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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

January-February 1935

No. 3

HOW GOOD CITIZENS ARE MADE

“A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision, is cultivating that method as a habit in the pupils. In current language this method is called ‘science,’ or ‘scientific.’ The critical habit of thought, if usual in society, will pervade all its mores, because it is a way of taking up the problems of life. Men educated in it cannot be stampeded by stump orators and are never deceived by dithyrambic oratory. They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence, uninfluenced by the emphasis or confidence with which assertions are made on one side or the other. They can resist appeals to their dearest prejudices and all kinds of cajolery. Education in the critical faculty is the only education of which it can be truly said that it makes good citizens.”—From Sumner’s *Folkways*.

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PITTSBURG, KANSAS

THE TECHNE

Published by the Kansas State Teachers College of Pittsburg

W. A. Brandenburg, President

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No. 3

BOARD OF MANAGEMENT

Edgar Mendenhall, Chairman

J. Gordon Eaker

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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LITERATURE AND ITS RIVALS

By ERNEST BENNETT

As a form of popular entertainment, literature is probably doomed.

The development of the mechanical arts, which made literature readily accessible to the masses, is now destroying the taste of the masses for literature. Other kinds of entertainment, all the result of recent scientific advance, offer the average person more thrills per hour, far more absorbing interest than can be packed between the covers of a book or magazine. Literature finds matched against it in its bid for popular favor the most formidable rivals it has ever known.

The radio, the moving-talking pictures, the motor car, and, in the near future, the airplane—how can books which demand of the reader a bit of thought and some imaginative power hope to stand against these? The days are gone when a good book turned an otherwise dull evening indoors to a period of delight for the whole family as it gathered before the fireplace to listen to the reading. Tom has driven to the city in the Ford, Susan and Milly have been escorted by their beaux to the village picture show to see "The Jazz King," Clyde, twelve years old, is listening to a minstrel show broadcast from Chicago, father is reading in the evening paper the account of the murder trial in Honolulu, and mother is waiting for the radio to be turned off so that she may telephone to reliable sources in regard to the latest local scandal. Little Johnny, four years old, is the only devotee that literature can claim; he is "reading the pictures" in an edition of *Mother Goose*.

The situation in the city is still more unfavorable to literature. The last thing that any member of the family under forty years of age thinks of doing is to stay at home in the evening. Since the urban home is merely a place in which to eat and sleep, it no longer needs a library. The nearest branch of the city library suffices for the rare hours that the younger members of the family find it necessary to give to books. Even there, reading is often the least important activity. If Father merely earns a salary, he comes home at night too tired to read; if he is a prosperous business or professional man, he never has time to read. A few school editions of the classics stand untouched on their shelf from one year's end to the next. The only printed matter that gets any attention is the daily papers and three or four magazines devoted to Hollywood affairs.

This state of things affects most of all those who have always been the greatest readers—the young people. The modern social pace, no matter what the rank of society, leaves a boy or girl past fifteen no leisure for reading. At the very age when the reading habit becomes fixed, if ever, the distractions are so numerous that the habit has no chance to take root. Even under the former conditions only a small per cent of those who were omnivorous readers in their teens did much reading after they were thrown into the struggle for existence. There

is hence every indication that the generation now coming into maturity will have small regard for books.

For that matter, one may ask bluntly, what reason is there that people should any longer turn to literature merely as a pastime? As I have said, they cannot find in literature—i.e., most people cannot find in literature—the sheer entertainment that the radio, the picture show, and the motor car afford.

The radio now does what the book once did—it brings the world to the fireside. The reading lamp may be turned off. In one brief evening the listener may visit hotel ballrooms, the vaudeville, a political meeting, a theater, a symphony concert, an organ recital, or a performance of the grand opera, hear the news of the day between programs, and finally be lulled to sleep by the throbbing cello of "The Slumber Hour." If it is only entertainment that he wishes, and that is usually all, he rarely fails to find it. And while he is entertained, he may recline in his morris chair, eyes closed and a cigarette between his fingers.

There is, however, it must be confessed, a bit of hope for literature in the radio. Professional radio writers seem to be coming into existence. Certain types of verse will perhaps flourish over the air. Monologues and short plays for the radio audience may attain literary quality, just as plays for the amusement of Elizabethan Londoners became masterpieces. The popular writer of the future—if the species survives—may publish through the microphone instead of through the printing press.

When the seeker after entertainment wishes to see as well as hear, he betakes himself to the picture theater. If he cannot spare a half-dollar, he can find a pretty fair show for twenty cents. Provided his tastes are not offended, the picture show affords him all the amusement he could well ask for. Now that pictures have a voice, they can meet the public demand not only for the scenic and the spectacular but for nearly every possible form of narrative and drama as well. If Shakespearian tragedy is not to be had on the screen, this is merely because the producers believe that the public does not want it. Why, therefore, should one go to the trouble of reading a new novel? If there is really anything new and interesting in it, it will eventually find its way to the screen. Realistic fiction is eminently adapted to screen presentation, with its setting in some part of the country accessible to the camera and with its characters people of the kinds that movie patrons like because they already are familiar with them. Then there is the news reel,—history caught in the very act,—often fascinating, always informing, at least in a superficial way.

Here again, as in the case of the radio, the situation is not entirely hopeless for the literary talent. The young genius may devote himself to writing scenarios; the demand is no doubt there. Since the screen characters have taken to speaking, scenario writers have conceived many a powerful scene, and a public taste for dialogues of weight as well as zest may yet develop. But the picture play must usually be built to moron

specifications; only now and then does it have the sincerity and truth that make it literary art. Moreover, a picture play is a big co-operative enterprise, in which the writer loses nearly all control of his own product. He dare not say to the producer, "Take it orleave it." Yet art is hardly possible on any other terms.

