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THE TECHNE

Life without Labor is a Crime, Labor without Art
and the Amenities of Life is Brutality. —RUSKIN.



HEALTH A PATRIOTIC DUTY

WE have learned that health is a patriotic duty; that the human owes it to himself, to his family, and to his country to be of normal growth, to achieve normal development, and to be vigorously healthy. And we have learned that it is the business of a government—nation, state, or family—to make every reasonable provision for the constructive hygiene of the individual so that he may achieve normal growth, normal development, and normal physiological usefulness.

SECRETARY OF NAVY DANIELS.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

VOL. 3.

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THE TECHNE

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

VOL. 3

FEBRUARY, 1920

No. 1

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O'DELLA NATION.

O. B. BADGER.

EDGAR MENDENHALL.

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

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

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

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A Personal Program for the Present Economic Crisis.

BENJAMIN R. ANDREWS,
Assistant Director, Savings Division, U. S. Treasury Department.

I will improve the services which I render in my business or employment and use every effort to increase my daily personal output, and so do my part for larger production for America, seeking increased pay by increased service rather than higher pay for present services.

I will refuse to buy when prices are exorbitant or to secure personal luxuries during the period of after-war readjustment, thus by reducing my demand helping to steady prices and by saving increasing the working fund of the country.

I will strike a personal balance sheet on January first, showing all the property which I possess on that date and the debts which I owe, so that I may determine just how much I am worth at the beginning of the year. I will compare my net property then with that of January 1, 1919, to see how much I have got ahead during the year and I will plan to get further ahead during 1920.

I will plan my spending of money for January, 1920, in a written memorandum, setting limits to my expenditures for necessities and comforts, reviewing for this purpose my expenditures during the past month and also looking ahead as far as I can to a plan of expenditures for the entire year of 1920.

I will determine how much I ought reasonably to save from each week's pay or month's salary check, and I will regularly set aside this allowance for savings immediately upon receipt of my pay.

I will seek sound investments for my savings.

I will hold the government securities I now own as the best backlog to personal investment and as a patriotic responsibility, since the government is still borrowing for war finance, and I will buy more government securities.

I will take a stand for increased production and for thrift and economy in all groups of people to which I belong, and will promote an agency for selling government savings stamps on pay day at my place of employment so as to make it as easy to save as it is to spend.

I will make "Work and Save" my motto and that of my household, for 1920, as the best guaranty of personal financial security and progress and as my share in creating a bigger and better America.

Place of Printing in Our High Schools.

PRESTON E. REED, Associate Professor of English, S. M. T. N

Printers are classed among the industrial workers. Printing is the sixth largest industry in the country, besides being one of the best paid vocations. Of all those engaged in manufacturing and trades there are two and three-tenths per cent in printing. The position which this subject maintains in high school is a strategic one. It is a vocation, a humanistic subject because of its correlations with so many academic

branches. It is suited to trade or to profession, and remains an asset in any vocation. Printing cultivates the artistic in the matter of arrangement and design, and gives the student a thorough appreciation of honest hard work.

No manual-training subject can possibly be taught in high school which can correlate so many educational tools for a broad education. "Copy" on every subject taught passes thru the hands of the printer, who must not only know enough of the technic to compile it but must have enough design and art to turn it out in a suitable style. (No wonder printers have furnished more than their share of statesmen.)

The broad education and preparation needed by the printer includes such allied subjects for study as journalism, advertising, art designing, English (which includes spelling, word division, punctuation, and composition), arithmetic, mathematics (enough at least of algebra to understand an occasional algebraic equation), hand lettering, color harmony, display typography, instruction on linotype or monotype machines, and proofreading. Furthermore, science is applied; for example, a knowledge of the chemistry of paper, ink, lead and tin. For the further aid of a business printer, the above subjects should be supplemented by courses in cost-finding, estimating, and business methods.

There is hardly a field in which printing does not sometime enter, no matter what the vocation. The professional man should know enough of printing to be cognizant of the possibilities of suitable arrangement and production of any work he may want published. The industrial man must be more than a mere worker, more than a slave driven to his task of taking orders. He must be helped toward leadership. The high-school graduate will probably be a leader in some organization which will put out programs and constitutional by-laws. His knowledge of printing obtained in high school will not allow him to be so ignorant as to order a zinc etching from a photograph or a half-tone from a pen-and-ink sketch.

