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THE TECHNE

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

DECEMBER, 1924

Fredin's Heritage

The legendary youth, Fredin, inherited his father's vast estate, but must always drag along with him his father's dead body. His only hope of relief lay in untying the intricately tangled snarl by which his burden was bound to him.

Fredin represents civilized man, inheriting the great past but dragging along a deadly and putrefying burden of hate, fear, prejudice, and superstition. No sword will cut that Gordian knot. Only patient, painful effort can untangle the snarl and drop his burden while keeping his goodly heritage.—*Antioch Notes.*

K. S. T. C. PRINTING DEPARTMENT
PITTSBURG, KANSAS

PUBLISHED BY
THE KANSAS STATE TEACHERS COLLEGE
OF PITTSBURG, KANSAS.

THE TECHNE

Published by the KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,
Pittsburg, Kansas.

W. A. Brandenburg, President.

Vol. 7

December, 1924

No. 7

EDITORIAL COMMITTEE

ODELLA NATION. ERNEST BENNETT. EULALIA E. ROSEBERRY.
A. H. WHITESITT. ADELA ZOE WOLCOTT.
EDGAR MENDENHALL, Chairman.

The purposes of this magazine are: To set forth the distinctive work of this College; 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 College are invited to send communications on such subjects as fall within the scope of the magazine.

Sent free to all alumni and students and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office of Pittsburg, Kans., 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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Art in The Public School

Otto Hankammer
Drawing and Design, Industrial Arts Department

Out of the vast throng of children passing through our schools but few will ever be writers, singers or painters. These few write, sing and create that the multitude may see, hear and enjoy, to some degree, those things so often considered a luxury of life. But are these abilities developed in the public school?

This raises the question of aim and need of training along the line of fine arts subjects. It is not necessary to defend the teaching of drawing and kindred subjects any more but an occasional setting forth of aims and ideals keeps one mindful of the needs. Drawing is the basis of all graphic arts and as such becomes a universal language. To use the "graphical language," it is necessary to study it the same as a spoken or written language, and with increased study greater beauties appear. Drawing thus has a two-fold aim, that of expression and appreciation be emphasized, especially in the general art courses, as appreciation is more or less independent of ability to create. Appreciation should also be emphasized because it is the right of every child to receive and enjoy that which is best as far as the school may be able to provide. It is the duty of the public school to make the environment of the child as beautiful as possible. This means that the child shall have placed before him good pictures, pieces of sculpture, well illustrated books, beautifully landscaped school grounds, the best and most comfortable buildings the community can afford, and most important of all, a sympathetic, appreciative and well trained teacher. To grow up in such an environment, the child absorbs the spirit of the beautiful. He has standards of taste by which he can measure everything he selects or creates. He acquires ideals which make him a better social unit thus lifting the standards of taste in his community. His life has been filled with ideas and standards of beauty that his leisure may be spent in ways that bring joy in creating or appreciation. Such an environment will pay for itself as it sets a standard of excellence which affects and influences the life of the child in a manner that will carry over and be beneficial in his mature years.

Another reason for emphasizing appreciation lies in the fact that only as we educate the child do we educate the public. We cannot change the taste of the adult but we can affect and develop good taste in the child. In a few years the child becomes an active citizen. He establishes a home, enters business, affects directly or indirectly the lives of others. If, in his youth, he has developed an appreciation for that which is good in taste or beautiful he will desire the finer things of life. The home he builds, the furniture he buys, the clothes he wears, the car he drives, the buildings he erects, the parks

he plans, everything he does and selects will be affected by his taste and appreciation. Appreciation is important for as we sow so shall we reap.

