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State Manual Training Normal School

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THE TECHNE

Life without Labor is a Crime, Labor without Art
And the Amenities of Life is Brutality.—*Ruskin.*

SALUTE THE FLAG.

BY HENRY C. BUNNER.

Off with your hat as the flag goes by!
And let the heart have its say;
You're man enough for a tear in your eye
That you will not wipe away.

You're man enough for a thrill that goes
To your very finger-tips;
Ay! the lump just then in your throat that arose
Spoke more than your parted lips.

Lift up your boy on your shoulder high,
And show him the faded shred—
Those stripes would be red as the sunset sky
If death could have dyed them red.

The old tune thunders through all the air,
And strikes right into the heart;
If ever it calls for you, boy, be there!
Be there, and ready to start.

Off with your hat as the flag goes by!
Uncover the youngster's head!
Teach him to hold it holy and high,
For the sake of its sacred dead.

BUY A LIBERTY BOND TO-DAY

And show you are an American heart and soul

STATE MANUAL TRAINING SCHOOL
PITTSBURG, KANSAS

THE TECHNE

PUBLISHED BY THE
STATE MANUAL TRAINING NORMAL,
PITTSBURG, KANSAS.
A COLLEGE FOR TEACHERS.

VOL. 1.

NOVEMBER, 1917.

No. 1.

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

Address all communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

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From Our President.

SEPTEMBER 27, 1917.

DEAR FELLOW TEACHER: These lines are written with the hope that we may enlist your coöperation to some extent in presenting and impressing upon young people of your community the necessity of preparation for some specific service.

As you know, the war has made a very heavy draft upon the young men who were engaged in teaching in our public schools; also upon those who were preparing for various fields of activity represented in our social life. As a result, there never has been a time when the demand and the opportunities for both *men and women* were any more numerous and attractive than now.

Conservatively stated, we could have placed anywhere from 75 to 100 men and women in excellent positions during the last two or three months, if they had only been available.

As set forth recently by the National Association for the Promotion of Industrial Education, there is great shortage in all professional, industrial, mechanical, technical and commercial fields of activity.

To assist in this demand, and contribute as far as possible to the needs of our country, and further to serve the best interests of young men and women, this institution will offer in night and Saturday classes special courses for tradesmen, engineers, clerks and stenographers, electricians, automobile workers, and owners, machinists, telegraph operators, and any other courses of industrial and technical nature for which there is a half dozen candidates. These courses will be offered without respect to the person's intention of teaching.

When the state of Kansas has equipped and manned an institution of the character of this one, it should certainly serve in the very widest and most efficient way possible. The Board of Administration has approved the recommendation to install and carry out such service.

While the enrollment for this year is thus far equal to that of last year, nevertheless we ought to have 200 or 300 more young men preparing for positions in our public schools. If in your communities you know of young people who might care to take up courses in preparation for the service above suggested, will you bring this announcement to their attention?

Any man who will put in even a few months in preparation for some specific work will most certainly increase his earning capacity, and certainly enter upon a more satisfactory plane or level of service. From \$75 to \$150 per month is the range of salary offered for positions reported to us, and for which we have no available candidates. These calls are not confined to our own state alone, but come from many neighboring states as well.

Our institutions of higher education are serving altogether too few people. There are thousands of others who would avail themselves of the service of our institutions if courses and opportunities were afforded them. This is the effort which we are making and something of what we hope to accomplish. Your coöperation and suggestions are welcome at all times.

For full particulars, write

W. A. BRANDENBURG,
President State Manual Training Normal School.

Food and the War.

ISABEL ELY LORD, Director Home Economics, Pratt Institute.

Even before the United States was forced into the world war it became evident that she must play a large part in victory or defeat, through her success or failure in feeding the other nations at war. When at last the President called us all to the colors, in our name he asked our allies what we could best do to help, and the instant answer was, "First, give us food, or our strength will fail us and we must surrender."

The situation was and is a hard one. A combination of short crops, removal of land from cultivation (in France and Belgium), shortage of labor and of fertilizers and destruction at sea of huge quantities of food material—this combination leaves the world without its usual surplus of food materials.

