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# THE TECHNE

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

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OCTOBER, 1925

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## TRAINING OF TEACHERS

Free schools and compulsory attendance are new experiences. No power of government can bring them to success. If they succeed it will be through the genuine effort and support that can come only from the heart of the people themselves. It is this condition that makes the position of the teacher rise to such high importance.

The standards which teachers are required to maintain are continually rising. Their work takes on new dignity. It is rising above a calling, above a profession, into the realms of art. It must be dignified by technical training, enobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation.

—Calvin Coolidge

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**THE KANSAS STATE TEACHERS COLLEGE**  
OF PITTSBURG, KANSAS.

Vol. 8

No. 6

# THE TECHNE

Published by the Kansas State Teachers College of Pittsburg  
Pittsburg, Kansas

W. A. Brandenburg, President

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Vol. 8

October, 1925

No. 6

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## EDITORIAL COMMITTEE

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

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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, 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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## THE TEACHER WHO INFLUENCED ME MOST

Among the several teachers whom most of us have had usually one or two stand out prominently in our memory because we feel they touched our lives more profoundly than the others. It is these outstanding teachers whom we strive to imitate, and in this effort of ours they live again not only in our own lives but in the lives of those we now teach.

Last summer, to a large class consisting of many mature teachers, the task of describing the teacher who influenced them most was assigned by the professor in charge. In the hope that the desirable teacher qualities set forth in these descriptions may be helpful to teachers now in service, a representative number of descriptive paragraphs are printed in this issue of *The Techne*. Some time some of the pupils of the teachers who read this may in their college career be asked to write a paragraph telling of the teacher who influenced them most. It may be worth considering whether our work and our lives, our sympathy and our industry, are of such a character that we, in the judgment of these pupils, may perhaps be selected as worthy of such a paragraph.

When I was in the eighth grade I had a teacher whose health was poor and whose temper was not improved by her poor health. She had many good qualities, but the qualities I remember more distinctly were not good ones. However, they influenced me to make a decision never to teach as she did. I was at the impressionable age of twelve and had already made up my mind to teach. I had a feeling that because my hair was red and my teacher's hair was red, that my teaching would be similar to hers. One thing that impressed me most was her unfairness. Once she administered a very severe punishment to a frail, nervous girl of thirteen for something the girl was not capable of doing. She disliked a certain boy and nothing he did pleased her. He became sullen and brooding and she administered heavier and more frequent punishments.

In our room was a girl of fifteen and a boy of about seventeen. The teacher was rather young and permitted the boy to escort her to parties which the girl attended also. The next day at school they would discuss the party. The younger children grew envious of the older boy and girl because they received favors and privileges from the teacher and wished their parents would allow them to attend such parties so that they might be on such familiar and friendly terms with the teacher.

There were two teachers in the school. My teacher and the other one quarreled. I do not know who was to be blamed. My teacher told us about the quarrel and told us we were not obliged to obey the other teacher. Some of the boys were quick to take advantage of this fact.

As I look back I think, perhaps, these things were not as bad as they seemed. Along with public opinion they have caused me to make a very firm decision to do my very best to be fair to my pupils, to hold myself above attending dances and parties with the older pupils and discussing them in school the next day, and, above all, to keep personal dislikes and quarrels out of school affairs.—Viola McKay.

I would like to pay a fitting tribute to the teacher who instilled in me a thirst for knowledge. He did for me the greatest service a teacher can do for his students. His ambition, energy, and resourcefulness were a constant source of inspiration for me. He had the faculty for leading instead of driving. He was loved by all because of his comradeship and general friendliness. He seldom used corporal punishment and was loved by all on the playgrounds. But why try to tell of his merits? He was simply a young man who led a rich, full life and one who held everyone's respect outside the schoolroom. He was a man, as all school teachers ought to be, who would make good in every-day life outside the teaching profession.—Fred LaRue.

The teacher who influenced me most was my eighth grade teacher in a country school. She was firm in her discipline, set high standards for school work, and was close in her grading. But for all that we loved her. In her discipline she made no unreasonable demands, nor seemed to reach no hasty or unjust conclusions, and the punishments she meted out seemed just rewards for the transgressors.

She was always pleasant, never displayed "fits of temper," nor became impatient with slow pupils. She visited us in our homes and took a real interest in our everyday lives. She attended our Sunday school and church, sang in the choir and taught a Sunday school class. Her influence in that community was great, even though her educational qualifications were lower than those of most of our other teachers.—Nora Ethel Arnel.

In my memory stands out one teacher I had in school days, Miss Lucretia Mills of Eureka, Kansas. She came to our school, out there in the country, some distance from town. We had never had an experienced teacher before. All the others had been merely eighth grade graduates and were very young. Miss Mills was

young, both in years and in manner, well equipped, especially well trained for that time—1907.

She was a picture of health, good looking, and well dressed. She knew what harmony in dress meant, and besides that she did not wear the same dress every day.