Our contention is that high-school printing cannot be made a purely technical subject to the degree of turning out printers. F. E. Mathewson makes the point that the school deals with the education of adolescent children; that it is not a simple device for teaching a trade. The theory of such vocational teaching is that these pupils will be taken into the trade as apprentices and because of their knowledge secured in the classroom will learn the trade much more quickly than the errand boy who wins advancement by faithful service as a general helper in the composing room.

The aim of vocational printing is to afford some foundation for future printers, but on the other hand all will be buyers, sellers, or users of printed matter, and a knowledge of the subject gained in the right way is invaluable to one entering any vocation.

Why not turn out specialized printers? Time and expense are the important reasons. Only five out of every thousand graduates become printers, and specialized training for this small per cent is impractical. In a large enough system, with prevocational education in the junior high schools, it is possible to sift out and give to the high school those who have

decided on printing for a life work. This may be feasible in a very large institution.

Contending that it is best to work from the general to the specific, the secondary schools offer a general view of the field with as much technic as will be consistent with the performance of the fundamental principles of the work. Allow the few adapted to the specific to continue along specific lines.

The apprenticeship situation is a serious one at the present. A government survey found only one hundred eighteen thousand, nine hundred sixty-four apprentices in the entire country for the year 1910, and in printing only one to every thirteen journeymen printers. The war affected the situation still further by reducing the number of journeymen printers as well as taking the material from the apprentice class. The "turn-over" of labor is the most difficult to solve of all problems which the scientific industrial promoter has to face. This problem discourages the employer from taking in the young men because he feels that no sooner will he prepare a worker than he is likely to lose him.

There is a very recent movement by the manufacturers to remedy this situation. Manufacturers are at present opening schools and offering a four-year course in what is called apprenticeship schools. To enter, the boy must be sixteen years of age, have no bad habits, good health, and a grammar-school education. There is a probation period of three months, after which the regular course is entered upon and during which a wage is paid. Supplementing the regular course pertaining to the trade is an academic course occupying a few hours each day. For this no wage is deducted. Such a school is of great value, giving a boy a broader education than simply his trade. It differs from the high school or vocational school in that it turns out tradesmen.

The old apprenticeship method in printing gave the "devil" too little chance. He was too busy waiting on customers, sweeping the office, scrubbing the floor, filling the stove or letting in the cat, to steal more than a fleeting glance at the case. On rare occasions he was allowed to "re-set" or "throw in," but his progress was naturally very discouraging.

The high school gives a boy some preliminary chance to see whether he likes the trade, and also gives him a general view of the trade, and at the same time emphasizes the necessary allied subjects so that he is fitted for promotion and a thorough grasp of the trade when he enters the shop to make printing his life work. It is hard for tradesmen to realize that the school is not turning out printers, but is aiming to try out the boy's preference and give him such a foundation in the trade and its allied subjects that he will be an asset to any employer who takes him into his shop. This arrangement in the school saves the employer the experiments of a green printer, in material and time. Perhaps there is no other line in which the trend, characteristics, and ability of pupils can be so manifestly ascertained as in a rightly conceived and properly conducted course in printing.

Success in the development of methods lies in the solution of problems we meet in printing. First of all, the aims must be definitely under-

stood both by the school board and the instructor. Too often the administration has installed printing for purely commercial purposes. Too often it is expected that the instructor will earn his own salary and pay for materials by printing high-school jobs. We do not advocate the making of "models" in printing. The instructor should as far as possible do only those jobs needed by the school, as the commercial work which is apt to creep in from charitable institutions will finally cause dissatisfaction, enmity with unions, and the press itself. But one great difficulty with the school jobs is the large number of impressions. This means child labor. Also, there is the great abundance of cross-ruled work and turn-and-flop jobs which high-school students are not able to handle. Individual projects for work which would not otherwise be printed are commendable. The cost of materials is charged to the student.

Another problem to take into consideration is the safeguarding of the students' health. The printing trade is one of the dangerous trades, and unless great precaution is taken with ventilation, cleanliness and light, great damage can ensue. The typical old shop was never clean, the dust of years was in every corner. The type was dirty and ink-filled. The printer was a pale and near-sighted automaton. The school shop should be built with especially good light and ventilation. Why should the school administration take risks with the health of the rising generation?

Purchasing of shop outfits is a problem which should be supervised by state control. Many school boards buy their outfits very ignorantly. The equipment in our print-laboratory is as important as any found in our scientific laboratories—chemical, biological, or physical. Too often an unethical salesman of a type foundry will try to overstock innocent and unsuspecting school boards.