Increased production is the first necessity and all over the country individuals, groups and states are doing their best to increase both acreage and yield. Tens of thousands of men and women who had never before tried to grow any food in their little back gardens or front yards have accomplished even more than was expected.

This is fine, but the total amount so produced will necessarily be only the traditional "drop in the bucket." The farmers who have large tracts under cultivation face the usual difficulty of getting sufficient help, aggravated at a time when a million young men are withdrawn from their usual work to be sent to training camps, and when the needs of the industries supplying war materials mean high wages and almost endless demand for workers.

This means that conservation of food becomes of equal importance with production. Such an abundance of food hitherto has been grown in this country that there has been no pressing need before for the most careful use, and we have been so busy with other things that we have forgotten the ways of our great-grandmothers, who had to conserve food because it was scarce. We must return to those ways, and better them by all that modern science has taught us since. We ought to do better than our grandmothers and will, if we are of the same moral fibre.

For this care in the use of food we are all drafted—just as the boys are drafted for the army, the navy or the fighting corps of the air. Every man, woman and child at home in comparative safety must fight just as truly as the men at the front.

The President has chosen as commander in chief for this part of the war the man who would have received in any case the overwhelming vote of the American people—the man who saved Belgium and Northern France from starvation, the modest mining engineer who turned his fame and experience in organization to the task of feeding millions—Herbert C. Hoover Food Commissioner is the title he bears. He objects to the translation of this name into "food dictator." He is our commissioner, and his magnificent conception of democratic control is that we shall all become members of his and our food administration.

The pledge of membership has been offered to the women of the country already and it will not be long before the men also will be called

upon to align themselves for food conservation. Before many weeks are gone the house that does not have in a front window a food administration card as a sign of concrete patriotism will be under much severer condemnation than that which has no American flag.

It is not an easy task even to decide what it is right to ask the people to do, but Food Commissioner Hoover has more information than any other person can have, and loyal obedience to his orders will bring order out of a chaos of complications.

In every state Mr. Hoover has appointed a man as food commissioner whose special problem will be on the distribution side, the marketing, and a woman food commissioner for the conservation side—the use in the home. These representatives will see that his orders are clearly understood, and will keep him continually informed as to the needs of their own particular part of the forty-eight-piece territory.

There is no suggestion that the American people should be put on bread cards. The plan is something much bigger and finer than that and one which, if we make it work—and surely we will—will prove that a democracy can offer the highest type of efficiency, that of co-operative self-control. With abundance on every side we will use only enough to keep us in good health, and of the foods that we are told to choose from.

The man, woman or child who says, "One family can make no difference," will be answered by a great shout of "In a democracy *every one* makes a difference."

It will be a thing the world has never seen before—but it will come only if we are each one ready to make the sacrifice of our personal likes and dislikes, to accept cheerfully any limitation, whether we see the reason for it or not.

And what will it mean to our allies over the sea, long accustomed to enforced abstinence, when they hear that we have volunteered to stand beside them, with abundance all about us? Then they will understand that the American people in the might of their hundred million are fighting for the cause of liberty—man, woman and child.

National Aid for Vocational Education.

H. C. GIVENS.

The Smith-Hughes bill, enacted by the second session of the Sixty-fourth Congress, which became effective July 1, 1917, is one of the most important bills affecting educational interests of the country. In addition to providing money for vocational education in agriculture, trade, home economics, industrial subjects, and for the preparation of teachers of the same, the bill provides for the administration of the fund and regulates its expenditures.

Federal appropriation: Subject to the provisions of the act, the amounts appropriated for the purpose of coöperating with the states in paying the salaries of teacher, supervisors or directors of agricultural subjects, for the fiscal year ending June 30, 1918, are \$500,000; for the year 1919, \$750,000; for the year 1920, \$1,000,000; for the year 1921,

\$1,250,000; for the year 1922, \$1,500,000; for the year 1923, \$1,750,000; for the year 1924, \$2,000,000; for the year 1925, \$2,500,000; for the year 1926, and annually thereafter, \$3,000,000.