Beaming with life and heeding her ambitions as a teacher, she was interested in the kids; played with us, told us stories, and stimulated an interest in improving that unsightly school yard by asking us to bring young trees and shrubs to school and plant them. Today those trees and plants sway in the breeze to her memory.

Until she came we had always merely “gone through our readers” and let the other subjects sink to lower levels. She saw how inadequate this was and proceeded to grade our school as nearly like the city school as she could. I shall never forget the ease with which she entered the school and began that difficult task of grading us. There we were, seated three in a seat in that old dingy building.

She realized that she was there to guide, direct, and control—not to be an autocrat.—John Arnold.

The teacher who influenced me most taught me when I was going to a small country school and was in the third grade. This teacher had been away to a teachers college and had learned some new methods of teaching and managing a school. These methods were laughed at by a great many of the patrons of the district, but I seemed to like this teacher better than I had ever liked my previous teachers.

At recess and noon periods the teacher would play with us the games we liked, and wanted to show us new games. By going to this teacher I learned co-operation with my fellow students in playing the games, and also fellowship toward them and high morals of play and every-day life.

In my schoolroom the teacher introduced new things which we considered play and did because we liked to do them. The teacher seemed well pleased with our work and would give us more when we finished. We were so interested in our work that there was no noise in the room, as there had been in former years. We had a friendly feeling toward the teacher, for she was always kind and willing to help us. The teacher also introduced ways of keeping ourselves sanitary.—Eugene D. Taylor.

I remember very distinctly he was a very large man and was always smiling. I was not afraid of him, although I believe he was the strictest teacher I ever had. He had a way about him of making

me want to do the things he wanted me to do. He was never too busy to talk to me about anything that I was interested in, and we always had a standing invitation to stay after school or at recess if he could be of any help to us in any way. It seems to me now that he was the best ball player I ever saw, and if any arguments came up it seemed as though he could settle them satisfactorily for everybody concerned. I never saw him angry, and can't imagine how he would look when angry. It was a crime and a disgrace to come to class without a lesson, not in his eyes, but in the eyes of the rest of the boys. I don't believe I ever liked to go to school any better or got any more out of my work than I did the year I went to school to him.—A. F. Bowlus.

His name was Jones. There are thousands of Joneses but of them all, none was quite like Jason Jones. I think perhaps that his outstanding characteristic was patience. In the most trying circumstances he was always kind and considerate. What little sarcasm he used did not cut. He had the ability to make the student solve his own problems, but was not niggardly about explaining, helping, encouraging. He was sympathetic and kind. Although he was slow, he was reliable and sure, and his conclusions were pretty generally accurate. His strong point was high school mathematics. He was not much good as a manual teacher, but there was one thing in his favor—he was scrupulously neat and methodical, and demanded that all work be neatly arranged between classes and all shavings and sawdust swept up clean at the end of the period. His was a desirable character and I am sure I am better for having had contact with him.—Hardin Lineback.

He was a young farmer boy, only in his early twenties. He was the first of his family to gain a high school education, and to do so he had ridden a big raw-boned mule to the nearest high school, seven miles away. He had a quiet but determined nature and a personality that won him lasting friendships. His teaching methods I do not remember. Doubtless they were poor, for he had had little professional training. But I do remember the spirit of comradeship and co-operation that existed between him and his pupils. His discipline was faultless, yet he was always gentle, patient but firm. He succeeded in establishing himself upon the basis of a big brother, largely because of his constant sympathy and his close playground and out-of-school contacts with his pupils and community.

One personal experience I recall. When I was about seven years of age, one evening I was persuaded by some older boys to slip up behind the teacher and commit some little insult to him. He

caught me, and many teachers would have punished me, but I will never forget the way in which he let me go without punishment, and I believe if he had failed to understand that situation and had punished me, he would have overthrown all his work with me. That was one of the most powerful lessons I ever witnessed, for it showed me a little of the need to see the other fellow's side.—C. Claire Irwin.

The teacher who influenced me most was Miss Dora Cotley. She knew her subject matter thoroughly and could present it in an interesting and intelligent manner. She seemed to me to be able to look you through and see whether you understood the work or not. Her explanations were remarkably clear and clean-cut. She was well balanced and broad-minded. She seemed to radiate health and happiness. She was well and appropriately dressed for every occasion. I was proud of her. It seemed to me she corrected me in a manner that was calculated to bring out the best there was in me. She was fair and just. She not only influenced me while she was connected with the school, but has to a great extent since. I have never forgotten the lessons in fair-mindedness that she taught me. She has been an inspiration to me all through my life.—Mrs. L. W. Hays.