The financial problem of the investment in this print shop may be partly relieved by opening the shop during the summer months to printers who wish to specialize in some lines in which a first-class instructor can be of great service. Many a printer would like help in designing, estimating costs, spacing, artistic arrangement for advertising, and suggestions on new ideas continually advanced. Such an arrangement would take care of the expense of idle equipment, besides being an inspiration to the trade in whatever locality it was tried out.

The teacher problem is a very important one. A practical printer is not sufficiently equipped for teaching. Too often he has neither high-school nor college preparation; he has only his trade with a narrow outlook, or he may be too specialized in the trade itself to take up successfully the teaching of composition, imposition and press work. Contrasting with this teacher is the educated man with a smattering of printing. The qualities of a successful teacher are: first, the individual qualifications respecting the trade; second, the general education necessary; third, the same personal qualifications that are necessary in any teacher, with emphasis on the teacher's ability to mix well with the students, keep a strict discipline, yet leave much to the individual initiative of the pupil so that he may develop his business ability. The teacher must be willing to guide the pupil, to accomplish things by the

"reason why" method. Explanation is much better than the "do this" and "don't do that" method. The need of a thorough foundation in elementary printing cannot be estimated. It is a great hindrance later if the first work is not sufficiently thorough or is wrong in any particular. Most pupils feel an enthusiasm for the subject. There is a certain mysticism about a printed sheet that appeals strongly to the imagination of a young student. Right methods foster this enthusiasm and the student thus learns to look on his choice of the trade with pleasure. It is the business of the school to develop this spirit in every vocation.

One of the first steps in a shop should be preliminary talks to pupils, explanation of terms, definitions of technical words, making simple rules for the trade and shop. At first make examples of imaginary orders so that the student becomes familiar with the terms. Next, the pupil should learn the case. A blackboard drawing may assist, and for further aid he may make a chart of the case for himself so that he may look at it frequently and fix it in his mind. In Salina, Kan., a very successful division of labor and shop management has been tried out. Here the shop is divided into composing and press rooms. Each has its foreman, responsible, personally, to the superintendent who is the instructor. A new foreman is elected each week so that every boy gets an opportunity to try out his leadership among his schoolmates. A wholesome spirit of rivalry is established because each boy will try to get the best results from his shop.

One point in teaching must not be overlooked—the history of printing. An interesting presentation of the origin and development of this trade is of great value. The Chinese, as we know, were the first printers, and what boy would not enjoy the story of Gutenberg's life, the events of John Faust's life and Peter Schöfer's, of how William Caxton took printing to England and then how it was carried on by Bradford and Franklin in America. The instance of Horace Walpole and his private press at Strawberry Hill is unique. Even a history of the alphabet will put interest into the characters that the printer uses day after day. The cultural and artistic side of printing must be emphasized. There can be an appreciation of a good job of printing as well as appreciation of a piece of music.

Printers must be awake to peculiarities; they must know what is right and also know when to cater to the peculiarities of the customer. Commercialized printing says, "follow copy," but it is the duty of the printing instructor to teach the right and let only the correct pass his censorship. Among the inconsistencies are the British spelling—*colour* contrasted with the American *color*, also the words *centre* and *center*. One may employ both and confuse standards quite easily. The printer's responsibility in the matter is quite considerable. Pupils should be taught to see errors everywhere in printed matter. Textbooks are full of them—they too easily pass the unobserving. To learn to look, to be alert, are the by-products of printing. Hot Springs, Ark., afforded an example of efficiency in high-school printing, where the instructor carried on a printing shop and a newspaper. This man gave printing, journalism and work in the advertising branches, and he claimed to have printers

setting type and running press at five months, journalists making good copy and advertisers writing good ads in the same short period.

For some schools in the smaller cities the part-time system for this training may be advisable. This would be for vocation only. But we contend that work in high school on a proper basis is not fundamentally the turning out of printers. It is a generalized course with a broad viewpoint of the place which printing fills in the world development. It will fit any student to become a master mechanic very shortly, already having secured some fundamental technic and having a worth while education.

"The high tide of printing is yet to be."

Physical Education and Democracy.

BERTHA A. BENNETT, Director of Physical Education for Women, S. M. T. N.