It is not only necessary that we surround our children with the good and beautiful but if we are to have truly democratic schools, all children must be taken into consideration. Too long have we attempted to fit all into the narrow confines of the traditional school with its academic studies. The time has come when we must recognize that every child has a right to develop according to its best instincts, interests, aptitudes and capacities. If we grant this, we find an amazing number expressing themselves through skill of hands, beauty of voice or rhythm of body—modes of expression that are not recognized very fully in the public school of today. The child who wishes to advance along these lines must seek instruction other than that of the public school. This is a serious discrimination and especially injurious to the development of new talent. Many a boy or girl is lost to the world for the want of an opportunity to give expression to the gift within him. It is not only with an eye to a possible vocational end that we must shape our courses but rather for the educational possibilities that lie in drawing and allied subjects. Correct drawing is only possible when we have close concentration, accurate observation and regulated thinking. With the work based upon community needs, as it should be, we have every opportunity to develop a sense of proportion and good arrangement both as to material and color. Drawing permits a fine degree of accuracy and careful planning of work. Above all it develops the ability to visualize and stimulates the imagination into a productiveness that by proper guidance and direction becomes one of the nation's most valuable assets. The progress of the nation depends upon the productive imagination of the artist, scientist and engineer more than the directing hand of the statesman and diplomat. To do constructive imagining requires thinking of a high order and in this land where industry is calling for artists, designers and skilled workmen, it is time that we meet specific demands with specific training. The old idea that anything which gave mental exercise would fit for any situation is gone. Let us broaden our curriculum so that all may have an opportunity to benefit and in turn serve society more effectively. "A study of the fine arts is one of the best means that can be employed for training the mind, developing and refining the judgment, and for obtaining a fund of information that is useful and practical throughout life."—G. C. Nimmons.

Art in its manifold expressions touches our life at many points. It influences the formation of human character, affects the taste of a nation and even industry and commerce depend upon the fine arts to an important degree. Our schools are thus charged with the duty of giving adequate training in appreciation and expression. Our

courses should be so designed that they bring forth good responses. In the primary grades make use of the spontaneous efforts at illustrating. As the child advances, focus his attention on some specific subjects. Lead him gradually into the world of beauty through the elements of form, color and arrangement. Supply him with illustrative material. At times, illustrate methods and processes by personally executing in the presence of the pupil for much in this life is acquired by imitation. Have the pupil observe the historical significance and professional use of applied design, and in the development of drawing and design problems have him make the decisions.

There is a close correlation of the school arts with science, geography and history. In the field of industrial arts, drawing and the art element is a most important factor. It makes the child, for a time, master. It relates him to the inventor, builder and designer. He should be encouraged to apply his art ideas to each new constructive problem, according to standards of taste and ability of children. This gives an opportunity to develop children into thinkers as well as performers. It is through active experience applied to some very definite purpose that a child learns. He acquires the ability to do and learns to appreciate what others have done.

In the junior high school, the work may be of an exploratory type but in the senior high school the courses should be both specific and diversified. Unfortunately, at the present time art is still unrecognized by many colleges as meeting the entrance requirements. Courses should be standardized and have a content value such that no objection can be offered on these grounds. Colleges should also recognize the fact that aesthetic qualities and achievements are just as surely an index to the education of a person as are his literary, scientific or mathematical achievements. It is a sad commentary on an educational system when the boy or girl leaves school without any knowledge or an appreciation of the great works of art and the masters who produced them. It is a tragedy to send out the boy or girl of ability without giving an opportunity for expression.

A brighter future is at hand. The nation is awakening to the need of art training. Youth must be prepared to meet more fully his social obligations as a good citizen who can render a particular service and properly use his leisure time. To open the great vista of beauty about him, to help him express himself, feel the joy of creating, this is the work of the art teacher. If we can meet this task, our work in the public school will be worth while for it contains the power to transform the ugly into the beautiful. School, life, and industry will spring forth in greater beauty and nobler character.

Possibilities of The Parent-Teacher Association in the Rural Schools

By Mrs. Estella Thompson
President of the Parent-Teachers Association
Langdon One-Teacher School

The relation of teacher, pupil, parents and country is so closely bound together you can scarcely untangle them, but I have tried to think out some way which might be more adapted to one than the other under the heads, "Possibilities with reference to the teacher," "Possibilities with reference to patrons," and have mentioned possibilities with reference to pupils and country here and there to avoid repetition as much as possible.

With Reference to the Teacher

It is possible for the teacher through acquaintance and understanding developed at the meetings to secure the assistance of the parents who can give it as no one else can.

Discipline becomes easier when a child realizes that father, mother and teacher not only understand each other but are working together. It is possible for the teacher to more intelligently understand the children's needs and potentialities through acquaintance with the parents.

The teacher's efforts usually become more fruitful through intelligent understanding by the parents of the work and methods of the school.

The teacher's work is made more pleasant and effective by the use of supplementary books, and periodicals such as the "Literary Digest" for history, "National Geographic" for history and geography and language, "Pathfinder" for current events, "Youth's Companion" or "The American" for language. Then, too, these do not publish crime.

