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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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Vol. 8

December, 1925

No. 8

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## THE SOURCE OF INTELLIGENCE

Intelligence becomes ours in the degree in which we use it and accept responsibility for consequences: It is not ours originally or by production. "It thinks" is a truer psychological statement than "I think." Thoughts sprout and vegetate; ideas proliferate. They come from deep unconscious sources. "I think" is a statement about voluntary action. Some suggestion surges from the unknown. Our active body of habits appropriates it. The suggestion then becomes an assertion. It no longer merely comes to us. It is accepted and uttered by us. We act upon it and thereby assume, by implication, its consequences. The stuff of belief and proposition is not originated by us. It comes to us from others, by education, tradition and the suggestion of the environment. Our intelligence is bound up, so far as its materials are concerned, with the community life of which we are a part. We know what it communicates to us, and know according to the habits it forms in us. Science is an affair of civilization, not of individual intellect.

—John Dewey in "Human Nature and Conduct"

K. S. T. C. PRESS  
Pittsburg, Kan.

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

Vol. 8

No. 8

# THE TECHNE

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

W. A. Brandenburg, President

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Vol. 8

December, 1925

No. 8

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## EDITORIAL COMMITTEE

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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 18, 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 CHILD AND SOCIETY

By L. M. Collins, Department of History and Social Science.

The child is the great asset of the nation. What the child is capable of becoming as a member of society, through the combined efforts of home, school, and other institutions of the community, constitutes the child's inheritance. To conserve this inheritance in morality, in mental power, and in skill is the duty of every organization that goes to make up the body politic.

We have all heard the expression, "Children are eye-minded," but just as surely are they "do-minded," for whatever they learn to do they are sure to remember and understand. The child is a world builder. He does not wait for things to happen; he makes things happen.

All of childhood is a schooling, and the child in his first six years learns relatively more than he will learn thereafter in his entire school course. Is not the relative distance between the infant and the child of six years greater than the relative distance between the latter and the high school graduate?

There is no universal formula for bringing up children, one that can be applied to all children everywhere and always, any more than there is a universal formula for the production of works of art or for curing of disease. Yet there are certain general laws of child development and certain general principles of child training which have been derived from scientific studies of children, and these agree with the best thought and experience of those who have learned to know children without the aid of science.

Many people, and especially many parents, think of the child as merely a small man or woman. This is far from the true conception of the child. Just as the physical organs of the child work in a different manner from those of the adult, so the mind of the child works in a way peculiar to its stage of development.

If a physician should use the same formulas for treating children's ailments as he uses for adults', simply reducing the size of the dose, we should consider his methods very crude. If a parent should feed an infant the same materials that she prepared for the rest of the family, only in smaller quantities, we should consider her too ignorant to be entrusted with the care of children. And for similar reasons we must learn that the behavior of the child must be judged according to standards different from those we apply to an adult. The same act represents different motives in a child and in an adult, or in the same child at different ages.

The child is constantly trying new things, taking risks merely to see what will happen, and the world slaps back and curbs his

inquisitiveness. The earliest impulses and actions of the child are unmoral. It has been well said that there are no good or bad little children, that a baby is neither good nor bad, neither selfish nor unselfish, neither obedient nor disobedient. He cries and draws away from pain, he laughs and reaches out toward pleasure, with no thoughts of how others are affected by his acts or of any future consequences to himself. Only through the long training of childhood, culminating at adolescence in a ripening of the social sense, does he come to acquire true morality.

The child is born into a world in which there are a number of sanctioned customs, beliefs and institutions. These naturally group themselves under three heads: First, the beliefs, customs and institutions connected with religion and worship; secondly, the conduct which experience has proved essential to the welfare of the race, and without which organized society could not exist; thirdly, the rules of conduct, a violation of which, while not dangerous to the group, yet brings ridicule or punishment upon the head of him who fails to conform to these set standards.

The child must gradually be led to comprehend himself and the social world in which he finds himself. His world is a narrow world; when he becomes an adult the world becomes broad. Our task as teachers is to aid the child in growing out of the narrow child world into the broad or adult world.