If America is to be an exponent of real democracy, some radical changes must be made in certain phases of her educational system, including physical education. The formal discipline method of teaching physical education, all too generally used in the public schools, is the acme of Prussianism. Instead of individuals being prepared to live together in "liberty, fraternity and equality"; instead of our future citizens being stimulated to do alert, discriminating and original thinking; instead of a premium being put upon initiative, the formal gymnastic regime requires that the physical-training teacher be an autocratic commander, with the result that the children are either repressed and their democratic growth hindered or the insistent call of youth to thought and action produces defiance and revolt. There is no feature of American education that savors so decidedly of German militarism as formal gymnastics.

Formal exercises, however, do have a place as corrective and remedial measures incident to the artificial life of the school room, but as the basis of any extensive amount of physical education they fall far short when judged by modern educational theory and practice.

The best type of physical training instructor will have higher ideals for his or her work than the merely physical one, which is important only in so far as our bodies are means toward an end, the living of useful and abundant lives. And if physical education be worthy of the name it has, it must take its place as an educational means along with the academic subjects. In fact, correctly administered, it may be the sugar coating of the otherwise unpleasant geographic or historic pill. For instance, Italy may be a vague and far-away place, very uninteresting in the geography, or at most it may be known as the native land of the despised and lowly "Hunyak" miner, until the children hear the beautiful strains of its music and dance the Italian Tarantella in native costume. Italy then becomes a real living place, and Mary Salvatore, who already knew the dance, a person to be envied.

Likewise history "dates" learned by the stately minuet and Virginia Reel are more interesting than when enumerated as figures.

But as a means of suggesting, stimulating and causing children or

adults to *practice* democracy there is no subject in the school curriculum that equals physical training, when rightly taught.

"Arms upward stretch and left foot forward place" commanded to the class that is in a formation chosen by the teacher does not contribute much to the personal intimacy among children that makes for democracy. Most people have some admirable and likable traits if we but learn to know and understand them. This understanding can oftener be arrived at through play and recreation than by formal drill.

It is in the enthusiasm of play that the child, or even adult, forgets the "class" line and even a personal grudge, especially if the enemy has been wisely lined up on his team. Boys who "choose up" soon forget the social distinctions of money and street residence if George Patios is the swiftest runner in the crowd or Israel Goldstein the best batter. The uppermost thought is to choose the winning team.

After having led the difficult squad or umpired the game, the child develops a sympathy and understanding of the difficulties of leading and carrying responsibility that cannot help but make for coöperation. He has not been told an abstract theory, but he has experienced the thing that makes for coöperation and fraternity.

In a broad program of play every institution of civilized society is represented. Under proper direction a child in a day may be judged and judge; leader and follower; governor and governed; always with the right and practice of voting and being represented; of being condemned and praised.

For these reasons physical education should be given a place in the Americanization of our foreigners. Likewise, if officers, from president on down, in our great industries, would join in baseball and other games with their employees we would soon see the abyss between labor and capital narrowed. At least that is the testimony of the few who have tried it.

As concerns education for democracy, it must be understood that play *commanders* are little better than formal gymnastic or drill commanders. What is needed is adroit play *leaders* to act as impartial referees and umpires; instructors in games and dances who will suggest and make habitual, desirable, democratic behavior, develop the originality and initiative of the children; organize squads and teams and then, either by withdrawing or becoming playing members of the teams, obliterate themselves as dictators or commanders. Such teachers will be a genuine force in making the world safe for democracy.

The School's Part in Reconstruction.

(Translated from *L'Illustration*, Paris.)

ERNEST BENNETT, Instructor in Languages, S. M. T. N.

It is rarely that the part which the schools play in the life of a nation is so forcefully stated as in an editorial article *L'Illustration*, France's best illustrated review, published in its issue of October 4. Moreover, the reader is struck by the close parallel between the critical situation in the French school and that in the United States. Many things, therefore, that the Parisian writer says of the schools of his country almost

sound as if they had been said with our own schools in mind. It has seemed worth while to translate the following passages from the article:

"The opening of school. This time is not like the others. It is for our students an exceptionally serious event. In reality it marks a solemn return to their studies after a vacation that for many has been five years in length. For five years now our children have not worked seriously. During the war their thoughts and their hearts were distracted, excusably, too, and constantly strayed beyond the narrow horizon of the schoolroom. The daily communiques played havoc with the strategy of Cæsar's 'Commentaries,' and they learned more about heroism from the citations for bravery appearing in the press than they did from the dusty *De Viris*.

"Does not the present reopening of the schools, the first since the return of peace, mark the beginning of the era of reconstruction of the world, a reconstruction which is going to be the work of our sons? Let us not forget these words of one of our great educators: 'The years of peace will be just what the school will make them.' Look at our children crossing to-day the threshold of the classroom; we are present at the opening of a workshop where a new civilization is going to be forged.