A clock which always goes so that in case her wrist watch is off duty she need not suffer any inconvenience; good lights, gasoline preferred, if gas and electricity are impossible, so if she wishes to give an evening program she need have no anxiety on that account; adjustable curtains so that lighting of the room may be the best possible with reference to the care of her own and the pupils, eyes; proper seats, musical instruments for the building, also maps, globe, good black boards. All these are possible for schools having the co-operation of parent-teacher associations.

I feel games which may be indulged in on cold or rainy days indoors, also playground apparatus for pleasant weather are very essential. If pupils can be kept busy, happy and content with playing at intermissions, you will not find them collecting in groups saying or planning undesirable things.

With a parent-teacher association all these things are possible and will be provided.

If the school is sufficiently attractive the teacher will not be so annoyed by irregular attendance and tardiness. To help in this I suggested to our ladies to give them little surprises now and again, perhaps they would not want to miss for fear that might be the day the surprise would come.

With Reference to Patrons

The Association enables the parent to become acquainted with the school, its teacher, and its work, thus making possible a more intelligent treatment of complaints and criticism that may be brought home from time to time by pupils. Then parents who know will set children right in their judgment of work and management.

It enables the parents to become acquainted with one another in a new way—in the presence of the teacher. They learn new aspects of the character of their neighbors and come to understand better and deal more wisely with criticism and complaints aimed at the teacher, the school or the methods.

It enables the parents to cooperate intelligently with any new methods the school authorities are introducing. It gives parents the assurance that their help is appreciated and is effective.

Community and home betterment are more sure of achievement from the union of home and school.

The programs and discussion of such meetings open the eyes of many parents to responsibilities and privileges they have never before realized. They not only come to realize responsibilities to the school but to the home as well.

Parents should remember that it is not for the teacher's advantage but for the welfare of the child who is taught that adequate equipment is required. The teacher will gain nothing by it except the satisfaction of doing work of high quality for her pupils.

Such an association interests the people to the extent that a strong public feeling will approve and demand improvement in school conditions.

It is possible through the united strength of a group of parents and teachers to double the strength of an organization over one composed exclusively of either parents or teachers. It is possible to solve without friction many difficulties by full and free discussion of general school problems at the meetings. It is possible to save time and energy by holding regular meetings of teacher and parents on fixed dates. It makes possible better social life for the children and the adults of the community.

Care must be taken not to do anything by anyone to interfere with the teacher's authority. Our hope is to assist her in doing her work most effectively with the least effort on her part.

To me it seems the one thing, CO-OPERATION, is of most vital importance. We should search for ideas, give them to each other,

think them over well, discuss them together earnestly, be as a family free to express ourselves, then let us forget ourselves, think of the whole and be perfectly democratic.

The type of work which formerly demanded co-operative effort on the part of the farmers has largely disappeared. Some half century ago, lack of labor saving machines made it necessary to exchange work, and whole families from far and near met for the day at "barn-raising," "wood-cuttings," "corn-huskings" and "quiltings," having such royal good times that we love to read or listen about them yet.

Now there are so many towns, speedy conveyances to reach them, splendid churches, libraries, moving pictures, and good entertainments at parks which draw us to town. There we go not to become acquainted but to be entertained, making us the losers of that close friendship for each other which from the lack of these things they enjoyed. It is really true, but regretfully so, that some neighbors living in the same district really are not acquainted.

Some twenty-four years ago while attending my first normal institute in Columbus, the Reverend MacIntire, a Methodist minister from Chicago, lectured on "Buttoned Up People." His thought still applies to each of us. We are likely to become so selfish with our own affairs that we become "buttoned up" and do not see our duty to others.

In 1898, the Spanish-American war came. This for awhile, made us forget self, and work together but we soon forgot and unconsciously became "buttoned up" until the great World war with the Red Cross came. This war so completely brought us together that I hoped we would forget how happy we were to do something for some one in need or send something to camp or over seas to make our dear boys happy or comfortable. We loved every one of them. Then, too, what pleasant times we had meeting together. I hoped we had learned our lesson on "co-operation." But alas, that has been but six years ago and now it seems to me we have begun to draw our cloaks about us. We seem to have lost for a time, "a common cause."