For me, picking out the teacher that influenced me most is very difficult. My grade school work was practically all in a rural school, and during this time I can recall three men teachers that I have held as my ideal at some time. These young men resembled each other considerably in their character and conduct, all being strong promoters of athletics and taking a great interest in our individual problems. They were kind and of the type that demanded discipline and respect. And although they inflicted punishment upon me for wrong doing, it was usually in a way that I saw the wrong and interfered in no way with my holding them as ideal specimens of humanity.—Cale C. Smith.

My fifth and sixth grade teacher influenced me most, because she seemed to have a more thorough understanding of children. She was always willing to help and never became tired of explaining difficult questions when a child failed to understand them. She did not have rigid rules of discipline in her schoolroom, but instead there was a homelike atmosphere there. In the lessons she did not teach the text alone, but brought in outside material. She was cheerful, kind, sympathetic, had agreeable manners and a genuine interest in the welfare of her pupils.—Agnes Cropper.

He was kind and sympathetic, and a master at all times of his subject. He not only knew his subject, but was able to put it over. To do this he had to be and was a leader, always on the playground



with us children. He rarely came and sat in our seats with us to help. He always had a smile. Naturally his good opinion was what appealed to me and led me on.—John Puffinbarger.

The teacher who influenced my life more than any instructor of my pre-college days was one who taught me when I was a high school student. In trying to say just why, I find it exceedingly difficult to place my finger on just those qualities which dominated me. In the first place, this teacher had a dynamic personality. One could not remain within his presence long without feeling this peculiar quality. One would feel impelled to cry out, "Here is a man after my own heart." He was not content to wield an influence in the classroom and let his activities cease there. He entered into our social life in such a way as to appeal rather than repel. I was glad to walk down the street with him, to talk to him concerning my secret problems, and to invite him into my home.

In addition to this fine quality he possessed another which was quite remarkable—that of genuine sincerity. He taught sincerely, he advised sincerely, he laughed sincerely. There was nothing cheap about him. One could never induce him to take an unfair advantage of one of his co-workers. This is in a measure something of the man who meant so much to me as a high school boy.—V. M. Hardin.

When I was a little girl about seven years old I was a very timid child; I did not mix well with other children, and consequently they did not mix with me. I shall always remember my first days in school. I sat all alone in the schoolroom or stood outside apart from the other children, thinking that I must not enter the games uninvited. I remember, very well, the teacher taking me by the hand and leading me into the games and of her choice of me every time it was her turn to play. That was only the beginning of the help I received from that teacher during that district school term. But the outstanding help she gave that I shall never forget was her kindness to a little timid child that did not know how to play.—Harriet E. Simmons.

It is difficult for me to select any one teacher as the one who perhaps influenced me more than any other. I do know that there are three or four who stand out in my mind, and in each case they are the individuals who were kind and sympathetic, never quick tempered or "hard boiled." They are the persons whose good opinion I most wanted, and still desire, for that matter. I feel sure they knew their work thoroughly and none of them was very young. I believe they were sincerely interested in all of us children.—Edith E. White.

The teacher who influenced me most was the teacher I had when I was in the third grade. She had a very sweet disposition and was very kind. Every morning she would have a cheery "Good-morning" and a smile for us, no matter how she felt. She helped us with our work and worked along with us. She would play with us at noon and at recess and join in the fun as if she were our age. She always had perfect order in the schoolroom and if anyone did something she didn't like she would never give him a rude "bawling out," but would talk very kindly to him. I think everyone that has gone to her has held her as his best teacher and has loved her.—Irene Herring.

The teacher who had the greatest influence taught me when I attended the country school. I was, I suppose, in the fifth or sixth grade. This teacher was old and experienced, having taught for many years in a country school. She was always kind and patient, having a good moral influence over the pupils, often appearing on the playground and taking a part in the games. As the schoolhouse was situated close to the road and near a large spring, she would have us all take our lunches and go on a picnic occasionally to the spring. On these trips she would tell us about the different plants and birds that we saw. We were having a course in nature study, but we did not know it. She gave to me a desire to read, as she brought to school some "Greek and Roman Mythologies." These were the first books of that kind that I had ever seen. I read them through from cover to cover. At that time there were no high schools in our neighborhood. I thought that if I could pass the county examination I would be educated, as there was only one man that I knew besides the village doctor who had gone farther. She constantly talked of how poorly prepared one was who had gone only through the grades, and of going to high school and then to college. I have often wondered if I did not first receive the desire for a higher education in that country school close to the big spring.—Steele.

Our superintendent of schools and teacher of economics, Mr. F. S. Trigg, was the best teacher I had in my early schooling. Today he is an instructor in K. S. T. C. in Emporia, Kansas. He was a genial, good-natured man, always seeking the truth and the reason for it. He used concrete examples in all of his illustrations of his lectures, and these examples were of such a nature that they interested the student. He would often sit and talk to me about a life ambition. His central theme in all of these talks was "Grit and Gumption." I liked this man because he was a lover of boys and always offered constructive criticism whenever there was any criticism to give. He was always in a good humor in the class room,

but at the same time was strict in discipline. He was the type of man every boy and girl could not help but like and admire.—M. C. Barnes.