"The opening of school this year is remarkable for another reason. It is the return from the army of the teacher who abandoned his desk August 31, 1914, at the very moment when he was developing in his pupils' minds that thought of Michelet: 'Some day France will announce a universal peace.' It is the first contact of the soldier, set back to his task of peace, with the younger generation that he has just saved.

"A touching meeting and one full of surprises. Sometimes he who went away was a timid man of learning, and now it is a martial hero who returns. The schoolmaster wears a cross of war and his pupils no longer dare to laugh at his frayed coat. He reappeared crowned with the glory of that epic of the giants in which he was one of the actors. What is he going to teach childhood, whose liberty he bought at the price of his own blood, this wounded, this disfigured man, who had agreed to die in order that the youth of France might live? It is truly a bond of father and child which henceforth attaches the teacher to the pupil. Gratitude and affection for him will spring up more spontaneously. And what university degree, what high rank as a teacher, would ever give him the authority that his crippled leg or empty sleeve assure him?

"Alas, how many are absent from the ranks of this army of the intellect. The proportion of the killed in the teaching profession is, as one knows, considerable. The National normal school is decimated. The Bulletin of Public Instruction prints this week the 247th page of the University's *Livre d'Or* [Book of Gold] that has been dedicated to listing the educators fallen on the field of honor.

"Others, whom death spared, will no more step across the doorsill of the school. The army has kept a certain number. Still others, those with scientific training, have in many cases found in industrial life a more practical utilization of their abilities and efforts, and better pay.

"Who would dare to consider them deserters? The ingratitude of the nation toward its schoolmasters is proverbial. We are witnessing to-day deplorable conflicts of interests in the proletariat of the university

world. Discontent there is quite general. The inadequate pay and the impossibility of finding lodgings in the new cities to which they are sent, are lowering more and more the standard of living of our instructors and making their situation more and more precarious. Consequently these workers, whose resignation and patience seemed inexhaustible, now have the appearance of wishing to turn to collective bargaining as a last resort. Difficulties and discouragement have taken seats at their humble hearths. Is not such a situation going to have a part in hindering the recruiting of these pariahs whose number is already so dangerously reduced?

"Will not the traditional practical wisdom of the French family systematically apply itself to discouraging, from its very first appearance in a child, any leaning toward a teaching career? We already see a timorous reaction against every form of intellectual career in the bearing parents seek to give to the studies of their children. Greco-Latin culture is abandoned. The study of English is encouraged for motives exclusively commercial; but on the other hand, through a sentimental prejudice of which the absurdity is not worth the proving, we see renounced almost everywhere the precious advantages which a knowledge of German could assure us in the commercial competition that is to follow the war.

"Everywhere we encounter short-sighted views of the situation, narrow and hesitant judgments, false and mean interpretations of the lessons of the great catastrophe. Evidently this is not an atmosphere favorable to the raising up of a generation of apostles, and we fear there will be steady decrease of instructors for the army of peace, of these instructors of whom is demanded so much disinterestedness and self-denial.

"Yet we have never had so great need of seeing them arise up out of the earth, as it were, in great numbers. It is necessary not only to fill the gaps caused by the war, but to provide for new demands. Not only must we raise here in France the level of studies which a teaching corps of partly independent means has been unable, during the last five years, despite its devotion and good will, to keep at the desired height, but our fields of activity have expanded. Education must be reorganized in our reconquered provinces.

"As a logical consequence of our victory, the prestige of the French spirit and culture is growing unceasingly all over the world. All nations are calling upon us for educators. French secondary schools are planned for the large cities of Spain, Poland and the Rhine country. Are we going to announce to them that henceforth we refuse to fulfill our centuries-old mission of torch-bearer?

"That is the disquieting question which haunts us at this season of the fall opening of school, the first since the coming of peace. Under the claws of suffering, at a moment when all our spiritual and intellectual force seemed condemned to be blocked before the brutal material efforts of our enemy, we gave utterance to unwise vows. We swore to make our sons metallurgists, builders, engineers and tradesmen, and to banish our poets, philosophers, humanists and decipherers of ancient writings.

"Sacriligious oath! Impious vow! It would despoil our country of one of its most precious treasures; it would deprive it of one of its most effective weapons, this taking from it its crown of intellectual prestige. And it is a lack of the purest and most clear-sighted patriotism to refuse combat on the field where France has never known other than the most brilliant victories. Peace will be what the school will make it. That this peace may be noble and grand, let us accord to-day to the school all the attention and respect that its grandeur and nobility merit."