From our present point of view, the motor car is almost as much of a villain as the radio and the moving pictures. It is making the realistic novelist superfluous and the local color specialist an anachronism. Who cares about the drabness of Lycurgus, New York, when he has seen a score of towns just like Lycurgus? Why should one read a book to learn the charm of primitive life in the Ozarks when he may motor through the mountains over all-weather roads and put up anywhere he likes? The twentieth-century American, traveling in his own car, is seeing America through his own eyes, rather than the pages of a novel or in a short story. And even though he should wish later to read about what he has seen, he hasn't the time.

All this seems to mean that the writer as a showman, as a portrayer of distant scenes, as a purveyor of thrills, is going to be of extremely little importance. He drove the professional lecturer off the platform; now those kinds of entertainment that appeal directly to the eye and the ear are about to drive him out of print. He will still exist, of course, just as phonographs still exist, despite the overwhelming popularity of the radio. But he will be called on to entertain just about as often as the phonograph is called on.

Nor will the world be any the worse for the change. There is no merit in the printed page simply as a printed page. In the future, only those books will be in demand which can do something more for the reader than the radio, the picture show, and the motor car can do for him, or, to reduce the proposition to more modest terms, those which can do for him something different from what they can do. The literature of the future is going to find itself confined, in the main, to the highest function of literature, the presentation of ideas in a manner that appeals to the sense of the beautiful. This is merely another way of saying that only third-rate and fourth-rate literature is going to suffer.

In this field, its true field, literature has almost no competition. In the radio program or at the theater, ideas are so rare as to be almost startling. Travel does not in itself generate ideas; many a tourist who goes to Europe wonders why he ever started. Yet the mind of man feeds on ideas. The more quickly it is surfeited with the purely external and superficial—for producing which state the present age has unsurpassed facilities—the more quickly it demands ideas. In fact, our machine civilization may ultimately give rise to a more general intellectual curiosity than any other civilization has known. The people of earlier civilizations could hardly, in a whole lifetime, satisfy their curiosity about the mere surface of things. The young man of twenty now knows more of the world at large than his great-grandfather knew at sixty. And if there is in him any capacity at all for ideas, he has time and resources for cul-

tivating them. Unless these ideas are to be chiefly home grown, the result of unusual powers of observation and reflection, he will come to literature for many of them.

What the literature of our age therefore needs most is ideas. Writers must get rid of the notion that literature is any longer the chief means of merely looking at the world. They must realize that the only important function of literature henceforth is to explain the world. Scintillating brilliancy is no longer enough; under the brilliancy there must be depth. Only the finest minds may in the future expect to get more of both the past and the present; they will be minds which the fermentation of ideas causes to overflow, not needing the stimulus of mere academic or literary ambition. The reason why the literature of the last two decades has counted for so little is that, in the main, it is not the product of minds of this kind. Our writers have been so engrossed with the contemporary scene that they have not taken time for reflection.

Literature does not need new forms. Those evolved in the 2,500 years of literary history are more than ample and, in all probability, come near exhausting the possibilities. Writers who have believed that literature should imitate science by the creation of new instruments have overlooked the fact that science as we know it is new in the world. On the other hand, they seem to think that realism, for instance, is new, forgetting that Chaucer came to be an expert realist whenever he was in the mood and that Defoe was "modern." The "stream-of-consciousness" novel, with its pseudo-realism, its obscurity, and its defiance of unity, is merely incidental to the first flush of enthusiasm over the discovery of a minor device. The only contribution of any value made by the last century—and, to speak with exactness, the last century should not have the credit—the only contribution is free verse, and very little of worth has been done in that form. There is no danger that the new wine of modern literature will burst the old bottles, provided the wine is not adulterated. There are, in fact, plenty of good bottles; what we now need is wine.

Besides their instinct for ideas, men have an instinct, a longing for beauty, a longing for which our machine age provides but little satisfaction. Hence the writer who can interpret life in terms of beauty, who sees beauty where it was previously overlooked, will always have an audience. This beauty, it must be noted, cannot be merely of the surface, the result of a talent for words. It must be essentially a beauty of ideas. Once possessed of this kind of beauty, the earnest writer will become master of the beauty of external form.

Ideas reflecting a rich personality and given fitting verbal expression—this is literature. It was literature of this kind that wove its spell over the prehistoric inhabitants of Ionia and over the agricultural folk of Judea. It is literature of this kind whose charm cannot be broken by the clatter and din of the machine age.

WHAT IT MEANS TO BE A TEACHER OF PHYSICAL EDUCATION

By IRMA GENE NEVINS

The opportunity that one has to lead others is a privilege; the challenge to keep oneself mentally alert to the needs of others is an obligation. The young man or woman who has accepted a position as a teacher of physical education has assumed the responsibility of directing the girls and boys, young men and women who are under his jurisdiction to a higher plane of living, mentally, morally, physically, socially and spiritually.

Sometimes those of us who receive our pay from a tax supported institution forget the fact that we are under an obligation to give the community our best efforts. The tax payer has a right to ask that we render service for his expenditure of money. In these days, when money comes hard and goes easy he thinks of what he gives—Do we? Oft times it does seem ironical to think that our job begins before school takes up in the morning, and lasts many times after the sun is set. Perhaps the teacher of English will state we do not have papers to grade at night, but we do have to spend our energy in dealing with the kicking squirming boys and girls who come to us in an undressed state of mind; for the gymnasium allows for freedom of mind and body. We spend the time, but we do not spend it bent over a book. Our laboratory is the gymnasium, each child is the unknown which contains the elements of analysis. We use the known methods of promoting learning in which we have inadequate information, and therefore are experimental. We know certain formulas which should be applied, but we have "X" the unknown, or the reaction of the child.

Those of us who are interested in physical education in the state of Kansas not only have an obligation to take care of the needs of the students in school but we are also under an obligation to create the interest of the superintendent, principal, Parent-Teacher Association, civic clubs, and other organizations of importance of physical education. You as a teacher, understand the needs of the child and the importance of your field and you can do much to help sell the program; and can create a consciousness in the minds of the tax payers of Kansas, physical education is necessary for the best organic development for a mental attitudes in learning for a worthy use of leisure time and for the development of character.