For the purpose of coöperating with the states in paying the salaries of teachers of trade, home economics and industrial subjects, similar appropriations were made with the additional provision that not more than twenty per cent of the money so appropriated shall be expended for the salaries of teachers of home economics subjects.

For the purpose of coöperating with the states in the preparation of teachers for the vocations aided, there was appropriated for the fiscal year ending June 30, 1918, \$500,000; for the year 1919, \$700,000; for the year 1920, \$900,000; for the year 1921, and annually thereafter, \$1,000,000.

The allotment to the states of the above funds is based upon the proportion which their rural, urban and total population bears to the rural, urban or total population of the United States.

Additional appropriations were made to meet the provision that the allotment of funds to any state for the above purposes shall not be less than the minimum.

The sum of \$200,000 was annually appropriated to the Federal Board of Vocational Education, for the purpose of making studies, investigations, reports, the paying of salaries and such other expense as may be necessary in the administration of the act.

Under the provisions of this act, the amount allotted to Kansas for the year ending June 30, 1918, for the salaries of teachers, superintendents or directors of agricultural subjects, was \$12,150; for the salaries of teachers of trade and industrial subjects, \$5800; for the training of teachers under the provisions of the act, \$9200.

Federal administration: The administration of the federal fund is vested in a Federal Board for Vocational Education, consisting of the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the Commissioner of Education, and three citizens to be appointed by the President, with the approval of the senate. One of said citizens shall be a representative of agricultural interests, one a representative of manufacturing and commercial interests, and one a representative of labor.

The four *ex-officio* members of the present board are David F. Houston, Secretary of Agriculture, chairman; William C. Redfield, Secretary of Commerce; William V. Wilson, Secretary of Labor; Philander P. Claxton, Commissioner of Education. The three civilian members appointed by the President and confirmed by the senate are Arthur E. Holder, of Iowa, representing employed labor, for a term of three years; Charles A. Greathouse, of Indiana, representing agricultural interests, for a term of two years; and James P. Monroe, of Massachusetts, representing manufacturing and commercial interests, for a term of one year.

The first meeting of the board was held in Washington, July 21, when it was determined that the functions of the board should be primarily to consider and adopt policies, interpret the law, establish standards, rules and regulations, and review the activities of the staff of experts to be employed by the board. These experts to consist of a

chief executive officer, to be known as the federal director of vocational education, and five assistant directors, who are to be chiefs of divisions of agricultural education, industrial education, home economics education, commercial education, and research, respectively. In this connection it should be noted, as a remarkable tribute to the capacity and recognized leadership of the man selected as federal director of vocational education, that the unanimous choice fell, without debate, on Dr. Charles A. Prosser, director of the William Hood Dunwoody Institute, Minneapolis. Doctor Prosser accepted the appointment, subject to the understanding that his present work in Minneapolis is such that he can not remain with the federal board permanently. He was granted a leave of absence for six months, however, in order that they might have his leadership and council in shaping the policies of this important new movement in education. Louis H. Carris, who was formerly assistant superintendent in charge of vocational education for New Jersey, was appointed assistant director in charge of industrial education; Layton S. Hawkins, specialist in agricultural education for the state of New York, assistant director in charge of agricultural education; Miss Josephine Berry, assistant director in charge of home economics education; and Charles H. Winslow, assistant director in charge of research.

State requirements: As required by the Smith-Hughes act, forty-eight states have either designated or created a state board of control to administer the federal grants annually allotted to the state under plans and policies which must be approved by the Federal Board for Vocational Education. These state boards not only have the money necessary to administer this duty, but most of them have state funds equal to the national grant. Kansas is among the latter group. The last Kansas legislature enacted laws which accepted the provisions of the act, designating the State Board of Education as the board having all the necessary power to coöperate with the Federal Board for Vocational Education in the administration of the provisions of the act. It further appointed the state treasurer as custodian for vocational education, and appropriated \$32,000 for the year 1917-1918, and \$45,000 for the year 1918-1919.