There is such a pretty picture of co-operation in the 15th chapter of John, where Jesus says, "I am the vine, you are the branches, God is the husbandman." I would that we would realize this, thinking of the betterment of the young people as the fruit.

I feel we must have God's help then we will succeed. I would no sooner omit the Bible reading and prayer than I would leave out one of the three meals in a day's program at home. I am sure we all believe that all good comes from God, then so do I believe that He placed the idea of a Parent-Teacher Association in some mind who had a heart full of love, who has organized it so well that it will remain with us always, supplying "that common cause," and teaching co-operation lest we again forget.

Nowadays we hear a great deal about "slogans." I wish our county, our state, and our nation, might have that slogan, "A Parent-Teacher Association for Every Rural School."

Some of you a year ago last spring, heard the Reverend Francis, a Baptist minister from Los Angeles, who preached the baccalaureate sermon at the Teachers College. As I remember, his subject was something like this: "A right relation toward God, toward those about you and toward yourself." During his sermon, he emphasized, if you have first the right relation toward God, all the others will be right. That is what I think of co-operation, all things will be right—just come so without effort. Then we shall realize:

1. The best possible conditions for teacher and pupils.
2. Better homes.

3. The building of young lives who are happy, intelligent, and patriotic, having a high regard for religion and law and ready for service which I feel is a better inheritance than any amount of money or land both for themselves and the country.

4. We shall hear less of high taxes, our people having learned the value of co-operation, they will be more honest in assessing and placing valuation.

These are some of the possibilities of parent-teacher associations.

A Project on Europe

By Miss Mary Monagle
Teacher Circle School

We carried out an interesting project on Europe this year and I think it will interest you.

Instead of studying the geography of Europe, we decided to take an imaginary trip. During the language classes, the children wrote letters asking for sailing schedules and other information about the trip. I had collected much of this kind of material last summer, so now I answered the letters and sent some pamphlets to each of the children.

When the children had decided which line they wished to travel on, we compared the business letters they had written with the one they had received, which helped greatly in the study of business letters. Later, letters were written engaging passage and we had an arithmetic lesson on writing checks and other ways of sending money to reserve this passage.

Luckily, the children chose different routes. One went by way of Skagway, one over the railroad and out from Seward, while the other one was to go to Nome first. Each one studied his trip and upon reaching Seattle wrote back to Circle describing it fully.

With the help of the material and maps of the railroad pamphlets, they described the journey to New York and from there to Europe.

The children were extremely interested in this imaginary trip and in gathering all the information from magazines, papers or any.

where else. After visiting each country they would write a letter about it or give an oral composition on some phase of it. When we had finished the trip, each one wrote a composition on the most interesting thing they had seen or heard about.

This project offered a great opportunity for correlation. In language came letter writing, composition, picture study, writing descriptions, and so on. During arithmetic there was the cost of the trip, the difference in money, latitude and longitude, as well as comparison and percentage in distances, length of rivers, imports and exports, and areas. We read stories and poems about these countries, learned which of our best known authors came from Europe, studied a little about the history and government of each country and its effect upon our own.

I think the pupils have learned much more about Europe than they would have otherwise. I am sure it has made current events more important, for they are more personally interested in these countries than before.

With the pamphlets, I gathered a number of little stories and illustrations which were of great value in the work.—Alaska Schools Bulletin.

Free Textbooks

Though the plan of furnishing free textbooks in the public schools first appeared in this country about 100 years ago, and for many years spread very slowly, it has now extended well over the United States and is still gaining ground, according to a report issued recently by the Bureau of Education of the Department of the Interior.

Forty-one states now have laws on the subject. Of these, six states provide school books at state expense and in some funds derived from state sources are available for furnishing free textbooks. Thirteen states require local authorities to provide books with local moneys, and twenty one states have laws which permit the use of school funds for furnishing free books.

Among the most important arguments in favor of free textbooks the bulletin mentions the following: That as the school plant and teacher are furnished at public expense the third essential, the textbook, should also be furnished free; that uniformity of textbooks is more easily secured when the books are furnished without cost to the pupils; that supplementary material may be more easily supplied under the free system; that since compulsory attendance laws compel children to go to school, pupils should be furnished the tools to work with; that books can be kept more sanitary and attractive; that whereas free books are now almost universally furnished free to all alike would prevent needy children from being stigmatized as "indigent" or "charity pupils."—Alaska Schools Bulletin.

