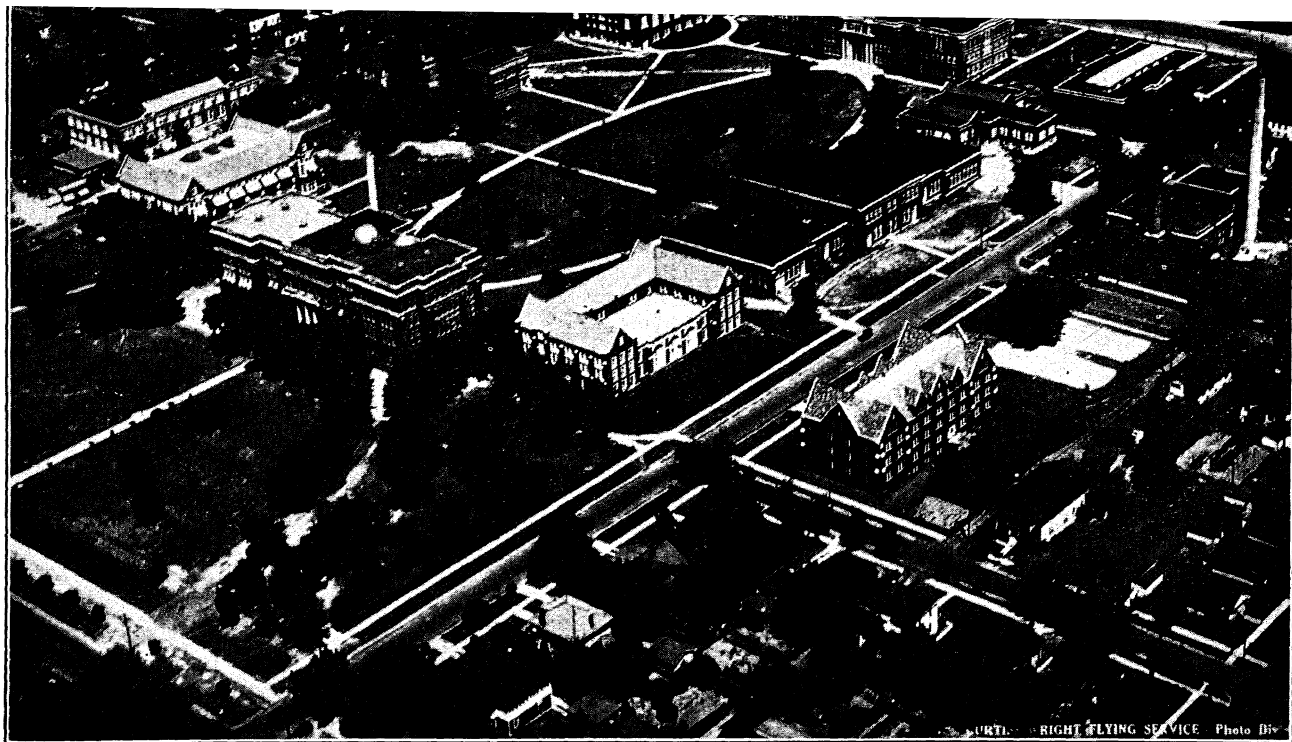
How big is your task, O teacher?

Once more before parting you seek?

Pray the Sage of the sages to fathom;

The reach of man's mind is too weak.





Kansas State Teachers College of Pittsburg as seen from the air; the view is toward the northeast. Russ Hall the administration building, stands at the left, center, and Science Hall is at the right above, at the opposite end of the oval promenade. Willard Hall for women is at the lower right, while between it and Russ Hall stands Music Hall.