#### The Duty of the School to the Child

The school has always been looked upon as the mental conservatory of the child. If the school does not assist the child in the unfolding of its mental life, the school certainly does not do its full duty by the child. The child should be taught his own mental powers as well as limitations. He should be given the power to think straight and to think consecutively, for in the armory of thought are forged the implements with which we build the stately mansions of righteousness and peace, as well as solve the practical problems of life.

The school is also the place where the child is taught to form ideals of life. He is brought under the direct influence of a superior life, and this touch of mind upon mind and soul upon soul should not simply awaken dormant power, but should also be instrumental in giving a child aspirations and purposes that beckon him to higher endeavor and loftier achievement.

It is necessary that the teacher aid the child in creating a perspective that will form a background for his world. The essential element of this child perspective is the time element. It is divided

into two parts—the time devoted to serious work, and that devoted to leisure. It is very essential that every child should have these two phases of his perspective clearly differentiated and highly developed, for the higher the perspective within the individual, the higher the type of civilization. Those who combine most effectively the two phases of the time perspective stand out prominently as good citizens and are in the van of progress. The individual who devotes all of his time to serious work—that is, the time he spends in taking care of the fundamentals of civilization, such as learning to make a living for himself—is as unfortunate as he who spends all of his time in leisure.

### Education for Leisure

It is this leisure time in which our schools must become more directly interested. They must train our future citizens to use their minds when they are not needed for business purposes. Leisure moments do not come merely when school is dismissed—they occur at night and throughout the day. Some of the best thinking is done in leisure moments. Since the individual is at leisure two-thirds of his waking time, it is very important that every teacher should inquire of himself just what he is doing to train his pupils to make the best use of their leisure time.

It is difficult at times to distinguish between work and play. Play seemingly differs from work mainly in its purpose. The aim of work is utility; the aim of play is pleasure. One is economic; the other is recreational. Work is physical activity directed toward some useful end; play is physical activity intended to gratify one's desire for pleasure, recreation or amusement. The element of pleasure is found, of course, in both. But the essence of work is duty, utility, responsibility, discharged obligation; while the essence of play is fun, pleasure, happiness, amusement.

### Play a Necessity

So far our curriculum has favored the view that the "socially inferior child," or the child who is not fortunate in having the proper home environment, is a child only for work. We have overlooked the fact that he needs a pleasurable side in his life as well as his more favored brother, and we have forgotten the fact that no one can live with just work alone—he must have pleasure as well.

The play instinct is universal. All animals play, and the instinct is most noticeable in human life. Children of every race, in every land, of every type of every age, play; and so do men. Normal children everywhere play, and if a child does not play, the question of its normality is immediately raised. Work and play are the twin

angels of human progress and human happiness. The pleasure of the one is as essential, as vital, as necessary, and as valuable to the race as the utility of the other.

But play does not mean idleness, mere vacant dawdling. One of the great evils arising from misuse of leisure time is delinquency. The public schools can aid very materially in solving the problem of delinquency, which has now become so large that we must take steps to abolish it. The true method of solution is through teaching children the right use of leisure time. If the public schools merely teach children to work and not to play, we open the door to delinquency.

The right use of leisure time should be taught in every elementary school curriculum. We should see what the nature and need of leisure time is, and then orient the child along the lines that experience and observation suggest as the most helpful. An essential part of extra-curriculum activity should be that of instruction as to how best to use vacation time.

To overwork our school children for nine or ten months of the year is bad enough; to leave them with nothing to do for the remainder of the year is no better. It is true that nature requires, for the best development of mind and body, alternating periods of activity and of rest. But man is not a hibernating animal, and the periods must be of shorter duration, or both mind and body will suffer.

The mental rust that the teacher must scrape through in the fall is the product of corrosion. It is not merely that memory has lost the process of dividing fractions, or the location of a river in Africa; but the edge is eaten off, and the power to cut—to work—is lessened. It is not only the restoration of certain facts and formulas that is necessary, but the removal of a useless, if not pernicious, accumulation, and a laborious grinding and whetting to restore effectiveness.