Why An Age-Grade Table

C. C. Sherrod
Tennessee Educational Bulletin

Some one has said that an efficient school system will from year to year enroll a larger per cent of the children of school age will hold them longer in school, and will carry them farther along in the grades before they drop out. An efficient school system will also show fewer and fewer who drop out because of being discouraged and disheartened in their work. Because of those conditions there will be much greater regularity in attendance and fewer absences. The number of over-age and retarded pupils will materially decrease.

But how may these facts be shown so that the aggressive superintendent may compare his system this year with what it was last year, or the year before, or with other school systems? One of the best means of presenting these facts, as well as many more, is the age-grade table. Since the county superintendents of the State are required to compile an age-grade table for their counties, let us ask ourselves this question: What does an age-grade table show, and how may we use the facts presented in one? An age-grade table shows:

- 1—The number of pupils in each grade who are over-age, under-age, and normal-age. By comparing the per cents of over-age under-age, and normal-age in the grades with those for the United States, or the State, a superintendent will know whether his system is above or below standard.
- 2—The incidence of retardation; i. e., in which grade is there greatest retardation. It is the fourth grade, or fifth grade, or what grade? Then when that grade is found, why the great amount of retardation? Is it caused by absences? Poor teachers? Too much in course of study in that grade? Is it because of failure in one or two subjects, or what?
- 3—The incident of elimination; i. e., the age and grade at which children quit school in the largest numbers. From these facts a superintendent may determine the degree of education of the children of that community by the grade the children reach before dropping out of school. On the basis of the number of years children remain in school, and the facts presented through the scholastic census from year to year, a superintendent may plan his building program and estimate the number of teachers he will need for several years in advance.
- 4—In a way, the kind of pupils who are eliminated. Is it the "retarded" pupil who drops out of school? Are those who drop out less interested than those who remain? Or have they less ability? Are they not getting what they want and need? Or is the course of study too difficult at some points?

The age-grade table, in connection with standard tests, may be used for grouping and regrouping pupils for better instruction. Many children are handicapped because of the group in which they are placed. Sometimes it is a dull boy struggling in vain to keep up with his class; again it may be a boy of high intelligence "playing" along and forming poor habits because it is unnecessary for him to do much studying in order to stay with his group.

One of the "ear-marks" of an efficient superintendent is the proper use of an age-grade-table.

Score Card for Teachers and Pupils To Use in Judging Their School Housekeeping

(State of New Jersey Preliminary Health Bulletin)

Below is given a score card to be used in judging the manner in which you keep your schoolhouse. Rate your school conscientiously, according to the credits given. Then compare your housekeeping with that of the suggested perfect score. Improve your housekeeping whenever possible.

Scale of points:

A: The School Grounds

- (1) The Yard
 - (a) Free from papers and trash.....2
- (2) The Walks
 - (a) Clean and free from markings.....1
- (3) The Outbuildings
 - (a) Clean2
 - (b) Free from obscene or defacing marks.....2
 - (c) Screened against flies.....5
 - (d) Inspected daily by teacher.....2

B. The Cloak Rooms

- (1) Orderly arrangement of coats and hats.....2
- (2) Floor clean and free from trash.....1

C. The School Rooms

- (1) The Floor
 - (a) Oiled2
 - (b) Clean2
 - (c) Free from papers and other litter.....1
- (2) The Walls
 - (a) Clean1
 - (b) Pictures and bulletin board well placed.....1
- (3) Ceiling
 - (a) Clean1
- (4) Windows
 - (a) Clean1
 - (b) Free from broken panes.....1
 - (c) Screened against flies.....5
 - (d) Easily raised from bottom or lowered from top.....2

D. The School Furniture

- (1) The Teacher's Desk
 - (a) Books well arranged.....1
 - (b) Records easily accessible.....1
- (2) The Seats and Desks
 - (a) Adjusted to fit pupil.....2
 - (b) Books and papers neatly arranged in desks.....2
- (3) The Book Case or Book Closet
 - (a) Books arranged in orderly rows.....1
 - (b) Papers and seat work material arranged in orderly piles.....1
 - (c) Books and material free from dust.....1
- (4) The Jacketed Heater or Stove
 - (a) Clean and well polished.....2
 - (b) Floor around heater free from kindlings and ashes.....2
- (5) The Clock
 - (a) Kept in good condition.....1

