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THE TECHNE

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

FEBRUARY-MARCH, 1926

"THE UNIVERSITY OF HARD KNOCKS"

One of the reasons this country had a Washington and a Lee, a Franklin and a Lincoln, an Emerson and a Thoreau, a Poe and a Whitman, a Vanderbilt and a Vail, is that they were not brought up in hothouses; they were not swaddled in silks and furs. Their colds did not cause parent-panics; they were not rushed to the mountains or the sea when the sun grew hot, or to Florida when the days grew cold. They were allowed to meet the hazards of life, and made to rely in a measure on their own inventions to surmount them. They had to face the problems which God or man, fate or accident, set them. But today we solve them for our children, and then we wonder or weep when our children cannot solve those problems which present themselves after they have flown from the nest.—Quoted from "Childish Americans," Joseph Collins, M. D. (Harper's Magazine, January, 1926).

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

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

Vol. 9

No. 2

THE TECHNE

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

W. A. Brandenburg, President

Vol. 9

February-March, 1926

No. 2

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, 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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AN AGE OF APATHY

From an address before Kappa Delta Pi fraternity, Feb. 16, by F. W. Brinkerhoff

Two purposes seem to be paramount with the folks of today. One is to get rich, the other is to be amused. Generally speaking, nothing else matters. There is one grand and glorious scramble for wealth which is comparable in this hour only with a terrific struggle to find entertainment. As the code of ethics for the one is made to run parallel to what laws are interpreted to mean, so the limitations of the other are defined only by capacity to pay and police regulations.

This state of affairs is, of course, not strange to the student of history. We are establishing no precedents. Only the instruments by which wealth is acquired or the devices with which we are entertained are new. The vital thing is not knowledge that we are traveling in a certain direction. The vital thing is, How far are we going?

A good many persons are much concerned about the trend and the habits of the youth of the land. We hear much of the sheiks and more of the flappers. Fears for the future of the race on account of the conduct of present-day youth are expressed. Comparisons are all to the advantage of our fathers and mothers and their fathers and mothers. But we—or these critics—overlook something fundamental. Sheiks and flappers may be frivolous, but they are the by-products of a frivolous age. There must be, there is, a reason for them. That reason is found in the gold-hunting, pleasure-seeking tide which has engulfed their parents. The parents of today cannot escape the responsibility for any general trend toward evil on the part of the nation's youth today. Neither can they avoid blame for any general trend toward worthlessness.

In the crazy rush after wealth and amusement, our people have almost ceased to think. Their reasoning power may not be lost, but certainly it has been discarded. They have no time to think. If business does not demand their waking hours, then the call of pleasure must be answered. This refusal to use reasoning power has had an inevitable result. Efficiency has been decreased. As a result, production either is reduced or the product cheapened.

This tendency is not confined to any one class. It has spread to practically all classes. Those who do their work with their brain and those who do their work with their brawn are guilty alike. You employ a man to prepare an article upon some subject which requires study and thought as well as writing ability. He has told you that he is familiar with the subject. He has assured you that he can write plainly and fully. The result of his endeavors is an obvious attempt to hit a few high places with his plow and

harrow over. You hire a man to build a porch. He has told you he knew how to build it. You find that he has thrown the boards together in a most unsatisfactory manner. You take your ailing motor car into a garage. A man reputed to be an expert takes charge of it. He turns the car out repaired. A block away it develops the same old trouble.

These men have not been dishonest. They haven't intended to get something for nothing or to cheat you. They simply are going along with the times. They are not efficient because the times have not demanded efficiency—or at least required it.

We hear a lot of talk about efficiency. There are efficiency engineers. You would think from the amount of lecturing that is done on the street and on the platform and in the press that we live in the golden age of efficiency. That is a mistaken idea. The only explanation for all this efficiency talk and for efficiency engineers is that both have sprung from the necessity of the hour.