### Vacation Schools

The conditions of modern life seem to make it impossible to carry the school work through the year, and unless the work were greatly modified it certainly would not be desirable. But wholesome food for the child's mind is needed in the summer just as much as in the winter—not the same kind of food, perhaps, nor the same quantity, but more than most children can obtain, even though their parents are willing that they should do some summer work.

In a few of our larger cities, vacation schools are beginning to meet this need. The hours are short, the occupations recreative, and little or no book study is expected. This is a good beginning, and the success already achieved may lead to a lessening of the amount of textbook work required in the regular term and the introduction of a reasonable amount in the summer.

For those who live in small places, or who are able to spend their summers out of town, the vacation schools are not available, and for them some other method of preventing the rust of disuse must be found.

The first question is, What sort of occupation should children have during the summer? The second is, How can it be provided?

### Nature of Summer Work

While the winter courses are as they are, there should be in the summer but little—perhaps not any—study of textbooks; no study at all in the sense of committing to memory or preparing to reproduce the statements of a book; but an unlimited amount of study in the sense of watching and investigating, and making the acquaintance of things.

Everywhere there is an abundance of material available. Everywhere there are flowers, trees, stones, insects, birds, wild or domestic animals. The destructive and formative forces that shape and reshape the surface of the earth are everywhere at work, and it is only in the midst of the city's electric lights that the stars do not invite us.

Few localities are without interesting historical associations, and except in the most secluded wilderness there are human activities involving processes of production full of interest to the inquiring mind. Everywhere some forms of manual training are possible—such as weaving, whittling, carving, drawing and modeling—without expensive or extensive apparatus. Nowhere is there any lack of valuable material for educative work that is strengthening to body and mind. There is everywhere an embarrassing abundance from which to choose.

While study from books should be avoided, study with the help of books—the right kind of books—is very desirable. The study of botany, astronomy, physical geography, zoology, or almost any branch of natural science may be taken up in a rational way in the field by anyone who cares to do it, thanks to the great number of really excellent books that are constantly appearing from the press. Without any previous knowledge of botany, with the help of these books a child may make a collection of the flowering plants of a neighborhood and find the names of all but the most rare.

The collecting, pressing, mounting, and naming of fifty specimens in a summer furnishes delightful occupation. With the tree book all the trees within reach may be named by a study of their leaves; later they may be recognized by the bark or the manner of growth. Armed with a bird book and an opera-glass, one may spend hours of intense interest in the study of birds.



With the opera-glass again, and with the help of charts, the brightest stars may be named and the constellations located. A good field-glass greatly increases the interest in this study of the heavens, showing the characteristic colors of the stars, separating doubles, and revealing nebulae or satellites invisible to the unaided eye. In another book may be found the mythology of the constellations, which adds still more interest to the study.

Even the insects, numberless as they may seem to be in their variety, may be successfully studied by the novice, with the aid of some helpful books that describe the commoner species.

### Guidance Needed

The work along these and other lines that may be done with profit and enjoyment by beginners does not imply that children of the primary or grammar grades could accomplish effective results without assistance from a teacher or older person; but it does mean that in order to be the leader of a class of children one does not need to be a specialist.

The children must have someone to direct them, to hold them to regularity and furnish the constant inspiration which comes from superior knowledge. Where can such persons be found? That is the second question.

It is a fortunate neighborhood in which the father or mother of a family has time or disposition to devote an hour or two a day to working with children. If the parents are too busy with other things, it ought not to be difficult to secure the services of a teacher. Among the great army of teachers who are for the most part unemployed during the summer, there are many who would be glad to undertake such work for the bare cost of living in a country home. Wherever there are several families of children living together, the financial side of the matter presents no serious obstacle. Where families are isolated, much can be accomplished by regular and systematic correspondence.

Even with no other help than the directions of the teacher, sent weekly by mail, a considerable interest may be aroused in nature study. With the same books in the hands of both teacher and pupils, much more can be accomplished. Such an arrangement may involve the keeping of a journal of observations by each member of the class.

It is not necessary that the pupils or the teacher should spend the whole summer in one place. It is necessary, however, for work to be done with regularity and system. The work must be taken seriously, and not as a new kind of sport to be dropped and resumed as impulse directs. It must have its place in the program of the

day and the week, and have the same importance in the mind of the child as attendance at school in winter.