The teacher that influenced me most was the one that taught me in high school during my last year. I was enrolled in normal training work and she taught me seven of the subjects. I can't explain in definite terms what she really did to me. She created in us pupils a great responsibility above all other things. We were to be the coming teachers. She was very kind—in fact, a mother to us all. She was never cross. If there was any disturbance she didn't draw attention by scolding or throwing a book, she only stopped the recitation and smiled on the wee one. She influenced me to the extent that I would like to be like her and have the patience to endure a school teacher's trouble as she did.—Mary Moon.

Of all the instructors of my youth, one looms distinctly above all the others as a factor in shaping my life. This was my first high school teacher, a man who, for most of his life, was a resident of our neighboring county, Cherokee county, Kansas; first as a lawyer, then for twelve years superintendent of schools in Weir City. He was Prof. George B. Deem, the father of the Weir high school, and well known to many students of this institution, personally or by reputation. He passed to a higher grade—the Great Beyond—in December, 1924.

He was a tall man. He was very modest as to his own ability, and not too highly polished from a social standpoint. Now, when I think of him, I am reminded, as I frequently was when I met him, of that other American whom some chose to call uncouth, Abraham Lincoln; and I feel that only circumstances kept him, too, from being great.

His most outstanding characteristic was definiteness. He was definite in discipline, definite in his assignments and requirements of pupils in the recitation, definite in all aims and methods in the schoolroom. A teacher of the old school in some respects, certainly, he nevertheless had a broad outlook on life. His habit of requiring a definite recitation and not being satisfied with a hazy, indistinct impression repelled me at first, and filled me, a diffident, poorly prepared child, with awe. But when I timidly began to try to follow up the heights to which he tried to lead us, and got a glimpse of the broader vision he tried to give us, I recognized in him a real friend.

It was under his instruction I first remember doing any real thinking in my school life. As I look back it seems to me that he

was the first of my teachers who realized he was teaching boys and girls, and not arithmetic and grammar. Schools for teachers were not rife with lectures, books, and treatises on pedagogy then as now, yet he was one of those natural teachers who seem to know instinctively that school problems should fit the lives of school children, and he taught us "real" things. He was by no means a "rapid fire" teacher, but was very thorough. When we learned a thing well enough to be satisfactory to him we did not forget it. I can recall some of the things I learned as distinctly today as when I learned them. When he taught a good lesson he knew how to deftly clinch the point so it would stay.

One of the mottoes he suggested for Weir's pioneer graduating class was "Aim High," and it might have been the motto of his own life. He tried to teach the boys and girls in his classes to "Hitch their wagon to a star," but he also taught them that if the wagon was to be guided rightly they must not put in their time "star gazing."

He had a strong personal interest in each pupil under his charge. No trouble was too great for him to take to help a boy or girl who was really trying to advance.

Those of us who were privileged to sit under his instruction in the classroom, and afterwards to enter the ranks of teachers with him for a supervisor, could never forget his paternal interest and help. He was one of the noble men of America where we write the expression in two distinct words and without a hyphen. The world outside of his own little circle never heard of him but Gray might well have had him in mind when he wrote:

"Full many a gem of purest ray serene,  
The dark unfathomed caves of ocean bear."

—Mamie L. Snider.

## The Rural Community's Call for Trained Service

By PAUL L. VOGT, Ph.D.

The most striking phase of American social organization is the marked solidarity and unity of rural thought. The census records show that so far as aggregation of population goes, a larger number of people now live in towns of over 2,500 inhabitants than in places of under this size. But this apparent preponderance of city over country is more apparent than real. Many places of far more than 2,500 population are essentially rural-minded in their relations. But few places of under that size are urban-minded except in their imitation of the superficial characteristics of the large cities. The larger centers each have an individuality so distinct from other urban communities that it prevents co-operation. Daylight saving may be adopted by some cities and entirely ignored by others. On the other hand, rural America is almost a unit in antagonism to such a movement. The agricultural group is by far the largest single industrial group in America. The growing consciousness of rural interest assures to rural America continued dominance in leadership.

Not only in this country, but throughout all history, the leaders in church and state, in art and literature, and in industry have come from the "surplus population" of the country. It has been authoritatively stated that "91 per cent of the leading citizens of one of our large Eastern cities were brought up on the farm. Of a group of 100 representative men, commercial and professional, in Chicago, it was found that 85 per cent were farm and village bred. Eighty-five per cent of the students in 4 colleges and seminaries came from country districts, while upward of 60 per cent of men and women mentioned in 'Who's Who' likewise are from the country." The vast majority of our ministers, our teachers, our lawyers, our doctors, and our men in public life have gained their first lesson of the greatness, the depth, and the seriousness of life from their first-hand contacts with nature in field and forests, on the hillsides and beneath the summer sun on the vast expanses of the open plain. The energy and resourcefulness, the breadth of view, the ability to weigh and to judge, that comes to the child raised in a rural environment contrasts markedly with the dissipated nervous energy, the narrowness of vision, the development of superficial shrewdness at the expense of solidity and thoroughness to be found in the child compelled to grow up among the jangling cars and swift-moving vehicles on the canyons running between the cliff dwellings of the modern city streets. It is inevitable that in the future as in the past, the leadership of the city, as well as of the country, must come from our smaller communities. As we train our youth in the country, so will go American life.