The reason there is so much inefficiency is that reasoning power is not used. A man may turn a grindstone without thinking, but he can't successfully sharpen a knife on that grindstone without thinking. A man may saw some boards and drive some nails and call the result a house, and not have done any thinking. But he couldn't build something that a carpenter would call a house without some reasoning.

Until men resume the use of that reasoning power which all normal men have in varying degrees they cannot be efficient. Unless education is employed to restore that reasoning power to its proper place, education has at once lost its greatest opportunity and failed in its chief function.

It is proficiency, not profoundness, that is needed. I would not have every one profound. That would be as disastrous as to have no one proficient. We must have the profound to teach the proficient. That is, we must have those who in some way are profound in order that those who are not efficient shall become proficient.

What the nation needs today is the proficient man in whatever line of endeavor. We can't have that sort of a man unless, through education or natural ability, he possesses the power to think, to reason. And as long as we devote our time to a hasty scramble to get rich and to be amused we are not likely to exact mental fitness—not as long as we are successful in our pursuits.

This might be properly termed an era of mental laziness. Folks don't like to do things or go places if thinking is necessary. A lecture upon any subject of vital concern to the welfare of the world by a speaker of world-wide distinction will draw a handful of hearers.

A moving picture featuring Douglas Fairbanks falling from a skyscraper in Hollywood will fill a house. A printed discussion of an issue of momentous importance to the country is cast aside or hastily skimmed over. But a cheap, sensational narration of the imaginary experiences of two women and a man, or two men and a woman, receives careful perusal.

The movies have done more than their share to bring about this state of affairs. They save folks even the trouble of listening to their characters. A person can go to a movie show and all he has to do is just watch. Perhaps there will be some device which will save him even this trouble.

Nothing better illustrates the trend of the times than that marvel of the present, the radio. You have been sitting in a room listening. The operator tunes in on a station. Some man, an authority in his line, is delivering a lecture on investments. The operator turns the knob. From another station comes the voice of a man discussing, with apparent mastery of his subject, the question of farm surpluses. The operator travels on. Suddenly he brings in a jazz orchestra which is playing some sort of "Blues." Then he sits back in his chair and everybody is happy. This is not intended as a rap at those who don't want to be lectured or talked to death. It merely is offered as an illustration of our present tendencies. You hear more of spark plugs than you do of Shakespeare today, more of Chaplin than of Chaucer, more of Dempsey than of Dickens.

From this obvious refusal to take time from business or pleasure for those things which seem far from the material, and yet are surprisingly vital to the material, has come a condition of apathy which grips our country. This condition indeed is as startling as it is menacing to our institutions. Nothing much seems to shock us any more.

One reason for this condition is the shellshock of the World War. We emerged from the war in a dazed condition. It was so terrible and tremendous that everything else appeared trivial. The sense of pain seemed to have been destroyed. That comatose condition continues. Great disasters, awful crimes, and notorious scandals attract attention for a moment and are forgotten. There appears to be no force of public opinion any more. Once that was an all-important factor in America. Public opinion was thrown up as a barricade against some proposal or movement. It was blocked. Public opinion was put behind some movement. It succeeded. Men in political life feared and courted this intangible force. It was not hard to find. It asserted itself so plainly anyone with a bit of intelligence could understand it. Its support was all that a public official needed. Its enmity was fatal.

There is practically no public opinion now, because the folks decline to be bothered with thoughts. Refusing to think, they can't be expected to form an opinion on any important issue that is worth the time taken to render the opinion. The average citizen appears entirely willing to go along. As long as he is not called upon to devote some time and endeavor to even a casual examination of the merits of a proposition, he is satisfied. He'll overlook moral delinquencies. He'll act bored when asked to help correct a political wrong. He'll try to escape sitting on a jury. He refuses to be concerned about the spreading of crime, or the inability of the law enforcement machinery to get results. He shows no interest unless his facilities for making money or amusing himself are involved.