In many ways we find our dear old State is a laggard in keeping up with the best interest of all her people! The method of taxation is antiquated; securing money for schools is unequally distributed and no law requiring any type of physical education, or health activities for the children of the rural, primary, intermediate or junior-senior high school,

36 states have this requirement, and 20 states have a state director. We must arouse ourselves from this lethargic state and get in action—if we as teachers of physical education do not do something, no one else will.

As teachers of physical education we must endeavor to break down the attitude that one does not need to be prepared to teach the arts and sciences of physical education. Many school people have the attitude that any one can teach a boy or girl to play; but it takes a specialized person to teach an academic subject. I am not belittling the teacher of one of the so called theoretical subjects, for their work is legion, but I do want to impress the idea that teachers of physical education teachers need training, they need to know games, sports, rhythmic activities; age levels for instruction, suitable activities for each age and knowledge of the type of things that are learned on the sidelines.

The recent articles which have been appearing in the more popular magazines, such as "Good Housekeeping" "Liberty" "Collier's" stress the fact that a trained football coach has fewer accidents among his players than the untrained. In the report "*Safety in Physical Education in Secondary Schools*" Frank Lloyds, we find the statement, "Accidents are in a way indications of educational shortage; they are failures of human purposes." If the teacher of physical education is trained as he should be according to this report, he will have (1) equipment control (2) leadership control (3) organization and classification of student control (4) program control and (5) direct safety procedure control. This is itself a demand for trained teachers.

An adequately trained teacher of physical education needs to have training in the Sciences, biological and physical; Humanities, sociology, history, English; the *Arts*, Music, Speech, and Art. Education is general as well as specific; in the Science of government and knowledge of how to assume an active, progressive, competent and effective part in community leadership, in physical education activities and in health and physical education sciences. It is not a demi-god we are asking but a human being; one who knows and can act because of his training and experience.

The State Board of Administration has made a ruling which is to be effective September 1935 that states "to teach English, History, Art, Music, etc., in an accredited Kansas High School one must have 15 hours of college training in the subject which he is teaching. That is not a requirement for teachers of physical education; yet a child does not instinctively know how to play games any better than he inherits proper speaking habits. In a game one learns how to give and take, and this is a law of life; and is necessary information for one to have if he is to be successful in living.

To you folk who received your training back in the period in which one was a follower of systems, have you progressed to the place where you teach individuals not system? If you have kept up with the advance-

ment as made in the professions, your method is not the formal type which might be characterized as "I yell, you jump." Today, our program is physical education and based upon the entire learning process; for it is our purpose to provide training so that the muscles and the mind can be used simultaneously.

The educational program is based upon everyone participating; the Ordinance of 1787, which established free schools in America, guarantees equal opportunity for every boy and girl regardless of race, color, I. Q., or physical quotient. Strange, but this refers to physical education the same as it does to any of the so-called academic subjects. The mental laggard in mathematics is not dropped from the class roll and sent to the study hall; the teacher must keep him and have patience. While, we in our specialized inter-school athletic program have definitely shown we are not interested in the physical body. The perfect are made more perfect; the incapable are left to their own devices without thought of his best development. I sometimes wonder as to educational justification of specialized athletes. The program for physical education activities should consider the three types of students: the physically perfect which constitutes a small group at the upper end of the scale; the physically incapable which constitutes a group in size comparable to the first at the lowest of the top section to the highest of the bottom group. This is a large heterogeneous group who most often are in need of having their interests aroused in activities. A teacher of physical education must consider all of the individuals and build up a program so as to fit their individual needs and to arouse their special interests.

This type of program which includes all members of your school is based upon the intra-mural organization. I think the day is not far distant when the program of physical education for boys in Junior-Senior High School will be intra-mural rather than inter-scholastic. Someone has said the program for girls is 50 years ahead of the men's in this respect.

As teacher of physical education do you state your aims and objectives in terms of educational procedure and of possible outcome?

1. Do you consider every person in your school?
2. Is the program diversified and does it contain games of high and low organization, rhythmic activities, sports, and individual activities?
3. Does it provide for the physical well being of every person; at times can you classify your students according to age, weight, organic power, strength, skill, interest, structural and functional defects?
4. Are your students given a health examination; which includes the medical examination plus the physical?
5. Is your program so constructed that you will stress and correct structural and functional defects?

6. Does it provide for leadership, an opportunity for each individual to lead in one thing and follow in many?
7. Do you make plans for the future? Or are you satisfied with the happenings of today?

A good teacher of physical education is an artist for he is creative, he is democratic for he recognizes all; he is attractive, always appearing at his best and is alert to the individual needs of every boy and girl in his school. The capable teacher understands that simplicity and naturalness are essentials to his success, and that he is admired for the courage of his convictions.

A challenge to all teachers regardless of the subject taught should be desire to make her pupils happy in the process of learning. The Declaration of Independence, 1776 says "All men are equal—with certain inalienable rights—such as the pursuit of happiness." Too often we are so wrought up over the subject matter we are teaching we fail to realize we are dealing with human beings. If in our teaching of swimming we stress the techniques to the place we have lost the fun of the sport; we are doing more damage than good. Of course, technique must be taught in any given sport, and the participant should be permitted to feel the satisfaction that accompanies excellence in performance. To reach the goal should be the satisfaction, and this in turn means happiness.

It is a part of the teaching of physical education to create an atmosphere in which a student may be happy in his association with his fellowmen. No place in the entire field of education is an opportunity given to break down false equality standards which society has advanced than thru games or in sports. Here the washwoman's son meets the banker's son on an equal level. This is a place where a person's merit is recognized for if he plays the game successfully he receives the adulations of his group. In the field of international good will much could be accomplished through the medium of athletics. For example, no place except in a sports class could the following take place, "An imaginary baseball game between K. K. K. and the Knights of Columbus for the benefit of the Jewish orphanage umpired by a Negro." Such as the foregoing would tend to build up a social civilization which would replace racial prejudices. You as teachers are so equipped that you are the logical leaders in a social civilization; as a teacher of physical education you touch life everywhere, the school, the home and recreational activities in church. The breadth of mind and spirit which you can develop in the minds of the individuals of the community is your best contribution to citizenship.