Leisure time and amusement are important factors in development, but there is no reason why the getting of an education should not be as pleasurable as the eating of a dinner. Both are enjoyed with the appetite good and the taste has not been vitiated. The food, both mental and physical, should be palatable, but even in vacation time it should not consist entirely or mainly of mental or physical ice cream, cake or candy.

The kind of study that can be pursued in leisure time or in summer is precisely the kind that develops understanding and the ability to see a thing when it is looked at. No better preparation for the winter's work can be had than this summer work with nature. No worse preparation could be invented than the idleness or undirected activity of a long vacation. Still better, since the mastery of mathematics and Latin is not the chief end of man, the knowledge gained is a never-failing source of pleasure and strength throughout one's life.

### The Great Objective

Similarly the child may be interested in projects which bring him in direct touch with the various functions of organized society. The object of the elementary school curriculum should be to get the child into society both as a worker and as a player. The best way to teach loyalty and patriotism is to have the child feel that things belong to him, that he has a direct interest in education, civic improvement, law and order, and government, and that the success of society as a whole depends in a measurable degree upon his attitude and efforts. We want the child to take out a membership in society—to feel that the country is his—that America is strong because there is a unity of individuals like himself.

The child should be introduced to the great groups of industrial activities that constitute the nation's business, such as the manufacturing group, the financing group, the corporation group, and the agricultural group. All these enterprises are vital parts of our society, and the child as a member should understand in some degree their functions. Through such knowledge comes loyalty to national ideals, the foundation of good citizenship.

We want the child's membership in society to be built upon actualities, so that he can see his way through and give a reason for his beliefs. He must be taught to have a keen understanding, comprehension and appreciation of society through the study of subject matter that will give him social comprehension. That subject mat-

ter must be within his range of comprehension and presented in such tangible form that it may become a part of himself.

The object of all education is to prepare for complete living. This implies that if life is to be developed in each personality, no man lives to himself alone. This idea comprehends the great conception of human brotherhood; that only as humanity works together as a whole can there be the best development of life for each individual as a member of human society.

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### A NEW "SOCIAL CREED"?

Early in 1924 the executive committee of the Social Service Commission of the National Council of the Congregational Churches in the United States appointed a committee consisting of Prof. Jerome Davis and President Kenyon L. Butterfield to draw up a proposal for a statement of social faith to take the place of the social ideals of the churches. After careful study a statement was drawn up and submitted to a number of individuals for criticism. It was then revised and the executive committee of the Congregation Social Service Commission adopted a resolution, as follows: "We suggest that the Federal Council of Churches submit this draft to all the denominations within their membership for criticism and discussion and give it as wide publicity as possible. After this is done it is our hope that the federal council may adopt it with such changes and modifications as then seem best."

The proposed statement is published in *The Techne* in order to facilitate the discussion and criticism requested by the framers:

"The Social Creed of the Churches is an attempt to point out certain consequences which would follow for our social life if we were to take Jesus in earnest and make His social and spiritual ideal our test for community as well as for individual life. It insists on a strengthening and deepening of the inner personal relationship of the individual with God, and a recognition of his obligation and duty to society. This is crystallized in the two commandments of Jesus: 'Love thy God and love thy neighbor.' It involves the recognition of the sacredness of life, the supreme worth of each single personality, and our common membership in one another—the brotherhood of all. In short, it means creative activity in co-operation with our fellow human beings, and with God, in the everyday life of society and in the development of a new and better world social order. Translating this ideal:

"1. Into education means:

- (a) The building of a social order in which every child has the best opportunity for development.
- (b) Adequate and equal education for all, with the possibility of extended training for those competent.
- (c) A thorough and scientific program of religious education designed to help Christianize everyday life and conduct.
- (d) Conservation of health, including careful instruction in sex hygiene, abundant and wholesome recreation facilities and education for leisure, including a nation-wide system of adult education.
- (e) Enforcement of constitutional rights and duties, including freedom of speech, of the press and of peaceable assemblage.
- (f) Constructive education and Christian care of dependents, defectives, and delinquents, in order to restore them to normal life whenever possible, but with kindly segregation for those who are hopelessly feeble-minded.