The country has in the past, as in the present, dominated thought in things worth while. The city has outstripped the country in material things. It has better buildings, better resources with which to purchase, for the favored few, material enjoyments. But the really great moral reforms, those changes that have affected fundamentally the course of American progress, have come from

the country. "Farmers have been advocates of the initiative and referendum, of popular election of senators, prohibition of the liquor traffic, state control of public utilities generally and ownership of such as are natural monopolies. They have advocated good public school systems, the rural free delivery, parcel post and better banking and credit facilities. They have been the solid foundation for moral welfare. They have stood for the home in all its significance to American life. They have placed living above getting a living. The country is still in a position to dominate the thought of America and of the world, not only by the leadership it sends to the cities, but also in the abiding loyalty to things worth while on the part of those who remain at home. The rapidly growing organizations of rural consciousness in church and state bids fair to overcome those abuses in legislation and in industrial organization that have during the past half century or more turned the surplus wealth of the country so largely into the pockets of the city dwellers. And the appropriation of cheap natural resources by the people, promises in the not far distant future to throw the balance of power into the rural districts.

The immediate challenge for trained service in the country is for those who have caught the vision of the inherent worth of the rural and village life; for those who can see that the glamor and artificiality of city life at its best can never compare in real worth with the beauty, the truth, the close personal associations and friendships possible in the village and the open country at their best. The country calls for leaders who see the handicaps under which the country now labors, but who have faith that these handicaps, such as they are, can be removed. The call is for those who love the country and country people; who are willing to share with them their hardships and work with them in their struggles to overcome the weaknesses in rural life that are so apparent; but who also believe that their task is not only of improvement, but of preservation of the good in rural life against materialistic onslaughts from urban centers. It is for those who are willing to inspire the future leadership of America, feeling confident that a few able leaders selected and trained and filled with the moral ideas of the country will exert a permanent and lasting influence upon the nation. The country needs now those who do not gage their success by the size of their salary, nor by the appointments of their residences; but rather by the love of the little flock they may be called to serve and by the evidences of a larger, purer, more wholesome life in the little village or open country community in which they may be called to serve. It takes real men and women to go against the present current of public opinion which finds a place in the paper for the picture of the minister just called to First Church, Blank City, but has no place for unassuming but faithful Brother Jones, who has meekly accepted an appointment to Smith's Corners. It takes real faith and loyalty to ride year after year over rough roads on a circuit serving country people and helping them to better life and to experience at the end of the year a deficit in the family accounts; to have to go without good clothes; to see the children without material enjoyments possible to others "higher up" in the service of the lowly

Master; to have one's friends sympathize with the rural minister because he has not been "promoted." But it is by such men and women that the pioneer work in the rural life movement in the church must be done. Those who have entered the rural service have no reason to be discouraged. Already success is crowning the efforts of the pioneers and country life is in many places in every important respect equal to or superior to the best that can be found in the great centers.

The rural ministry offers an especially strategic opportunity for service, because of existing conditions. In the larger centers there are enough people brought together to enable them to support special agencies for particular types of work. The larger centers have their Chambers of Commerce, their social service agencies, their church federations, all with paid salaried secretaries and such assistants as may be necessary. The village and the open country community, by reason of the relatively smaller population, the smaller total wealth on which to depend for support of public enterprises and the smaller demands upon the time of a salaried representative for any particular service have been unable to employ full-time secretaries for each community service function. The only salaried representatives in the usual local community are the public school teachers and principals, and the ministers of the gospel. The number of public health nurses is gradually on the increase. Teachers are usually busy the entire week caring for educational interests of the community. They have little time or energy for public service as leaders, although many of them risk their health by performing such service on a voluntary basis. The minister of the gospel in many small communities now complains of the meagerness of his salary and the indifference of the public to the service rendered while at the same time wishing for a field in which he can be more active and get larger personal returns. The solution of the problem for both the community, now without salaried leadership and for the minister who is not pleased with the size of his task is for him *to enlarge the scope of his service by doing for the community those things which are now done in larger centers by salaried specialists*. Christ came that we might have life and have it more abundantly. The minister who sees that it is a part of his task to lead the community into a larger life in every way is in position to help not only the community, but also himself. The people are calling for ministers such as this and are willing to pay liberally for such service. The remarkable advances made in recent years in salaries to rural and village ministers have been for the broader service of the church to the community. And such service has been as spiritual and wholesome as that in which the pastor limited himself largely to pulpit service.