(6)	The Waste Basket	
(a)	Frequently emptied.....	1
(b)	Lined to keep small bits of waste from floor.....	1
E.	Other Essentials	
(1)	Drinking Water	
(a)	Drinking fountain or clean stone crock with cover and faucet.....	2
(b)	Individual drinking cups.....	2
(2)	Facilities for Washing Hands	
(a)	Clean basin.....	2
(b)	Individual towels.....	2
(3)	Window Shades	
(a)	Clean.....	1
(b)	Free from holes and tears.....	1
(4)	The Bulletin Board.	
(a)	Bulletin board neatly made, framed if possible.....	2
(b)	All display work hung on bulletin board.....	1
(5)	The Blackboards	
(a)	Cleaned daily.....	1
(b)	Chalk tray cleaned daily with a dampened cloth.....	1
(c)	Erasers cleaned out of doors.....	1
(6)	Cleaning Utensils	
(a)	Carefully hung in closet.....	1
(7)	Maps	
(a)	Rolled when not in use.....	1
(8)	Vases Flowers and Plants	
(a)	Clean, attractive vases or glasses for flowers.....	1
(b)	Well kept plants for windows.....	1
(9)	Pictures	
(a)	Suitable for schoolroom.....	1
(b)	Hung with two vertical wires.....	1
(10)	The Flag	
(a)	Hung flat on the wall or placed on a standard.....	1
F.	Provision for Lunch.	
(1)	Shelf or cupboard for lunch boxes.....	2
(2)	Closed cupboard for cooking utensils and provisions.....	2
(3)	Clean work table.....	1
G.	Sweeping and Dusting	
(1)	Use of sweeping compound (damp sawdust or torn bits of dampened paper) when sweeping.....	3
(2)	Sweeping after school hours.....	2
(3)	Dusting with oiled or dampened cloth.....	2
H.	Heating and Ventilation	
(1)	Uniform standard temperature of 65 to 75 degrees during cold weather.....	3
(2)	Taking temperature records at least three times a day.....	1
(3)	Using window ventilation (use window boards or muslin screens in winter).....	2
(4)	Using open vessel of water on stove or humidifier or jacketed stove to keep air moist.....	3
I.	Pupil Co-operation	
(1)	Taking pride in schoolroom.....	1
(2)	Working together in care of grounds.....	2
(3)	Caring for school materials and books.....	2
(4)	Setting an example of good school spirit to younger boys and girls.....	1
	Total Score.....	100

Instruction Cuts Down Accidents

One reason mine accidents in the coal district of which Pittsburg is the center are decreasing in number is that instruction in the principles of mining engineering is provided for the miners themselves by the Pittsburg State Teachers College, working under the provisions of the Smith-Hughes Act for vocational training. Miners and operators both in part attribute the improvement to this instruction, Prof. James A. Yates, supervisor of the courses, finds. Courses are conducted in the form of night school at the College and in five mining towns close to Pittsburg. Prof. G. E. Abernathy is instructor for the Pittsburg class; experienced mine foremen and gas men teach the courses at the other points. J. J. Delaney is instructor at Yale, Dave Robertson at Croweburg, Obadiah Dray at Arma, T. C. Klein at Fleming, and David Haddow at Franklin. Enrollment in these classes totals 113. This is the third year the work has been conducted under the provisions of the Smith-Hughes Act, but it had been carried on for several years previously by the College itself. There is, therefore, a large number of men in the district who have taken the course. They pass on to their comrades their knowledge of safety principles gained in these classes.

Seniors Win Kanza Contest

Miss Zenia Chambers, a senior whose home is at Hepler, is the Kanza Queen at Kansas State Teachers College. Her classmates won her the honor by selling the largest number of subscriptions to the Kanza, the college annual. Miss Mae Harpole and Miss Doris Rush, juniors, are the attending maids of honor. Their class took second place in the subscription selling campaign. Both live in Pittsburg, although Wagoner, Okla., was until recently Miss Harpole's home.

All three are sorority girls. Miss Rush is president of Delta Sigma Epsilon, of which Miss Chambers is also a member. Miss Harpole belongs to Alpha Sigma Alpha. The business management of The Kanza presented Miss Chambers with a gold watch and the two maids of honor with mother-of-pearl necklaces. Large photographs of the three young women will be published in the annual.