"2. Into industry and economic relationship means:

- (a) That group interests, whether of labor or capital, must always be subordinated to the welfare of the nation as a whole.
- (b) A frank abandonment of all efforts to secure unearned income—that is, reward which does not come from a real service.
- (c) Recognition that the unlimited right of private ownership is un-Christian.
- (d) Abolishing child labor and raising the legal age limits to insure maximum physical, educational, and moral development.
- (e) Freedom from employment one day in seven.
- (f) The eight-hour day as the present maximum for all industrial workers, and a reduction to the lowest point that is scientifically necessary to produce all the goods we need.
- (g) Providing safe and sanitary industrial conditions, especially protecting women.
- (h) Adequate accident, sickness, and unemployment insurance, together with suitable provisions for old age.
- (i) That the first charge upon industry should be a minimum comfort wage, which will enable all the children of the workers to become the most effective Christian citizens.

- (j) Adequate means of impartial investigation and publicity, conciliation and arbitration in industrial disputes.
- (k) The right of labor to organize with representatives of their own choosing, and to a fair share in the management.
- (l) Encouragement of the organization of consumers' co-operatives for the more equitable distribution of the essentials of life.
- (m) The supremacy of the services, rather than the profit motive, in the acquisition and use of property, on the part of both labor and capital, and the most equitable division of the product of industry that can ultimately be devised.

"3. Into agriculture means:

- (a) That the farmer shall have access to the land he works on such terms as will ensure him personal freedom and economic encouragement, while society is amply protected by efficient production and conservation of fertility.
- (b) That the cost of market distribution from farmer to consumer shall be cut to the lowest possible terms, both farmers and consumers sharing in these economies.
- (c) That there shall be every encouragement to the organization of farmers for economic ends, particularly for cooperative sales and purchases.
- (d) That an efficient system of both vocational and general education of youths and adults living on farms shall be available.
- (e) That special efforts shall be made to ensure the farmer adequate social institutions, including the church, the school, the library, means of recreation, good local government, and particularly the best possible farm home.
- (f) That there shall be a widespread development of organized rural communities, thoroughly democratic, completely cooperative, and possessed with the spirit of the common welfare.

"4. Into racial relations means:

- (a) The same protection and rights for other races in America that we ourselves enjoy, especially legislation against lynching.
- (b) Eliminating racial discrimination, and substituting full brotherly treatment for all races in America.
- (c) The fullest cooperation between the churches of various races, even though of different denominations.

- (d) Special educational and social equipment for immigrants, with government information bureaus.

"5. Into international relations means:

- (a) The removal of every unjust barrier of trade, color, creed, and race, and the practice of equal justice for all nations.
- (b) That the old methods of secret diplomacy and secret treaties are today unnecessary and un-Christian.
- (c) That all nations should associate themselves permanently for world peace and good will, that war should be legally outlawed, and that differences between nations should be settled in an international court.
- (d) That any dishonest imperialism of selfishness must be replaced by such genuine disinterested treatment of backward nations as to contribute the maximum to the welfare of each, and of all the world.
- (e) That military armaments should be abolished by all nations except for a small police force.
- (f) That the church as an institution should no longer support war in any form. (This would still leave the individual free to do as his conscience dictates.)"

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## BOOK REVIEWS

In reviewing *The Instruction Manual for Sheet-Metal Workers*, by Selvidge & Christy, one must remember that a text book, job sheet, or a manual cannot teach a student, neither can it change an individual (not prepared) into a successful teacher of a trade. With this in mind, the tradesman who is to teach a trade class will find it of some assistance, but must remember it is not intended for our general public school use. Published by Manual Arts Press, Peoria, Ill.

E. W. Baxter, sheet metal and drafting, K. S. T. C., Pittsburg, Kan.

### CAMPUS NOTES

Fifteen hundred people saw "The Rock," a famous Biblical drama, performed at Kansas State Teachers College of Pittsburg recently by the Arden Players, student dramatic club. The play was one of the most notable amateur performances ever given at the college, and the crowd was the largest on record for an event of the kind.