With the rapid expansion of interest in the rural work new and varied opportunities have appeared.

A. The ministry to local charges of course is now and will continue to be the great field calling for service. Over 4,000 charges in Methodism, practically all villages and open country, are now temporarily supplied by persons not members of Conference, or are vacant. Within the field of the rural ministry, however, there are developing special types of service such as:

- (a) The village with agricultural environment.
- (b) The rural industrial community.
- (c) Transient labor communities such as the harvest fields, construction camps, fish, fruit, and truck producing and canning communities.

B. In order to stimulate interest in the rural work and to give training for this special type of service the Department of Rural Work has cooperated with thirty Methodist Episcopal Theological Seminaries, colleges and Wesley Foundations at State Universities in the establishment of professors in rural church program. Those selected for positions of this kind will receive a salary similar to that of others engaged in college and university educational work.

C. In our crowded centers the need for special directors of religious education has long been recognized with rapidly growing recognition of the need for well-organized week-day religious education to supplement the civic training of our public schools. The demand for directors of religious education will increase. In the country this type of service will probably take the form of several churches cooperating in groups in order to engage a specially trained director who will be assured a suitable salary and adequate traveling expenses. The after-Centenary program of Methodism must include a budget adequate to stimulate this very necessary development in our smaller communities.

D. The place of service by women under the auspices of the Church in rural communities has not been fully recognized. Home service by women is being developed under the auspices of the State or of private agencies dealing with public health. The services of the state in club organization and similar activities is primarily from the economic point of view with character development as incidental. The social activities of the Church have character-development as their prime objective and it uses club activities as a means. The work of women under the auspices of the Church as directors of social and recreational activities and of home service is rapidly expanding (as has that of field directors of religious education). Provision must be made in the after-Centenary program for the stimulation of this type of service.

E. Secretaries of Christian Associations. Coordination of activities of all religious forces in rural communities is now recognized as essential. Many of the great centers have had for years successful federation of churches for this purpose. In the rural work there has been less organization and the tendency has been to engage county secretaries for special service such as Young Men's and Young Women's Christian Association Secretaries, secretaries for religious education associations, and boys' and girls' recreational and social activities. The demand is increasing for central county offices, with adequate secretary and staff for the co-ordination of all those religious interests. The salaries for rural service in all these lines already compare favorably with the salaries paid in other lines of Christian service. The demand, however, is still for those who



are in the position to undertake the work for service's sake in the true missionary spirit, even though it may involve personal sacrifice. Owing to the great variety of conditions that must be met in rural service the program for the local church cannot be standardized. The effort in recruiting for rural service is to find young people of high degree of native ability who can adapt themselves to conditions as they find them and work out on their own initiative the problems presented. Only two or three general principles can be suggested:

(a) It is essential that the pastor know his community. The modern rural program assumes that the District Superintendent has his territory divided into parishes so that on assignment of a pastor to a rural parish he can secure definite information from the District Superintendent as to the exact number and location of homes within his parish. It is assumed also that the preceding pastor has kept a card record of these homes. Before attempting any fundamental development the pastor should acquaint himself with the families in his community, their personal resources and their interests. He should know the institutions and their leaders. He should acquaint himself with what has been attempted and done in the development of the community.

(b) After thoroughly acquainting himself with his problem he should in co-operation with the community, *organize a program of service which should look ahead for several years*. Such parts of this program as in the judgment of the pastor and community are ready for immediate accomplishment should be immediately adopted and the proper organization of suitable committees formed to give attention to the projects adopted. Care should be taken not to undertake more than can with reasonable certainty be achieved.

(c) The pastor should undertake his work with the expectation of remaining with his task for many years and should give up the traditional idea that the particular program of the pastor should be to move to a better charge.

(d) The method for the solution of any particular problem must be devised and adopted by the pastor in co-operation with his local community. The call for rural service is the call to pioneers.

Because of neglect rural and even village churches are dying in many sections of the country. The church wants real missionaries who have service instead of preferment as their motive for undertaking the work of the church. It wants men and women of the pioneer type, who are willing to endure hardship of living with those in backward communities whom they are called to serve. It does not call for those who look upon the rural service as a stepping-stone to other types of work.

When our rural parishes are led by those who love the work and are trained for it then we can hope for advancement of the Kingdom in village and country far beyond anything that the Church has seen.

## A PERFECT RURAL SCHOOL

Does such a thing exist? Does a perfect city school exist? What causes the country school teacher to want to move to the city? Will not this effort toward perfection that our Rural Departments of Education are insisting upon tend to keep the children more satisfied at home?

Recently in a visit to Sedan to talk to the rural and city teachers, these facts were learned concerning district 43 of Chautauqua county, by one of the Pittsburg professors.