I think one of the greatest criticisms which is made of our educational program today is the fact we have not taught our students to be happy in worthwhile situations. We have not been cognizant of the emo-

tional response; we have stressed the winning phase and not given fully recognition to the successful loser. To play a game and lose if one has played his best needs the plaudits of the crowd. When the student fails to receive the recognition he thinks he should receive and does not he will go to the bowery to receive it. We have under stressed the happy in losing atmosphere, and have over emphasized the winning. To win should be the goal, but to have done one's best is the victory. For "To love the game beyond the prize," should be an emphasis in our teaching. The school gains by a loss, for it is a lesson in life, for life is not always victory.

We cannot make our student happy in his class activities if we do not recognize individual differences. One member of a class might abhor tennis and yet love archery; if you force her to play the game she emotionally reacts against; then we are doing her an injustice. We should endeavor to find the likes and dislikes of each member of the class and from this construct the program of activity. A method of meeting this situation is the formation of squads; these are organized according to the interests of the members of the class with student leadership. One class might have five squads such as a dance group, tennis, archery, games and hygiene. Yet a teacher must constantly bring the students into contact with new games in which a feeling of success might be experienced and which he might learn to play.

Combining the definitions of H. Spencer and John Dewey we have Education is a preparation for life and is life. As we are aiding our student in his preparation for life we must help him to secure techniques in games that will make him happy in his out of school days, as well as in his school days. This means the learning of techniques which are used in individual or small group organization. Football is a good game for 22 men, but of no value to 2 or 4; while a game of tennis of a four-some in golf will meet this situation. As G. B. Shaw says "Education is always driving the tacks where the carpet was two weeks ago." As teachers of physical education let us lay the carpet which the young man and woman may walk on that will lead him to a worthy use of his leisure time.

The youth of today is going forward into a world of many problems. As John Dewey says, "The great aim of education should be to make those who go out from school conscious of the forces that are changing the conditions of life for everybody." Physical education has the opportunity of bringing the child into contact with the fundamental changes, for here he meets himself as he is physically, mentally, morally and socially. Soon he finds if he does not measure up to the "status quo" and realizes he alone can make the change. If the teacher is a good psychologist he can use this opportunity of guiding the youth into channels which will be socially productive. You have the privilege of leading the world out of its chaotic condition for the hope of the ages is in the wise education of the child. For the child can't be educated to make the

world he wants without knowing what kind of a world he should construct.

In Dr. Fowler D. Brooks, "Adolescence" we find it is only the rare person whose conduct is chiefly guided by mind instead of by feeling. We do a thing because we feel that way about it, then justify ourselves with our intellect. Can we help the individual under our control to feel the advantages of sportsmanship of courage, of loyalty and of cooperation. If we can help him find his stride in the rhythm of life then we are successful in the sphere of teachers.

The field of physical education is immense; the responsibilities of a teacher are tremendous; the opportunity for guidance of others is unequalled in any other profession. The boy or girl is impressed by what his activity teacher does; he is interested in and guided by him. If we can have said of us as W. Lyon Philip said of Alonzo Stagg, first of all "He is a Professor of Personality, and then a great football coach." And if in our private life, we lead the type of life that our public demands then we have truly interpreted what it means to be a physical education teacher.

WHAT I BELIEVE

Edgar Mendenhall, Professor of Education, Kansas State Teachers College, Pittsburg, Kansas

1. *I believe* in order that a teacher may be successful in the highest sense, he must have a fundamental working philosophy of life; that such philosophy must be all-embracing, nothing left out; that this philosophy must be more or less constantly modified in the light of knowledge continuously acquired, scientific evidence and by reflection.

2. *I believe* that the child enters school with patterns of conduct formed by home contacts, community contacts—street and play contacts. These conduct patterns are both good and bad. It becomes the duty of the teacher to observe and analyze these patterns and provide methods and activities for emphasizing and enlarging them if good and minimizing and contracting them if bad.

3. *I believe* that the teacher frequently teaches vitally when he is unconscious of the effects of his teaching. He not only teaches his subject but he also teaches his mannerisms and life attitudes which may have more social significance than the school studies. Hence, it is highly important that he “take stock” of his personal traits and seek to improve them.

4. *I believe* that each teacher should realize that he has a contribution to make to human welfare which is different from that of any other teacher—that he has a group of students—a teaching situation—that no one else has ever had or will ever have. The worth of his contribution will depend upon his willingness and ability to be open-minded, to keep a spirit of progressiveness, to be sanely critical. He must then analyze and conduct his own distinctive teaching situation in the light of the widest possible knowledge and the best scientific evidence available.

5. *I believe* that the teacher should constantly realize that the learning process is continuous from birth until the end; that the degree that this learning checks harmoniously with the facts of life, to this degree is assured permanency of humanity and the preservation of values most worth while.

6. *I believe* that there are ultimate solutions to few if any human problems. All solutions are but approximations. Truth ever will be elusive. Teaching problems are no exceptions. They too will have a margin unsolved. The difference between a *good* and *poor* teacher is in the size of the margin.

7. *I believe* that the search for truth should constantly be encouraged even if absolute truth is never found; that this search is

aided by the freest possible discussion of all questions, religious, political, economic, social or scientific, that this search is stimulated by freedom of the press, freedom in broadcasting, freedom of teaching. It may require that even if one does not agree with what another says, he will defend to the death the right to say it.

8. *I believe* that our present institutions—the family, the school, the church, the government—have evolved from the experiences of mankind as it has reacted to its environment through the ages; that this evolution continues. From the past, every institution has inherited certain forms and beliefs that now are good and bad. In recognition of this fact, it becomes the duty of the teacher so to teach his pupils that they will enter institutions with the attitude that they can and ought to be constantly improved. To the degree that the teacher is able to produce in his pupils a well-developed critical faculty toward institutional life, to this degree will his instruction be good. This will require the consideration of wide controversial questions in the teaching program.