The Kansas State Board, consisting of State Superintendent W. D. Ross, president *ex officio*; Chancellor Frank Strong, Lawrence; President H. J. Waters, Manhattan; President Thomas W. Butcher, Emporia; Miss Lilian Scott, Baldwin; W. O. Steen, Beloit; and H. W. Shideler, Girard, appointed committees on agricultural education, trade and industrial education, and home economics education. These committees made recommendations in regard to plans to submit to the federal board, such plans to show the type of vocational education for which the appropriation shall be used, the kind of schools and equipment, courses of study, methods of instruction, qualifications of teachers, and in the case of agricultural subjects, the qualifications of supervisors or directors and for the supervision of agricultural education as provided for in the Smith-Hughes bill and subject to the conditions therein laid down.

The revised plans, as proposed by the state board, are at the present time in the hands of the Federal Board for Vocational Education, for their approval. We hope in the next issue to outline the state requirements.

A Practical Outline for a School Survey.

W. D. ARMENTROUT, A. M., Assistant Professor of Education.

I. BUSINESS ADMINISTRATION.

- (a) Expenditures: High school; elementary.
 - 1. Expenses of general control: Board; census; elections; compulsory education.
 - 2. Expenses of instruction: Teachers; principals; supervisors; textbooks, etc.
 - 3. Expense of operation: Janitors; fuel, water; supplies.
 - 4. Expenses of maintenance: Repairs; insurance; furniture.
 - 5. Cost per capita of population.
 - 6. Cost of instruction per pupil—average daily attendance.
 - 7. Comparison with former years.
 - 8. Comparison with other systems.
- (b) Receipts.
 - 1. Source of revenue.
 - 2. Comparison with other systems.
- (c) Inventory.
 - 1. Supplies.
- (d) School budget.
 - 1. Method of estimating needs.
- (e) Improvements within the system.

II. SCHOOL ORGANIZATION.

- (a) School reports.
 - 1. Distribution of enrollment by grade and age.
- (a) Relation of this number to number of children of legal age.
- (b) Number of children in school below legal age; above legal age; of legal age.
 - 2. Distribution of attendance.
 - 3. Distribution of truancy.
 - 4. Distribution of withdrawal; age and grade; age and cause.
 - 5. Nonpromotion by grades and causes; by studies and grades.
 - 6. Per cent of promotions in comparison with previous years and other systems.
- (b) Regular classes.
 - 1. Distribution of pupils per teacher.
 - 2. Accomplishment of pupils.
 - 3. Frequency of promotion.
 - 4. Relation of teacher and pupil.
- (c) Special classes.
 - 1. Enrollment.
 - 2. Method of selection.
 - 3. Accomplishments.

- (d) Health of school children.
 - 1. Physical education.
 - 2. Playgrounds.
 - 3. Inspection.
 - 4. Definite results.
- (e) Supervision of teachers.
 - 1. Rating of teachers.
 - 2. Number of teachers per supervisor.
 - 3. Teachers' meeting.
 - 4. Salary of teachers distributed.
 - 5. Means of improving teachers in service.
- (f) Course of study.
 - 1. Relation to needs of children.
 - 2. Formation.
 - 3. Required, alternative, optional.

III. SCHOOL PLANT.

- (a) Location.
- (b) Construction.
- (c) Interior.
 - 1. Lighting.
 - 2. Ventilation.
 - 3. Heating.
 - 4. Water supply.
 - 5. Toilet facilities.
 - 6. Drinking fountain.
 - 7. Lockers.
- (d) Playgrounds and their equipment.

When the Flag Calls.

In proportion to the number of men who were enrolled when war was declared, probably few schools of the country have furnished more men to serve against Germany than has the State Manual Training Normal.

Enlistment of S. M. T. N. students began soon after the declaration of war. It has continued ever since. A large number of former students and alumni have also joined the ranks.

On April 5 the students and faculty adopted resolutions pledging their loyal support and personal services, if needed, to the nation in the world conflict against barbaric autocracy. The men named below show how well those pledges are being kept.