Football Veterans Take Brides

Three members of the champion football team of the Kansas conference—that of K. S. T. C. of Pittsburg—have been married since the season closed. The student body was agog at the news just before the holidays, for the weddings had been kept secret.

Herold Herod, Erie, all-state guard, took as his bride Miss Leona Kemp of Pittsburg, on Nov. 30. Although the ceremony was performed in Pittsburg at the First Baptist church, no one, not even Herod's team mates, had an inkling that Herod was married. Herod

will be graduated next summer. He is business manager of The Collegio, the student newspaper.

Edward Stephenson, quarterback, who hails from Little River, and Miss Lorraine Irwin, a freshman whose home is in Pittsburg, were married at Miami, Okla. on Dec. 10. Stephenson has played football here two years. He studied at Sterling college one year before coming here.

The marriage of Norman G. Sheffer, tackle, and of Miss Marjorie Locke, both of Erie, took place at Erie Dec. 23. Sheffer is a junior. His bride is employed in the registrar's office.

Another veteran is strongly suspected of having celebrated the championship by getting married, but it has not yet been proved against him.

Cross Word Puzzles Have Little Value

Cross word puzzles have no educational value, Prof. I. G. Wilson, head of the department of English, says. They embody no principle but guess work, they are not valuable for the study of words, nor will they increase one's vocabulary. Professor Wilson consequently dismisses them as a waste of time. Prof. C. B. Pyle, faculty psychologist, agrees that the puzzles have no value as a means of mental discipline. He does see other advantages in them, however, he says. They may develop in some degree a spirit of initiative and independence. He also believes that they may be of some use in stimulating a wholesome pride—a pride in finding a solution before some one else finds it. Meanwhile, many students at the College have elected cross word puzzles as an out-of-school course in which they are both instructor and student.

Girl Preacher a Former Student

Miss Marguerite Pohek, the 21-year-old Boston girl preacher who wears her hair bobbed in Methodist pulpits and is consequently the subject of comment and pictures in the big Sunday papers, formerly studied at State Teachers College in Pittsburg. She was graduated in 1919 from the Pittsburg high school, then completed more than her freshman year at the College before moving back east with her family. She founded at the College the club that soon became the Eta Eta chapter of Alpha Sigma Alpha sorority and was the first president of the chapter. Miss Pohek's favorite study at the College was foreign languages, for which she had a special aptitude and her ambition was to be a missionary. There is nothing freakish in her manner or character; she is just a charming girl of unusual ability. Miss Pohek is now preaching in Boston while studying theology in that city. Last summer she preached in two churches on the Maine coast, the members of which were chiefly fishermen and their families.

Advances Rapidly Though Blind

The heliograph that all but destroyed W. R. Duckett's sight while he was with the army in France, did not prevent his getting an education. He is now pushing forward rapidly his college training at State Teachers College, where he is enrolled as a federal trainee. Duckett's home is in Dudley, Kan. He enrolled at Teachers College in the fall of 1921, without even a high school education. He will have completed by January, 1926, both a high school and a college course, if he maintains the present pace, and will be ready to enter law school.

The day in France that Duckett inadvertently received full in his eyes the powerful flash of the heliograph with which he and his comrades were signaling, he was totally blinded. After remaining in this condition for two weeks, he gradually regained his sight, and he was able to read when he first took up his studies here. But after a few months his vision again became extremely impaired, so that all he could see was the dim outlines of objects.

Duckett has found a dictaphone highly useful in his studies. It knows his notebooks by heart, he says. He has learned to use the typewriter and employs a reader for textbook study. Duckett has held a state office in The Veterans of Foreign Wars ever since he has been in college. He was first a guard of the state department, then chief of staff for two years, and is now director of the claims bureau. Since assuming the duties of the last office five months ago, he has handled more than one hundred claims against the government, most of which have been satisfactorily adjusted. He has also done considerable traveling as a representative of the Modern Woodmen of America.