9. *I believe* that the affairs of mankind are so interlinked that the welfare of every human being is more or less dependent upon the welfare of every other human being—that nothing can happen in one part of the world without affecting for good or ill every other part. Hence, it is essential that the teacher develop a social regard that knows no bounds of time or place.

10. *I believe* that the far-reaching effect of the teacher's work is indeterminable.

11. *I believe* that curricula should constantly be re-made on the basis of modern science and changing human relationships; that they should definitely and vitally envisage higher levels of living both culturally and economically for every human being.

12. *I believe* that the present and the future welfare of the country, of the world, as well as the assurance of a permanent democracy will depend upon the intelligence and inspiration of teachers.

THE INCREASED DEMANDS UPON THE SCHOOL

(Reprinted from The Journal of the National Educational Association)

If Education is not adjusted to the new conditions young people are handicapped as they attempt to take their places in the world of practical everyday life. The following contrasts will be useful in visualizing for laymen the new situation involved in the education of youth. Let each teacher and each layman compare the conditions which surrounded his childhood with those which surround children of today, and consider the educational significance of this changed environment. New types of school activity are required to met the demands of the child's growth and development under these changed conditions. The following are a few contrasts selected from *Recent Social Trends in the United States*.—Chester F. Miller, superintendent of schools, Saginaw, Michigan.

THREE-R CURRICULUM CONDITIONS	MODERN CURRICULUM CONDITIONS
Majority lived on farms and in villages	Majority live in cities
Majority lived in one-family houses	Majority live in multi-family houses one-fourth smaller
Few families without children; 5.9 persons in each family	81 percent families without children; 3.57 persons per family
Domestic system of food production	Majority purchase food
Family life and property protected by its members	Property protected by police, firemen, courts legislation
Family taught ideas, ideals, and aspirations	Increasingly these depend on outside agencies
Religious observance in majority of families	Home worship declining
Marriage permanent	One out of seven homes broken
Children an economic asset	Children an economic burden for a longer time
Domestic industry in the home	One in seven home workers gainfully employed outside home
The individual dependent on family economically, socially	Individual less dependent on family for work and social life
Home an economic and social institution	Home a social organization

Little leisure time	Former home industries such as canning now performed outside
Few cultural opportunities for the masses	Approximately four out of ten apartments have kitchenettes
Simple recreation	Insurance and economic independence for older generation
Art for the select few	Each person in family averages two meals a week outside home
Creative opportunities little recognized	Complete health program with emphasis on keeping well
Emphasis on utility of a product	Extension of installment buying
Housework done in home	New freedom in the home
Complete kitchen facilities	Area extended by modern transportation and communication
Three generations in the home	Diminishing home education
All meals at home	Education liberalized to augment schools, churches, community
Death rate and infant morality high	Recreation outside the home
Family finance on "pay-as-you-go" basis	Families pay to be entertained
Children dominated by parents	Such duties replaced by "units of instruction" in schools
Families restricted to limited area	Reading aloud reduced to 33 percent rural homes; 13 percent, city
Education formal	Average employment fifty hours per week for 50 percent of workers
Citizenship in family setting	Libraries, art galleries, museums fostered by civic groups
Recreation in home centers	Specialized sports, games, amusements
Families entertained themselves	400 percent increase in professional art students in a decade
Farm-home duties educative	Creative expression encouraged to discover creative ability

Reading aloud common practice	Design, color, harmony, large factors in industrial products
Highschool courses strictly academic	General, specialized, vocational highschool courses
Over 18 percent of 10-15-year-old children employed	Less than 5 percent of 10-15 year-old children employed
Life work selected by chance	Vocational guidance and tryout courses offered in schools
Hand tool manufacturing	Mass production machines
Simplified home manufacturing	Specialized manufacturing
Heating and lighting cared for by the family	Janitors in multi-family dwellings
Power and heating from wood and coal	Power and heating from coal, oil gas electricity
Practically all house repairing by members of the family	Specialists employed to make repairs and improvements
Age-old occupations	25 percent of workers in occupations unknown 25 years ago
Length of working day—daylight to dark	Working day six or eight hours, average fifty hours per week
Unskilled labor predominant	Decreased demand for unskilled labor
Professions limited	6 percent gainfully employed in professional service
Employment limited	Job monotony due to specialization
Family taught industrial art to children	Industrial arts taught in the schools
Horse transportation	Machine transportation engaging over 7 percent of workers
70 percent employed in agriculture	75 percent in other occupations
Scattered community manufacturing	Manufacturing concentrated in industrial centers
Ideas expressed thru speech	Ideals expressed through newspaper, radio, telephone
Independent life	International interdependence
Seasonal employment	Technological unemployment

ABOUT THE CAMPUS

Elton Brown, half-mile runner for the College, who last year became national junior champion in 800-meter race, won two more victories in the East early in February. He took first in the 440-yard run of the New York A.C. games in Madison Square Garden the night of Feb. 2 and on the following Monday night he set a figure of 1:56.8 in the half-mile feature of the Seton Hall College games at Newark, smashing the record held by Glenn Cunningham. Brown was prevented by illness from filling other engagements on the eastern indoor circuit. He toured Germany last summer with an American track team.

A sports day for junior college women from neighboring cities was sponsored by the Women's Physical Education Department Saturday, Feb. 23. This was the first such event held for college girls though sports day for high school girls has been held for several years.

A greater variety of music numbers has been presented at the Thursday assembly this year than ever before in the history of the College. Both glee clubs, men's quartet, mixed chorus, various vocal and instrumental solos, the College orchestra, and the big organ have been utilized into many combinations under the direction of Walter McCray, head of the Music Department. Operatic music has had considerable place.

Rudolph Ganz, pianist, formerly conductor of the St. Louis symphony orchestra, will be a guest conductor of the Festival orchestra on one program of the Spring Music Festival in April. The woodwind ensemble of the Kansas City Philharmonic orchestra has been engaged for one of the concerts.

The repaving of Broadway in front of the campus with the widening of the street by fifteen feet is to begin at an early date. Cleveland Avenue, on the north side of the campus, was widened last summer.