Batteries C and D of light artillery in the Kansas National Guard drew forty-seven students and former students into the service, thirty-three going to battery C and fourteen to battery D. The fact that these batteries were recruited in and around Pittsburg accounts for the large number.

The Normal feels a just pride in furnishing from among its alumni and students of previous years five of the eight lieutenants of the two batteries. They are Lieutenants John N. Broadlick, Hal Curran, and

John H. Blair, of battery C, and Lieutenants W. W. Bass and Dwight A. Pomeroy, of battery D.

Two of these men were also members of the faculty. Lieutenant Bass, instructor in physical sciences, enlisted early in June. When he received his commission June 24, he was obliged to resign from the faculty in the midst of the summer term, in order to assume his new duties. Lieutenant Broadlick had been instructor in mathematics in the summer school for two years. He was likewise obliged to quit his work as a teacher before the term ended. His regular position had been that of teacher of mathematics in the Pittsburg high school.

When the time for the mobilization of the batteries drew near, President Brandenburg offered them the use of the Normal buildings and campus as a temporary camp. The offer was accepted and "Camp Brandenburg" came into existence. The 360 men were quartered here through August and September. Until the school year began, the Industrial Arts Building was the guardhouse; the cafeteria, the mess hall; the commercial department's buildings, the officers' quarters; and the auditorium, the barracks. After school opened this fall, "Camp Brandenburg" occupied only the auditorium and the athletic field.

So during the first two weeks of school the Normal presented this inspiring scene: On one part of the campus the men in khaki were drilling. On the other, young men and women were going to their classes with books under their arms. The one group was training to defend the nation on the field of battle. The other was training for the work of training the future citizens of the republic. Was it not a scene symbolic of American confidence in American destiny and of American devotion to that destiny?

An attempt has been made to bring together the names of all S. M. T. N. men who have taken service. It is believed, however, that the following list is incomplete and perhaps inaccurate at points. Any person who knows of others who should be added to the list would confer a real favor by mailing the editor this information, stating the exact branch of the service entered and the enlisted man's present address, if it is known. The Normal wishes to compile and keep a complete record of all its men who have enlisted.

HONOR ROLL.

Former S. M. T. N. students who are now officers or members of battery C are as follows:

OFFICERS.

Lieut. Hal Curran.

Lieut. John N. Broadlick.

Lieut. John H. Blair.

NONCOMMISSIONED OFFICERS.

Cecil E. Wolfe.

Edward Patterson.

Carl L. Cockerill.

Frank Holmes.

Arthur M. French.

David Degen.

Blaine Walker.

Joseph R. Burnett.

PRIVATEES.

Charles R. Black.

Frederick Buehre.

Clyde R. Burdick.

Arnold L. Flottman.

Benjamin Fuller.

Lloyd C. Keady.

Reginald Courtney.
Harry D. Cowden.
John W. Davis.
Sam M. Degen.
Hollis Doss.
Fred L. Ermev.
Theodore Ewalt.
John Ferguson.

Lewis J. King.
Irven Mackey.
Edward Manning.
William Osborne.
John L. Painter.
Dewey P. Sells.
Winferd M. Williams.
Harold J. Crelly.

Former students who are now officers or members of battery D are as follows.

OFFICERS.

Lieut. Dwight A. Pomeroy.

Lieut. W. W. Bass.

NONCOMMISSIONED OFFICERS.

J. M. Hyndman.
Swan L. Highbaugh.
R. C. Cockerill.
Fremont Dixon.

Edward Flottman.
Robert Broadlick.
Charles Hussey.
Morris Liepmann.

PRIVATES.

Donald C. Maxwell.
Archie A. Moore.
Richard Russell.

John P. Sheffield.
Warren Timmons.

M. W. Slattery enlisted in the Kansas ammunition train of the Rain-ow Division. He is now either in quarters near New York or on his way to France. Mr. Slattery was head of the science department in the Parsons high school last year.

R. A. York, who had already served an enlistment in the regular army, sent word he was ready for service as soon as war was declared. He is now a first lieutenant of heavy artillery and may be in France.