The teacher's name is Mrs. Ada Cloyed, and to her and the board are due much praise for these excellent conditions:

The building has one main room, well lighted from the side, in addition to several special rooms for specific purposes. There is a special room for brooms, brushes, sweeping compound; a wash room; and separate cloak rooms for the boys and girls. There is a closed cupboard for the dinner pails.

Outside there are toilets, which are carefully screened and are scrupulously clean. Graveled walks lead from these to the house. There are cement walks in the front of the yard to the little supply buildings and to the front yard. In front is a school mail-box, and mail is brought each day to it. There is a great deal of playground equipment for little children; and for those of larger growth there are places to play basketball and tennis. There is a flag on top of the building during school days. There are two cement porches and a well that is carefully cemented around, so that water cannot drain back into it. There is also a barn big enough to house several horses and an automobile.

Inside there is a large gas stove with a most excellent ventilating system. The gas is never turned off in the winter time, and consequently with this even temperature many pots of flowers are maintained for cheeriness during the cold months. The room is tinted in three approved types and the floors are carefully oiled and swept with a good compound. The buildings are kept clean and wholesome. There is a separate room for a library, in which are 300 books. The board generously buys many magazines, which are brought to the school's mailbox. The board also furnishes plenty of money, so that the pupils may have sufficient busy-work material. There are adjustable curtains at the windows, and care is taken that cross-lights are eliminated. The building inside and outside is freshly painted. The seats are adjustable and are movable. Eight fine, large pictures adorn the walls. Pupils have their own drinking cups, and the board provides a water cooler. Even a

washroom is maintained for the convenience for those who want clean hands. The pupils bring their own towels. They have a gas plate, but the residents do not seem enthusiastic about hot lunches, but they are prepared for emergencies. Slate blackboards only are used. They have a large outside bell to notify the district that school is about ready to start, and a triangle to call the pupils from the playground. They have also a flag in the proper place within the schoolroom. They have supplementary readers for five grades. For opening exercises and special times they have both a piano and a victrola. There, 20 pupils and seven different grades are in attendance. All of this is situated on an acre of land.

Do you think these pupils like to go to school? Other boards of education please read. Congratulations to district No. 43, the board and Mrs. Ada Cloyed.

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**BOOK REVIEWS**

The new test, "Mechanical Drawing Problems," by Faber, contains a well-selected group of problems, from which the instructor can select problems to supplement any good text he may be using.

The white line cuts tend to have a desirable effect upon the student, as everyone appreciates a good blueprint.

The book is cloth bound and sells for \$2.50. Published by the Bruce Publishing Company, Milwaukee, Wisconsin.

Reviewed by E. W. Baxter, K. S. T. C., Pittsburg.

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"Print Shop Arithmetic," by J. A. Ginsbach, Manual Arts Press, Peoria, Illinois. Price \$1.00.

This book, as its name implies, deals with formulas used in figuring jobs of printing, and has been written especially for use by the printing instructor, to enable him to teach his students to think in terms of arithmetic and establish a habit of precision. The rules given are simple and provide a short-cut to every-day problems in the printing office.

Reviewed by J. A. Price, K. S. T. C., Pittsburg.

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I regard "Permanent Bird Houses" an excellent book for junior high school classes. It contains a large number of helpful plans and valuable construction hints, also many good suggestions concerning cleaning, ventilation, and safety. "Permanent Bird Houses" is a fine contribution by Califf to junior industrial arts and nature study.

Published by the Bruce Publishing Company, Milwaukee, Wisconsin. Price, \$1.00.

RAY E. WILLIAMS.

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"A Guide to the Study of Woodworking," by Paul V. Wooley, published by the Manual Arts Press, Peoria, Illinois, is a valuable addition to our list of woodworking helps. One of the felt needs of every manual arts teacher is that of knowing where to find ready references at the time most needed. Mr. Wooley has put at the command of such teachers a compact and easily accessible reference. The price of this book is 90 cents.

A. H. W.

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"Automotive Repair for School and Home," by Smith and Kern, published by the Manual Arts Press, Peoria, Illinois, is a group of very good sheets, outlining quite definitely the order of procedure and the tools required to do the job. This little book is a very good guide for the student of auto mechanics. Price, \$1.00.

H. V. H.

## ALUMNI NOTES

The following is a partial list of alumni of K. S. T. C. who have been elected to especially good positions for the year 1925-1926:

Miss Hattie Cleavinger, director home economics, Coffeyville, Kansas.

Miss Jennie Hylton, class '16, who in 1914 went to Waco, Texas, to install home economics in the schools of the city, is now director of eleven teachers in the department.

O. B. Badger is director of vocational work in the state of Oklahoma and is affiliated with the A. & M. College at Stillwater.

Miss Helen Allison is director of home economics in the schools of Oklahoma City.

Minnie Roseberry, B. S. '25, has accepted a position as critic teacher in the training school of the State Normal at Mt Pleasant, Michigan.