The College lake, southeast of Brandenburg stadium, has an area of about six acres. Landscaping around the lake will go forward this spring.

A K.S.T.C. program is broadcast every Wednesday night over KGGF, Coffeyville at 7:30 o'clock. Usually there is a faculty speaker and there is always music with a few of the programs devoted solely to music. Dramatic programs are also planned.

The astronomical observatory on the top of Russ Hall with its ten-inch telescope was open to the public every Friday night during the summer and fall and it was visited by school delegations. Prof. J. A. G. Shirk also gave lectures on the elements of astrology on the roof while star gazing was under way.

Coronation services and a revue for the Kanza Queen, Miss Rose Izen, were held at the Colonial theater November 8, 1934, with Glenn Hall acting as master of ceremonies, assisted by Carl Jackson. Miss Izen

was elected Kanza Queen in a Kanza sales contest managed by Carl Jackson, business manager, and Milton Zacharias, editor. As a reward for her election as queen, Miss Izen received a five day trip to the Century of Progress exposition.

Karl Krueger directed the Kansas City Philharmonic orchestra in a concert at the College auditorium Wednesday evening, Oct. 31. The orchestra played before an audience of 1700 people. It was the new organization's first out-of-town engagement.

The Horace Mann Training School, under the direction of Miss Jane Carroll, principal, held open house to all parents and friends during American Education week, November 5-11.

One of the most novel affairs of the season, a Ladies Knight dance, was held Nov. 23 in the College gymnasium. No one was admitted without a date, and no man was admitted without an invitation from some woman student.

Second semester enrollment reached a total of 1,464 at the end of the first week, President W. A. Brandenburg announced. The enrollment is substantially the same as last fall, the President stated. The enrollment figures this term include 1,103 in the College proper and 361 in the Horace Mann school, and the College junior and senior high schools.

Leroy Brewington, new supervisor of the Printing Department, took up his work Monday, Feb. 4. Mr. Brewington, for nine years instructor at Pittsburg Senior high school, was selected to fill the place left by Orville C. Young, who resigned to become shop foreman for the Keystone Printing company of Kansas City, Mo. Mr. Brewington is a K. S. T. C. alumnus.

W.H. Matthews, associate professor of physics, was installed as president of the Pittsburg Kiwanis club after a dinner at the Hotel Stilwell Thursday night, Jan. 10.

Founders' Day in commemoration of K. S. T. C.'s 32 years of growth will be celebrated March 22. Plans of the Alumni association are well under way in anticipation of the greatest get-together in the history of the institution.

A violin quartet has recently been organized within the Men's Glee club. The members are: first violin, Robert Rue, Joplin; second violin, William Davidson, Columbus; third violin, Robert Dorsey, Pittsburg; and fourth violin, Derrell DeLapp, Cherokee. This quartet is to appear on glee club programs.

Wichita music lovers were given their first opportunity to hear the K.S.T.C. Festival Orchestra Friday evening, Feb. 1, in a concert played at East high school auditorium. A large audience showed its enthus-

iasm for the 80-piece ensemble and for its two soloists, Rhetia Hesselberg, violinist, and Marjory Jackson, soprano, and the musicians were complimented by the Wichita papers. An instrumental demonstration and concert at Yates Center high school given in the afternoon before the concert in Wichita was also well received.

Carl Jackson, business manager of *The Kanza*, announced statistics concerning advertising and sale of copies which proved *The Kanza* this year to be unequaled commercially by any previous book. "The 1935 *Kanza* will be a \$3,000 year book," Jackson says.

Georgia Graves, contralto, New York, Herbert Gould, bass, New York, and two Pittsburg singers, Marjory Jackson, soprano, and Clyde Neibarger, tenor, are to be the four featured soloists in the Spring Music Festival, April 23-28.

With ten lettered track men returning this year, K. S. T. C. will bid for its ninth consecutive Central conference championship. The conference meet this year will be held on Brandenburg Field in May.

Alpha Zeta Chapter of Kappa Delta Pi, honorary scholarship fraternity, held formal initiation Wednesday, Jan. 30, for the following: Pete Giddings, Pittsburg; Minnie Conley, Long Island, Kan.; Rose Marie Knoche, Paola, Kan.; and Kathleen Iliff, Baxter Springs, Kan.

The second annual all-school carnival sponsored by the W. A. A. and held in the gymnasium Wednesday evening, December 5, was an outstanding success. Side shows were presented by various organizations on the campus.

Prof. J. A. G. Shirk, head of the Mathematics Department, started a series of lectures on astronomy Jan. 21, at the Pittsburg public library. These lectures are open to the public.

Abner Bidwell of Rosalia, Kan., won the *Kanza King Contest* by a wide margin over Glenn Hall of Pittsburg, the second prize winner. Bidwell, an athlete prominent in the track and field events, chose the national basketball tournament at Denver as his prize trip, while Hall will attend the Mardi Gras at New Orleans.

A College "K" Club, with only athletes as members, was formed recently to promote athletics at K. S. T. C. and to assist the coaches in their work. The club was dedicated to President Brandenburg in recognition of his service to athletics at K. S. T. C.

Competing against debaters from eighteen colleges in four states, student speakers won high honors in a debate tournament at Tahlequah, Okla., Jan. 11 - 12 and brought home two cups. Two teams, composed of Jack Graham, Robert Dorsey, Paul Tatum, and Clifton Kuplen, tied for first and second places in the junior college men's division.

President Brandenburg and Principal W. E. Matter, principal of the College High School, were made honorary members of Troop 61 of the local Boy Scouts organization at a scout and club anniversary banquet at the College Inn Monday evening, Dec. 17.

Phi Alpha Theta, honorary history fraternity, next May will give two prizes to department majors as awards for interest and scholarship in history during their four years of college work. A \$10 cash prize will be awarded to the history major with the highest average in history, and Phi Alpha Theta member with the highest average in history will be awarded the fraternity scholarship key.