Chester Fritter enlisted in the navy, and is now in the Great Lakes training station.

Homer Johnson, brilliant half back, enlisted in the navy's hospital corps, and was sent to the Great Lakes station for his training.

Guy Pawling received a commission as a second lieutenant of infantry in the national army.

Harold B. Crowell is a second lieutenant in the Twentieth infantry of the regular army. He is stationed at Fort Douglas, Utah.

Eward Dudley received a commission as second lieutenant at the close of his term in the officers' training at Fort Riley. He is still at the fort.

James W. Hanbery is another faculty man who left the school room for the army. He taught straightforward Americanism in his history classes while here, and is now exemplifying it by training for an officer's commission at Fort Sheridan, Ill. Had Roosevelt led a division to France, Professor Hanberry would have been with him as he had been provisionally enlisted in the division.

Chester M. Clark is in the regular army, and is stationed at Gettysburg, Pa. He enlisted immediately after the declaration of war. He became ranking corporal in his company early in September.

Lester Reppert joined the regular army and did guard duty at Fort Leavenworth the latter part of the summer. He was then transferred to the commissary department at that point.

Howard Mullen belongs to the engineering corps that has its headquarters at Leavenworth.

Claude Wyman, editor of *The Kanza* last year, is in Camp Funston as a member of the national army. He had charge of the contingent of forty-one men that went to the camp from Pittsburg September 19.

Myrl Smith belongs to the National Guard reserve at Waco, Tex. He is a sergeant in the engineering corps.

Herbert Rule enlisted in the hospital corps of the National Guard that was organized at Parsons.

Roy Roach succeeded in breaking into the regular army through making application for enlistment the third time. He enlisted at Fort Logan, Colo.

Laurence Wheeler is in the national army, having been drawn in the first quota.

Howard Burns is a member of an ambulance corps and is now in training at Fort Logan.

Harold Davis also belongs to the ambulance corps at Fort Riley.

Russell Taylor enlisted in the supply department of the Kansas National Guard, where he is serving as a teamster. He is to change to Camp Doniphan.

Paul Dyer is at Fort Riley and is reported to belong to some division of the medical corps.

Vergil McNally is in an officers' training camp, either at Fort Sheridan or Fort Snelling.

Bryan McKee is in the navy and is believed to be in training at some southern port.

W. B. Payton is enlisted in the engineering corps at Ft. Leavenworth, Kan.

Randolph Roe belongs to a hospital corps and may be in France by this time.

Dale Wellington is doing Y. M. C. A. work in France.

Summer School, 1917.

"One of the biggest summer schools in the country" was the way Dr. M. V. O'Shea of Wisconsin University characterized the Manual Training Normal's last summer session after he had been a special lecturer in it for a week. "The session is bound to have a tremendous influence for good upon the public schools of this section," he added.

Of the total enrollment only about one-eighth was men, due, of course, to the nation's demand for men in its preparation for a part in the great war. But the group of men students was marked by maturity, being made up of superintendents, high-school principals and others who hold positions of responsibility in our public schools. The big majority of the women who attended are teaching this fall. They evinced a seriousness of purpose and an eagerness to make the most of their schooling in summer that promised well for good results in the public schools.

A corps of lecturers made up of some of the most eminent educators of the nation was engaged for the term. Dr. O'Shea, who has written

and said on the platform so much that is of the most direct help to teachers; Dr. David Snedden of Columbia University, the eminent critic of the present system of education and an authority in vocational and industrial education; Isabel Ely Lord, director of home economics in Pratt Institute, Brooklyn, and an advisory member of Herbert Hoover's national food commission; Dr. C. F. Hodge, the famous biologist whom the Normal's students first heard last summer; and Dr. A. E. Winship, editor of the *Boston Journal of Education*, who always receives the heartiest kind of a welcome when he returns to Pittsburg for lecture engagements,—these were the educators who gave the summer school the air of a meeting of the National Education Association.