A Successful Season in Football.

The football season of 1919 was the most successful in the history of S. M. T. N., yet our new athletic director, Dr. G. W. Weede, was handicapped at the start of the season by having to introduce an entirely new system of play and only having four former college players in his squad. Normal lost to Drury 12 to 7 and to K. U. 43 to 0 in her two first games. Then the team began to come, and took Springfield Normal into camp 14 to 0. This ended the non-conference practice-game schedule, and the team began its record of an undefeated conference season. Fairmount was beaten 34 to 0 and the Emporia State Normal 13 to 0. This last victory was Manual's first victory over Emporia and the team became a little over-confident, for in the next game Ottawa held her 0 to 0. This near-defeat awoke the squad, and after beating Warrensburg Normal, another non-conference college, 14 to 0, the Manualites in turn took into camp Friends 7 to 6, Southwestern 10 to 7, and Cooper 39 to 6.

The Kansas Athletic Conference championship committee did not give Manual a tie with College of Emporia, which also had an undefeated team, but gave S. M. T. N. "very honorable mention," which is the next thing to a tie, as second place is never given mention as a general rule.

With a veteran squad returning in 1920, and the addition of several prominent high-school athletes who have signified their intention of entering Manual, next season should be an even more successful one.—E. B.

"M" Men for 1919 Football.

Paul J. Alyea.

Jack Doty.

C. L. Hill.

James Hyndman.

Glen Leighty.

Jess Matthews.

Tom Mason.

Earl Opie.

Dewey Price.

LeRoy Scott (capt.).

Lowell Smith.

Gerald Smith.

John Wiedenmann.

George Wells.

Fred Vehlow.

On "All-Kansas" Team.

Hill, guard.

Hyndman, tackle.

Alyea, end.

Honorable Mention.

Mason.

Scott.

Price.

S. M. T. N. Jottings.

The new Carney Hall, one of the finest school buildings in the Middle West, adds immensely to the appearance of the Manual Normal's campus, and still more to the comfort with which faculty people can do their work and students be accommodated in their classes. Being at the east side of the campus, it makes the third side of the quadrangle that the institution is shaping itself into as its needs in buildings are slowly being filled. The new hall is three stories high, has a beautiful lobby on the first floor, and a complete locker system on all floors. Classrooms are spacious, airy, and most excellently lighted. But the best part of the whole building, if there is any "best" part, is the large auditorium that constitutes its eastern extension. It is of the same height as the rest of the building, has a great stage fitted with beautiful curtains and draperies, and will seat 2,000 people without crowding. The very substantial seating was built to order and is adorned at the ends of all rows with the design of the letters S. M. T. N. in an intricate pattern. The main entrance is from the lobby. Numerous public meetings, concerts, and theatricals have already been held in it, and assembly now takes on a meaning it lacked before. A large three-manual organ is to be built in the auditorium in the next few months. Specifications insure it will be one of the finest organs in Kansas. Its total cost will approximate \$10,000.

In the large body of men who are studying at S. M. T. N. this year there is a group to whom both faculty and student body accord a special place in their regards, and upon whom all look with something more than the respect accorded all worthy individuals. These are the men who, after being wounded in battle or disabled in military service so they cannot continue their former occupations to advantage, have chosen the Manual Normal as the school in which they will fit themselves for some other kind of work, while Uncle Sam pays the expenses of the training. There were 21 of these men enrolled by January 5. Sixteen were studying the principles of mining, three were studying engineering, and two were taking industrial arts courses. The men and their home addresses are as follows: Domenick Bruno, Belleville, Ill.; Fernand Decupper, Arma, Kan.; Gaston Duval, Arma, Kan.; James Hope, Albia, Iowa; Carl Jones, Belleville, Ill.; Edwin A. Koesterer, Freeburg, Ill.; L. C. Lewis, Des Moines, Iowa; James Lynch, Radley, Kan.; Herbert Mudd, Walnut, Kan.; Guido Paoli, Collinsville, Ill.; Alfred Sandwith, Girard, Kan.; Joseph Scarpinato, Pittsburg, Kan.; Herman J. Stoeber, Belleville, Ill.; David Thomas, Mystic, Iowa; Albert McDyson, Plains, Kan.; Earl Jarrell, Pittsburg, Kan.; Russell L. Taylor, Iola, Kan.; Gordon Williams, Wichita, Kan.; Fred Wm. Wiesenbergh, Luverne, Iowa; Clyde Sheridan, Grafford, Ala.; Patrick George Bonner, Bayonne, N. J.