Kansas State Teachers College will be host to the 1935 convention of the southeast section of the Kansas State Teachers Association, and will entertain approximately 2,500 teachers when they meet here Nov. 1-2, 1935. General meetings at the College and in the city schools.

The Festival orchestra and the men's and women's glee clubs of the College, traveled to Fredonia Dec. 16 and dedicated a new high school gymnasium-auditorium recently erected there, by presenting a concert. President W. A. Brandenburg spoke briefly.

Clarence Stephenson, Student Council president, attended the annual conference of the National Student Federation of America in Boston during Christmas vacation. The principal reason for the annual conference, Stephenson stated, was to create a unified opinion on college problems in the one million students represented.

President W. A. Brandenburg, in his eleventh biennial report to the State Board of Regents, presented the problems of building up curricula and improving of college teaching as well as recommendations affecting needs for the efficient operation of the College plant. He wrote that "the personnel of a college faculty is the most if not all-important part of the equipment of that college."

Marjory Jackson, soprano and instructor in the music department, gave a recital before the Saturday Afternoon Musical Club on December 15 at the Twentieth Century club house, Wichita. Mrs. Susie Ballenger-Newman of Wichita was her accompanist.

For eleven years the Y. W. C. A. has sponsored a Chinese Bazaar of Christmas gifts in Russ Hall. Each year a shipment of gifts is sent to the Y. W. C. A. by a missionary in Shanghai, who collects the materials from all parts of China. Special interest is added to the Bazaar because Miss Jennie C. Walker, Y. W. C. A. secretary, taught in China five years.

Numerous classes in practical vocational training are under the direction of Prof. W. H. Matthews of the Physical Science department. The majority of these classes are taught by persons of actual practical experience. Enrollment in such classes on the campus and near Pittsburg since July 30 has totaled 1321.

The College will print an alumni magazine, *The Alumnian*, to be issued twice a year. It will be sponsored by the Alumni Association. The editor, Mrs. Lena Martin Smith of Girard, was graduated with the class of 1913, which was the first degree class.

The Gorillas and the Campus Cats, former pep clubs, have been abolished. The Student Council has established a new pep club with a new system of selecting members. Each person on the Student Council appoints five others besides himself, making a total of 54 members. The work of the new club will be to stimulate the pep of the student body and to write and perform new yells.

Classes for women in woodfinishing and upholstering under the supervision of Prof. George Braley are proving popular again this year. They are designed to meet the needs of housewives.

More than 250 students and faculty members of the College attended the Emporia-Pittsburg football game at Emporia, Nov. 23, taking advantage of the special train.

Senior women in the "Household Administration" class completed their nine-weeks requirement of residence in the Home Management house Nov. 9. The object of this course is to give the students an opportunity to apply the principles of modern home-making in as nearly a homelike situation as possible.

"Kidnapped," a mystery play in three acts under the direction of Miss Eula O. Jack, was given Nov. 16 in the College auditorium by the Arden Players, student dramatic club.

"Youth's Religion in a Changing World" was the theme of the Tri-state "Y" Rally held here in November. The rally was attended by high school and college students from Missouri, Oklahoma, and Kansas and was considered the most successful meeting of its kind ever held at the college.

Phi Mu Gamma sorority and Sigma Mu Delta fraternity were awarded first prizes at the Homecoming dance Saturday night, Nov. 3, for their decorations in the annual home-coming house decoration contest sponsored by the Pittsburg Chamber of Commerce.

FACULTY SKETCHES



Odella Nation, Librarian. B. S. Kansas State Teachers College of Pittsburg, 1918; University of Illinois, Summer 1926; Graduate student University of Chicago, 1928-1929, second Summer Quarter, 1930. Present position 1903.

The true goal of education is not reached during the college life of the student. Since reorganization of the curriculum and teaching methods has increased the use of the library, in order to develop a greater initiative on the part of the student, more emphasis in higher education should be placed on general reading. This not only would broaden the viewpoint of the student but would also give a basis for further reading and study.



J. R. PELSMA, Professor and Head of Department of Speech. B. S. Valparaiso College, 1901; M. D. American College of Medicine and Surgery, Chicago, 1905; A. B. DePauw University, 1908; Ph. M. University of Chicago, 1910; student at University of Wisconsin, Harvard University, University of Nevada, Indiana University, School of Expression, Boston, American College of Manual-Therapy, Chicago, University of London, England, etc.

Taught four years in the rural schools of Indiana; teacher of Science, Nappanee Ind.; teacher Sac and Fox Indian Day School, Kansas; Principal high school Medaryville, Ind., Normal, Ill., Preston, Iowa; Observer U. S. Weather Bureau Reno, Nevada; Professor of Speech, Southwestern University, Georgetown, Tex., University of Texas, Austin, A & M. College, Stilwater, Okla. Present position since 1921. Organized Theta Alpha Phi, National Dramatic Society; toured the world visiting thirty-two nations.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. Education needs thoroughly revised curricula based on life's values
2. An education should develop our God given talents at least to the extent of being able to earn a living.
3. An education should produce a man, not a mouse.
4. An educated person is one who is unfettered, unbiased, and unafraid.
5. An educated person should be able to speak clearly, logically, gracefully, forcefully and persuasively.
6. Our educational system needs men who can aid a student to find his niche in the world before reaching his majority.
7. Education needs a program that will teach:
 Life's span is but a school-day brief in Time's millenium.
 Each pain a reprimand for tasks assigned and shirked;
 Each joy a just reward for karma overcome.
 Each day a lesson new; each earthly lesson learned
 Promotion Heavenward. At last through aeons toil
 We reach perfection — God.

Ernest M. Anderson, Professor of Education, B. S., Teachers College, Columbia University, 1918, M. A., University of Colorado, 1922. Ph. D., University of Missouri, 1928.

Teacher, principal, and superintendent in public schools for seven years; Teaching Fellow in Department of Psychology, University of Colorado, 1921 - 1922; Professor of Education, Central College, 1923 - 1927; Graduate Assistant in Department of Education, University of Missouri, 1927 - 1929; present position, 1929.