Miss Eleanor Wilson of Pittsburg, freshman and younger daughter of Prof. and Mrs. I. G. Wilson, will be queen of the 1926 Kanza. Her maids of honor will be Miss Clelia Bennett, Pittsburg, and Miss Marie Cederberg, Joplin. The three were selected in a strenuous election, in which cash subscriptions to The Kanza, the College annual, were the votes.

The spirit of Christmas was the guest of honor at an all-College party Friday night, Dec. 11. Two Christmas trees, a Santa Claus, and the singing of carols lent atmosphere to the occasion.

The College gave Christmas still further observance by a program around a Christmas tree on the campus Thursday night, Dec. 17, just before the beginning of the holidays. A large crowd of students and instructors gathered for the singing of carols and for other numbers appropriate to the season.

About forty men, nine of whom earned letters in the Pittsburg State Teachers basketball quintet which tied for the Kansas conference championship last winter, greeted Coach John Lance's initial call for court candidates this season. The five men who composed the team in its brilliant sprint down the last stretches of the strenuous campaign last spring are among the veterans trying for the team again. They are Steele, Shaw, Short, Meisenheimer, and Hoffman. Coach Lance is optimistic with regard to the outlook, and if bad luck does not beset the team as it did last year, he is confident the Gorillas will finish at or near the top.

John Philip Sousa and his famous band of nearly 100 musicians gave a matinee concert at the College on Wednesday, Dec. 16. The program was a number of the regular lyceum course maintained at the college for the benefit of the students.

Frank Campbell of Altamont, for three years left tackle on the Pittsburg State Teachers College eleven, was chosen by his teammates to captain the squad next season. His nearest competitor was Leo Folck of Little River. Campbell won all-conference recognition last year.

Students at Pittsburg State Teachers College voted by a large majority for the world court in a straw vote at assembly recently. They favored it, however, under the reservation advocated by President Coolidge.

Phi Upsilon Omicron, home economics sorority, plans to give a cash prize to the freshman girl making the best grades in the home economics department this year.

Miss Evelyn Metzger, teacher of design in the home economics department, has been much in demand for talks before clubs at the college this fall since her return from a year's study of art in Europe.

The Kampus Kats, women's rooter club at Pittsburg State Teachers College, initiated eighteen novices at a recent meeting. The new members were required to wear gloves in all classes the second day after their initiation.

The holidays for students at Pittsburg State Teachers College will be two weeks and two days in length, as they will begin Friday afternoon, Dec. 18, and continue until Monday morning, Jan. 4.

There will remain but three weeks of the first semester after the holidays. The semester will close on Friday, Jan. 22, and enrollment for the second semester will be made the following Monday, with classes beginning the next day. Students may enter the college for the first time as easily at mid-year as in the fall.

The Minneapolis Symphony Orchestra has been engaged for a program during the Spring Music Festival next April.

Four new rooms will be ready to accommodate classes on the fourth floor of Russ Hall next semester, if not sooner. They take the space formerly filled by the old auditorium, the first one the college ever had. The remodeling of the auditorium into classrooms works a great saving of space.

Prof. Ray Williams will offer a course in farm mechanics next term, in order that teachers of industrial arts may be equipped to give courses adapted to the needs of rural communities.

Miss Minnie Roseberry, class of '25, is a critic teacher in the state teachers college at Mt. Pleasant, Mich.

Prof. Edgar Mendenhall has devised a "Measuring Stick for Rural School Boards." It is a rating sheet by which the competency of board members for their offices may be ascertained in some degree. Either they or others may apply it.

T. B. Sivadon, traveling steeple jack for the American Legion was at the college recently to paint the flag pole a group of Legion students erected three years ago.

Both men and women will represent Pittsburg State Teachers College in debate this season, Prof. J. R. Pelsma, debate coach, has announced. The final try-outs for places on the teams will be held shortly. Three debates at the college have already been scheduled for the men.

Five members of the faculty have recently built homes in the college neighborhood.