War times made inroads on the corps of lecturers as first engaged. Dr. E. A. Ross, the brilliant sociologist and economist, was sent to Russia as an advisory member of the United States mission to that country. Dr. C. A. Prosser, one of the country's leaders in vocational and industrial training, had to cancel his engagement because Dunwoody Institute at Minneapolis, of which he is director, has been made headquarters for a government aviation school. Dr. May B. Van Arsdale, dean of household arts and sciences in Columbia University, found it necessary to devote her whole summer to the national campaign for conservation of food resources.

Three city superintendents, M. E. Pearson of Kansas City, Kan.; J. F. Barnhill of Parsons, and John F. Hughes of Chanute, spent one or two days at the Normal to lecture and hold conferences. F. L. Pinet, editor of *The Kansas Teacher*, was one of the lecturers. Supt. C. S. Risdon of Independence was again a member of the department of education's summer faculty, and several other special instructors were employed to take charge of extra classes.

The Crawford county teachers' institute was held through June as an almost integral part of the Normal. This modification of the old plan for institutes which Supt. J. W. Miley has worked out with the Normal faculty has proved wholly successful through the three summers it has now been used.

A group of men took elementary military training four days a week in place of the gymnasium work and other forms of physical education for which they first enrolled. The work was under the supervision of Director John W. Fuhrer, who had the advice of former and present army men. A number of the men taking the training planned to introduce it in their high schools this fall.

As several cities were represented in the student body by large groups of teachers, plans were begun for extension courses in those cities this fall. Most of these places maintained from one to three courses last year. One reason for the popularity of the Normal's summer sessions is that teachers who carry work during the winter in the extension study groups conducted by Normal faculty people can continue their studies without loss of momentum in the summer.—E. B.

"1917-1918."

The attendance at the State Manual Training Normal has not fallen off. Even the proportion of men is larger than was expected. The difference is that the men are, on the average, younger than in preceding years.

War conditions have hurt the enrollment this fall in this way only—the large increase in attendance that could otherwise have been looked for has not occurred.

Just as there are as many students on the campus as there were last fall, so there will soon be, according to prospects, as many students in extension study groups as a year ago. Many cities and towns are calling on the Normal for this service that is unique in the degree to which it has been developed. A number of classes have been organized already and the list is being added to every week.

Fifteen new names were added to the faculty roll last summer and this fall. Although some of the new instructors came to fill vacancies caused by resignations, seven of them represent an increase in the faculty proportionate to the growth of the school. The new members of the faculty are as follows:

Edgar Mendenhall came from the superintendency of the Goshen, Ind., schools to be the third member of the department of education. His postgraduate work was in the University of Chicago.

Geddes W. Rutherford, a graduate of Harvard, is teaching history. He was connected with the faculty of the Warrensburg, Mo., Normal for two years before coming here.

J. F. Mitchell, connected with Drake University for a number of years, has been made registrar. He took up his duties August 1.

Miss Birdine Chandler and Miss Clela Gillette are new assistants to the librarian. Miss Chandler came from the Topeka public library and Miss Gillette gained her experience in the Normal library while a student assistant.

Miss Bessie Hayden is a critic teacher in the training school. She is a graduate of the Illinois Teachers' College, has done postgraduate work in Columbia University, and left a position in the Ada, Okla., normal to come here.

Miss Zoe Thrall is also a critic teacher in the training school. She is a graduate of the University of Chicago and has had a wide experience as a teacher and supervisor.

Miss Kathryn Albaugh is a teacher in the Normal high school, mathematics being her specialty. She is a Washington graduate.

Howard Schantz came from Quakertown, Penn., to become associate professor of industrial arts. He is a graduate of the Williamson School of Technical Trades and has had much experience as a machinist.

Miss Enid Bassett is an instructor in drawing and art. Before coming here she was on the faculty of the Chicago Art Institute.

Miss Ina Marian McKnight teaches subjects in the school music supervisors' course and is critic teacher of the music in the training school. She was formerly in the employ of the music department of the

American Book Company and has had much successful experience as a supervisor.

Franklin Pierce Ramsay, a University of Missouri alumnus, is a member of the English department. He came to the Normal from the Central high school, Kansas City, Mo.