Member Kappa Delta Pi Pi Gamma Mu, Phi Sigma Pi, and Phi Delta Kappa.

SOME NEEDS OF EDUCATION AS I SEE THEM

1. There should be greater equality of educational opportunity.
2. Teachers should be more carefully selected and better educated, and have greater economic independence and more security in tenure. They should be actuated not by fear of favor, but by the welfare of the students and the best theory and practice that the profession offers.
3. The curriculum should be more highly vitalized and stimulate the acquisition of significant knowledge, habits, skills, attitudes, and ideals with reference to wisely selected educational objectives; and it should be made to emphasize how to think rather than merely what to think.
4. The techniques and activities of teaching and learning should be positive in nature utilizing to the greatest degree the student's energy and tendency to react.
5. Schools should be organized and administered on a more democratic basis so that each school becomes a laboratory for learning the principles of social, political, and economic democracy.
6. Greater provision for adult education should be made in order that people be able to get continuous aid in adjusting to ever changing conditions.

J. A. Glaze. Graduated from Kansas State, Manhattan, B. S. 1923, M.S. 1924, secured his Ph. D. from the University of Michigan in 1928. Taught one year at the University of Michigan, acted as head of the Department of Psychology at Texas Christian University for three years, 1928-1931. Came to K.S.T.C. as associate Professor of Psychology in 1931, Professor in 1932.

SOME NEEDS OF EDUCATION AS I SEE THEM

As I see it, Education needs a re-birth of confidence on the part of the public conscience; a belief that the teacher is doing her task as well, if not better than the best in any other occupation of profession; and a better manifestation of zeal and enthusiasm on the teacher's part, that will show that she is in love with her job and the young people with whom she associates, professionally and socially.



J. U. MASSEY, Associate Professor of Commerce; Graduate, Baker University School of Business, 1908; University of Denver School of Accounts, Commerce and Finance, 1929; Instructor of Commercial Subjects and Assistant Treasurer Baker University, Baldwin, Kansas, 1908-1914; Head of Commercial Department Chase County High School, Cottonwood Falls, Kansas, 1914-1922; Head of Commercial Department and Assistant Principal Cherokee County Community High School, Columbus, Kansas, 1922-1928; Assistant Professor of Commerce, K.S.T.C., Pittsburg, 1929-1934; Present position 1934.

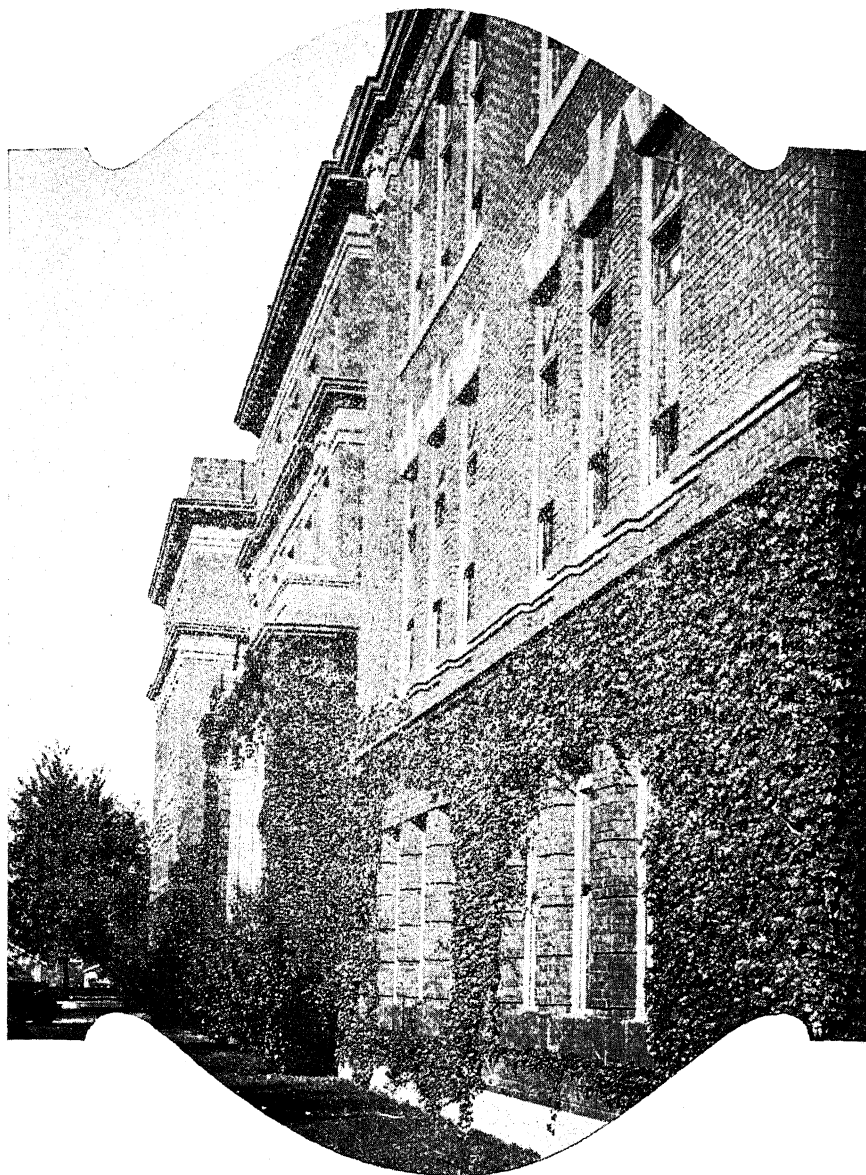
SOME NEEDS IN EDUCATION AS I SEE THEM

An educational program which places more emphasis on the purpose of education and not so much stress on credits, curricula, and the completion of courses leading to degrees.

An education that will increase efficiency in action.

Less teaching of subjects and more teaching of individuals, with a little less theory and a greater analysis of the situation to be met and the training of the individual to meet the situation.

The elimination of our present grading system.



A GLIMPSE OF RUSS HALL