—E B.

The annual spring festival that is held at Manual Normal will take place this year the week of April 26. The program will be an advance over those of former years in these two particulars: No pains and expense are to be spared to bring in vocal artists of the very first rank for the solo numbers of "The Messiah" and other concerts; and the festival chorus, assisted by these artists, will sing a concert entirely new to the program, the cantata, "The Swan and the Skylark," by A. Goring Thomas. Owing to its unwillingness to book any but stellar attractions, the committee is not ready to announce the soloists at the time this is written. Director Walter McCray institutes a new policy this spring in putting the cantata on the program. In addition to "The Messiah," which is sung every year, and becomes the richer for the repetitions, there will be the rendition by the chorus of some other composition of high merit, but more fanciful in style, the selection to be changed every year or two. They will, of course, be rendered on separate nights. "The Swan and the

"Skylark" is very popular with choral societies in both England and America. There will again be an interstate high-school music contest, the first of which was held last spring. Schools of Kansas, Missouri, Arkansas and Oklahoma will compete. The Department of Physical Education for Young Women will again present some elaborate pantomime with a wealth of color and poetry of motion. Festival Week would be a good week for you to spend at the Manual Normal. The week's events will be just as attractive as they will be worth while.

The Manualite, the student paper published once a week, will be written through the spring by the students who took the new course in journalism last term. Prof. Preston E. Reed gives the course and supervises the editing of the paper. All former students will find much in *The Manualite* to interest them.

Prof. E. F. Sholtz of the Commercial Department and Miss Ermine Owen of the Department of English were both seriously ill in January.

Miss Eulalia E. Roseberry and Prof. O. F. Grubbs were the faculty delegates to the council of administration of the Kansas State Teachers' Association in Topeka in January.

A number of young men who will later attend some medical school are doing their pre-medical work at S. M. T. N.

Three hundred former and present students and members of the faculty attended the S. M. T. N. banquet that was one of the features of the sectional meeting of the K. S. T. A. convention held in Pittsburg in November.
—E. B.

S. M. T. N. Alumni.

ROBT. W. HART, '16, is assistant city engineer at Pittsburg.

R. A. YORK, recently returned from service overseas, has enrolled at S. M. T. N. He was in Europe more than two years.

MRS. FLO KENNEDY BROOKS, of Chattanooga, Tenn., MRS. RHODA BREWER MARSH, of Joplin, Mo., and MRS. MARY SEARS DORSEY, of Pittsburg, visited the Normal recently.

MRS. EMILY TUCKER PALMER, of Darby, Kan., retains her interest in S. M. T. N. and sends greetings.

EDWARD A. FLOTTMAN has been elected to the position of instructor in science in the Chanute high school.

MRS. MAE GALE has been elected instructor in English in the Mulberry high school.

MISS VIVIAN B. FLORA is instructor in home economics at Tyrone, N. M.

MISS GENEVA JARRELL and WALTER B. PAYTON were married at Pittsburg, Kan., during the holidays.

MISS WILMA SCOTT has been elected instructor in domestic art and physical education in Lombard College, Galesburg, Ill.

MISS MARGARET HEIGELE, '19, is teaching domestic science and art in the grades in Wichita, Kan., this year.

DWIGHT POMEROY, '14, entered the Chicago University this fall after returning from service overseas.

MRS. FRANK WILSON, formerly Miss Fidelia Benton, of Janesville, Wis., was a visitor at the Normal a short time ago.

MRS. BERTHA WAMPLER-STEWART, '18, sends greetings to S. M. T. N. from Johnstown, Pa., 438 Linden avenue.

MISS GERTRUDE LYNN is assistant in the extension department of the Kansas State Agricultural College.

MISS GERTRUDE LACOOK has left the teaching profession and is now employed as retail seller in Salt Lake City, Utah.

MISS ISLA STEVENSON is engaged in the auto business with her brother in Kansas City, Mo.

MISS CARLOTTE ROBINSON was married in December to WM. J. JONES. They will reside at Haddam, Kan.

ANDREW B. STEELE, '14, was recently elected to the superintendency of the Liberal, Kan., schools at a salary of \$2,500. He will there look after the educational welfare of more than 1,000 children. After taking his degree at S. M. T. N., Steele was principal of the Girard high school for two years, and has since then been superintendent of the Meade schools.