Miss Maud Patchin is an instructor in the department of domestic art. She was supervisor of this subject in the Spokane schools for several years.

L. N. Pierce, a Normal alumnus, joined the faculty as soon as he completed his course. He teaches public speaking.

S. Roy Widner is another alumnus whose strong work as an undergraduate won him a place on the faculty. He is in the department of physical sciences.

The new work to which those went who left the faculty last summer is as follows: Winworth Williams, who was in the English department, returned to a former position as instructor in history in a Minneapolis high school. Miss Mary C. Sterrett, critic teacher, is principal of a ward school in Decatur, Ill. Miss Louise Tatcher resigned as critic teacher to become principal of a Lawrence ward school. A. Leonard Logan has taken a place in a Connecticut industrial and trades school. James W. Hanbery left the department of history to enter the officers' training camp at Fort Sheridan, Ill. W. W. Bass, instructor in physical sciences, is a second lieutenant in battery D of the federalized Kansas National Guard. Miss Marie Smith is supervisor of drawing in the Grand Rapids, Mich., high school. Mrs. Lena G. Martin-Smith, assistant librarian, is living on a ranch west of Girard, where she and Mr. Smith moved early in the summer.

New courses and broadening the scope of old ones is to be the result of adding an instructor to the domestic art department. The instructor is Miss Maud Patchin, a graduate of Columbia University. Miss Patchin was for several years the supervisor of the work in domestic art in the Spokane, Wash., schools. Her chief work in the Normal will be the teaching of dressmaking. Since her coming increases the resources of the department, it is now to offer extension courses. These classes will be held at night and on Saturdays, in order to accommodate homekeepers and young women who can not attend through the week. Millinery is to be taught, both as extension work and as a regular course. Miss Alba Bales, director of household arts, is again in charge of the department after having spent a year in advanced studies at Columbia University.

Carney Hall.

Excavating for the foundations of Carney Hall, the future home of the household arts and science departments, will begin late this fall if no further obstacles come in the way of the plans of the State Board of Administration and the state architect. These men hope to let the contract in November. War conditions in the building industry have seriously interfered with the speed with which it had been hoped work would be begun.

Carney Hall will be even more beautiful than Russ Hall. It will be wider and three instead of four stories high, proportions that lend themselves more readily to the symmetry that is sought. The only essential change from the original plans that war times has necessitated is leaving out the cafeteria quarters. A large auditorium, constructed according to the most modern ideas for buildings of this sort, will be erected as an annex.

Carney Hall will stand on the east side of the campus, forming the third side of a quadrangle that will be completed when another building stands some day on the north side opposite the Industrial Arts building.

Alumni.

Evan Davis and Minnie Crawley were married more than a year ago, and are living in Pittsburg. Evan is an employee of the First State Bank of Pittsburg, and incidentally serves as chairman of Democratic committees. He was much in evidence during the last campaign as an introducer of political speakers. Evan gave much attention to debate and oratory in the Manus Verez Society in '09 and '10, and now occasionally finds his relaxation from business in these arts.

Florence Crawford is now the wife of Dr. G. L. Dummit, a prominent Pittsburg dentist. Before her marriage she taught in the Parsons schools.

Ivor Reese, who taught manual training in the Pittsburg high school last year, now holds that position in the Jefferson City high school.

Football.

The football outlook this fall is problematic, to say the least. Coach R. O. Courtwright has only one man left from last fall's crack eleven. He is John Lance. The others are either in the army and navy or are teaching. However, Courtwright has a bunch of new fellows who, although trying the college game for the first time, have had experience on high-school elevens and show a willingness to do much hard work. Some of them are quite husky. Other men who failed to make the team last fall but stayed by the squad are also back on the field.

To Prospective Students.

Our regular year opened September 18, but we shall be glad to enroll students any time during the year when they can come to us. If some have found it impossible to enter as a result of finishing up work in the fields, putting in the new crop, or taking care of the old; if others have had to extend their time of earning before entering, we want all such as soon as they can enroll.

W. A. BRANDENBURG, *President.*