Gridsters Receive Their K's

Twenty-five football men earned letters during the 1924 season, sixteen of them the complete official "K" and nine the reserve letter. The awards were voted them by the Athletic Association, upon the recommendation of Coach G. W. Weede. The list of men receiving full "K's" was as follows:

Captain Charles Purma, Wilson; Frank Hoffman, Pittsburg; Herold Herod, Erie; Dale Skelton, Pittsburg; Norman Sheffer, Erie; Frank Campbell, Altamont; McDowell Steele, Fort Scott; Charles Seshier, Bartlesville, Okla; Edward Stephenson, Little River; Carl Kilion, Caney; Jean Bennett, Haviland; William Short, Frontenac; Charles Yoe, Independence; Norton McQuerrey, Winfield; Leo Folck, Little River. Reserve letters were awarded the following nine men: Claude Carter, Girard; Herbert Berry, Lamar, Mo; Frank Smith, Peabody; Rolla Wray, Elsmore; Gerald Travis, Independence; Edward Shilts, Wilson; Richard Jarnagan, Coldwater; Ross Barndt, Garnett; Malcolm Allen, Pittsburg. Having won the official "K" in 1923, Carter,

Allen, and Berry were entitled to full "K" privileges. The Athletic council voted that all the reserves be awarded gold footballs along with the regulars and recognized in every way as having part in the 1924 championship.

College Buys Great Pipe Organ

The largest pipe organ in Kansas, and one of the largest in the Middle West, will be built in Carney Hall auditorium this winter and spring, in time for use in the Spring Festival, April 27 to May 1.

The contract was awarded the Austin Organ Company of Hartford, Conn., just before the holidays. The Austin company is the largest firm of organ builders in the United States. Its instruments are recognized by experts as being one of the two best makes in the country.

Cost of installation included, it will be a \$35,000 instrument. It will have four manuals, an echo organ, a total of 65 stops, chimes, a harp, and all those parts that go to make up a great concert organ. Only in such cities as St. Louis, Kansas City, Denver, San Francisco and Los Angeles are instruments of like size and quality to be found. The two largest instruments in Kansas City,—those in the Newman Theater and the Independence Avenue Christian Church,—are of the same size and are also products of the Austin factory.

The College is itself paying for the organ out of funds other than appropriations from the State. When completed, it will be presented to the State as a gift. The organ will be the second gift to the State that the College has made Kansas within the school year, the first having been the stadium on Brandenburg field.

Professor Walter McCray of the Department of Music and Professor Hagbard Brase, conductor of the famous Lindsborg chorus, drew up the specifications for the organ. Professor Brase, who was consulting expert on the organ committee, is regarded as one of the best authorities on organs in the country. Other members of the committee that selected the instrument were: faculty members—President W. A. Brandenburg, chairman, Dean G. W. Trout, C. R. Wasser, Ernest Bennett, E. W. Jones, Miss Zoe Wolcott, Miss Rose Buchman, Miss Nora Neal, Miss Belle Provorse, and Miss Eulalia Rosenberry; students—Floyd Greer, president of the student council, and Miss Deane Waskey of Lambda Phi Delta, a sorority that stresses music; Pittsburg business men—O. L. Stanm, H. B. Kumm, and J. A. Gibson.

A pipe organ has been the most pressing need of the College in regard to its music. The annual Spring Music Festival had a large chorus, an orchestra approaching symphonic proportions, and a group of famous artists, but there was no great organ to provide a spacious background of music against which all the rest would be projected. Next April the new organ will provide this setting. It is expected to

Summer Sessions

First Session opens June 1, and closes July 31.
Second Session opens for enrollment August 1, and closes August 28.

The Kansas State Teachers College of Pittsburg is planning to present the largest and richest program for our summer patrons that we have ever offered. Last summer the total enrollment was 2,976, and we expect to exceed that number for the summer session of 1925. We will have the largest and most efficient teaching staff ever engaged by us, and in addition to the regular faculty, many noted educators and school men will supplement with lectures the work of instruction.

If you are anticipating attending summer school this year, it will pay you to write us for our special bulletin.

For further information write,

PRESIDENT W. A. BRANDENBURG

enhance immeasurably the pleasure which music lovers will get from the Festival and the prestige of the occasion.

But the organ will not be merely an attraction for special occasions. It will make its contribution every week, for the year, to the musical life of the College. The greatest organists of the country will be heard from time to time in special concerts.

Moreover, the building of the organ is expected to make of the State Teachers College of Pittsburg an important center for the teaching of organ. Ambitious students will be glad of the opportunity to learn on the great instrument, one which will yield them all the secrets they will need to know for playing any organ, large or small. The organ student who learns on a small instrument is at a loss when called on to play a large one, but the student who learns on a large instrument is at once the master of any smaller one.