Spring and Summer at S. M. T. N.

Many teachers and students are probably not aware that by entering the State Manual Training Normal the first Monday in April, a full semester of work in either the college or the high school may be done, and full credit gained for it, by the first week in August. Two terms are organized every year for those persons who cannot enroll before April, the spring term, which begins April 5, and the summer term, which begins June 7. The summer term is the busiest part of the year at the Manual Normal and the spring term is just as valuable for the ambitious student.

There will probably be 2,000 students on the Manual campus the coming summer, for each year the summer school is larger than it was the preceding year. It is always necessary to employ an extra corps of instructors to care for the numerous and large classes. The Manual Normal will be in better shape next June than ever before to meet the annual rush, for the new Carney Hall with its many classrooms and large laboratories is now in use.

Courses for the summer school, and there are dozens of them, are so organized that they are complete in themselves and will fit into requirements wherever they are later presented as prerequisites to further college work. Moreover, the immediate needs of teachers who wish to fit themselves for a better position by gaining a certificate of higher grade are always carefully weighed in the planning of the summer curriculum.

But the best combination of all for rural teachers whose employment ends early and for others who could not enroll in January, is to attend both the spring and summer terms.

Eight or nine hours credit in the college, or a quarter of a year in the high school, may be earned in the spring term. In some departments special classes will be organized for those who enter April 5; in others the new student will be able to take his place in the regular classes organized the last of January.

Here are some of the subjects offered for the spring term, grouped by departments: Human Physiology, 2 hours; Physiology and Hygiene, 2 hours; Nature Study, 1 hour; special course in Nature Study on demand; courses in Physiology may be combined; Bookkeeping, 2½ hours; Penmanship, ½ hour; Typewriting, 1 hour; Psychology, 3 hours; Rural Education, 3 hours; Practice Teaching, 1½ hours. Enrollment may be made in any of the regular courses in English. In Latin, French, and

Spanish, from two to four hours may be earned in the regular intermediate and advanced classes, according to the time at student's disposal. The courses in Geography include Physiography, Primary Grade Work, Grammar Grade Work, and the Geography of South America. Courses are also offered in English History, 2½ hours; American History II, 2 hours; Modern History, 1½ hours; Industrial History, 1½ hours. The Department of Home Economics offers 1½ hours in either Cookery or Sewing for Rural Teachers. One or two hours may be earned in Elementary Woodwork. There will be a special course in high-school Arithmetic, one-half unit, also a 3-hour course in the teaching of Elementary Mathematics. In Methodology, two hours may be earned on Grade Methods. General Science offers two hours, and a class in General Chemistry will be organized on demand. The Department of Physical Training offers work to both men and women.—E. B.

Book Reviews.

BOY ACTIVITY PROJECTS. By S. A. BLACKBURN.

"Boy Activity Projects," by S. A. Blackburn, is one of the recent books published which has an appeal for most schools, city or rural. The projects selected are in most part particularly adapted to an elementary course in carpentry and "community" problems. They all relate to the world of play. The designs are good and all can be made from "stock" lumber, a feature that should attract the smaller schools where there are no machines.—O. B. B.

SEVENTY-TWO USEFUL LUMBER TABLES. By L. H. ALBERTY.

Much time has been lost in the past in the manual-training room estimating the cost of problems, and particularly of small pieces. Mr. L. H. Alberty's book "Seventy-two Useful Lumber Tables," solves the problem. The tables are so arranged that at a glance the cost of the smallest piece of wood may be determined at any given price. The book is not adapted for students' use, but the teacher will find it very valuable and a time-saver in checking students' results.—O. B. B.

WOODWORK FOR BEGINNERS. By IRA GRIFFITH.

Prof. Ira Griffith has condensed his book, "Essentials of Woodworking," into another book for the grammar grades, "Woodwork for Beginners." This book is of value as a reference book for the student where only a short time is devoted to the manual arts. The illustrations are exceptionally good and the English is clear and simple, such as can be readily understood by grammar-grade students. The book can be used with success as a text.—O. B. B.

Health Inspection of School Children.

Health inspection of all children attending schools should be mandatory. No child should be permitted to grow into manhood or womanhood, seriously handicapped because of some physical defect that might have been remedied in childhood. Medical inspection or health inspection of school children by school nurses in many cities is a blessing to many children physically defective. There are many children in rural schools, suffering from defective eyesight, diseased tonsils, adenoids, improper care of teeth, improper clothing, etc.—*State Superintendent, Deyoe, Iowa.*