Miles A. Elliff, B. S. '25, who has been Superintendent at Fairview, Mo., for the past two years has recently been appointed by Governor Baker as county superintendent of McDonald County, Mo.

Muriel McFarland, B. S. '20, has entered on her work as critic teacher in home economics for the University of Minnesota.

Hazel Thompson, B. S. '19, is now Supervisor of Vocational Homemaking for Kansas with an office in the Department of Vocational Education at Topeka.

P. J. Alyea, B. S. '23, was elected physical director and high school coach at Pawhuska, Okla.

Kilbert McLeland, who attended the institution in 1908-09, returned this summer to do advanced work in the Industrial Arts Department. "Mac" is head of the industrial training work in Fort Worth, Texas, with twenty-six instructors under him.

Nellie M. Romberger, B. S. '18, was married August 6 to C. E. Fike, and they are now at home at 1659 N. Lake Ave., No. 3, Pasadena, California. Miss Fike is still teaching departmental work in the Pasadena school system.

J. R. Popkins, B. S. '24, is serving his first term as superintendent of the Caney, Kansas, school.

George A. York, B. S. '24, who was principal of the high school in Osawatomie last year, succeeded F. S. Paul as superintendent in that system.

J. B. Yingling, B. S. '16, is commencing his second year as director of industrial training for the city of Wichita.

Copeland Bowers, B. S. '21, was elected principal of the senior high school at Frontenac for this year.

Lucille Rust, B. S. '21, is serving her first year as assistant professor of home economics education at K. S. A. C., Manhattan.

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Margaret Mitchell, B. S. '21, is director of the cafeteria for the Cowden Manufacturing Co. in Kansas City, Mo. She attended the National Association of Cafeteria Managers which met in Detroit the second week in October.

W. Rankin Young, B. S. '22, has been appointed head of the Department of Education in the College of Emporia, where he began work in September.

## CAMPUS NOTES

Prof. Edgar Mendenhall, head of the department of rural education, will be the editor of the rural school department of a new magazine for teachers to be published at the Colorado State Teachers College in Greeley.

At its first rehearsal the chorus that will sing at the Spring Festival had the largest opening enrollment it has ever had, made up for the most part of students. Prof. Walter McCray directs the chorus, and Miss Miriam Welty, a new instructor in organ and piano, is accompanist.

One hundred-five instructors constitute the faculty at K. S. T. C. this year. Thirteen of the number are new and four have returned from leaves of absence. A few resigned last summer to take other positions.

Eighty-five men appeared for football training in September. Twelve of these were members of last year's conference championship team and six were reserves to that team. The College has considerably the largest quantity of football material it has ever had and the quality looks as good as the quantity.

One hundred fifty dollars in cash prizes has been offered students at K. S. T. C. of Pittsburg for the best paper describing the Kansas City Southern shops located here and showing their importance to the community. The contest closes Jan. 1.

The heaviest enrollment of freshmen K. S. T. C. of Pittsburg has ever had, and the largest total enrollment ever recorded in the fall, created a bustle at the College similar to that at the opening of the big summer school. The old auditorium on the fourth floor of Russ Hall is being remodeled into four large classrooms.

The Gorillas, the rooters' club at K. S. T. C., have adopted caps shaped like those worn in the navy and in the college colors--crimson and gold. They are to be worn at the intercollegiate contests. The club initiated 125 new members recently.

Freshman co-eds at Pittsburg State Teachers College are wearing green just as are their freshman class brothers. Only there is this difference--rules enforced by the upper classmen require the freshman boys to wear green caps, whereas the donning of a bit of green by the girls was purely voluntary. At the first assembly after this action was taken, the freshmen marched into the auditorium in a body, the boys with their green caps and the girls with their green ribbons.

This list composes the women's glee club for this year: First sopranos: Zora Riggs, Parsons; Juanita McDill, Pittsburg; Mary Frances Key, Nevada, Mo.; Maria Sessi, Pittsburg; Irene Morris, Pittsburg. Second sopranos: Ruby McKeeman, Winfield; Gertrude Frogue, Columbus; Mildred Russell, Cherokee; Betty Cavis, Caney; Marie Wackerle, Chetopa; Bertha Johnson, Columbus; Julia Barry, Winfield. First contraltos: Clelia Bennett, Pittsburg; Ruby Van Winkle, Oxford; Althea Smith, Neodesha; Thora Ludvickson, Severy; Harriette Schothorne, Pittsburg. Second contraltos: Lavon Graham, Pittsburg; Vera Eaton, Chanute; Juanita Harper, Erie; Bera Marie Judkins, Neodesha.

Nearly fifty Pittsburg housekeepers are studying various phases of their work in special classes organized for them at K. S. T. C. of Pittsburg and meeting one or two afternoons a week. The classes are under the supervision of Miss Agnes Saunders, joint director of the department of home economics. The courses are five weeks in length.