Two years ago we had the oil scandals. High government officials were involved. The newspapers were filled with the stories of dishonesty upon the part of public officials and men in mammoth business enterprises. Their deeds were an outrage against the American people. Some years ago an incensed public opinion would have damned the political party in power, and whose representatives in office had proven dishonest. And this opinion would have been written in emphatic characters on the ballots cast in the next election. This would have been the result in spite of the high character and unsullied reputation and unchallenged honesty of the party's leader at the head of the government. It would have been done in spite of the fact that the guilt of the few was personal, and not political.

But the people took the oil scandal disclosures with scarcely a gasp of astonishment. They accepted the declaration that the guilty would be made to suffer, that the wrongs would be righted. In my judgment they were justified in this. They had a good reason to have confidence in the head of the government. But the point is that, had the public been as interested in the march of events as a quarter of a century ago, a public opinion would have been found that would have punished the whole group for the crimes of some of its representatives. This is submitted not as an indictment of the people, but as evidence of their shock-proof condition. In this case no good could have come from another decision that might have been made, probably would have been made, had not the public been in the apathetic condition. But it is easy to conceive of a condition where the country would suffer severely from this lack of interest and attention on the part of the public.

The most impressive evidence of a lack of reasoning upon the part of the public is the widespread disrespect for law. Persons known as our best citizens, men of honor and integrity in ordinary

affairs of life, are ranked among the lower classes in this matter of law enforcement and obedience to laws. Nearly everybody has some little law he is violating. Men of high standing are encouraging others to break laws. Persons who apply reasoning know that such a course will lead to ruin unless arrested. Anarchy will be the inevitable fate of any nation whose people permit disrespect for laws. It is not enough that machinery for enforcement of law be provided. The co-operation of the people, through obedience to law, alone will make law supreme. And when the people get down to sound thinking on the matter, there is no other conclusion for them to reach. If they decline to apply reasoning, then apathy will grow and decay and ruin will follow.

Vast sums of money are taken from the people by taxation for the maintenance of our schools. Taking of that money can be justified only in one way. The schools—or, broadly speaking, education—must promote the general welfare. It is not promoting the general welfare to train a boy to be a snob, or to dodge work, or to consider it beneath him to assume a responsibility in social service and in public service. It is not promoting the general welfare to make a crook out of him, all will agree. It is not promoting the general welfare to make an idler out of him. It is promoting the general welfare to train him to work, to reason and respect authority. It is promoting the general welfare to train him to function as a citizen, to study the problems that confront his country and his community, to be ever on the alert in the exercise of his rights and his duties of the citizenship that has been provided for him. There may be some other way by which our citizens, flowing in a gigantic tide from the schools, shall be made to realize their responsibility. But education appears to be the surest, most effective means of curing the conditions surrounding this reactionary era. If education fails to perform this very necessary function—training for citizenship—we will be compelled to confess the failure of our educational system, and the government no longer will be justified in exacting huge sums from the taxpayers for the support of that system.

There is criticism—and some of it must be justified—that our colleges are devoting too much attention to sports and things like that, too much attention to entertainment features. It is pointed out that the name of the football star is known to every student in the college, while no one knows or cares who is the scholarship star of the school. This, of course, does not have a tendency to encourage students toward hard study for academic honors. The football fellow is cheered and banqueted, not because he is a good student, but for his gridiron work. No one cheers the scholar nor banquets him.

If our colleges in late years have drifted too strongly toward sports and amusements, they are only keeping time to the same music the country is using in its march. We get back to that predominating demand that we be amused. If the folks at home are devoting a large part of their time to fun hunting, their sons and daughters in the colleges can't be expected to do otherwise. Which, of course, leads one straight to the source of the trouble. That is the home. There is where lies the responsibility for whatever evil there is in our condition today. During the war we talked about keeping the home fires burning. Since the war the home fires have gone out. No one goes home until he has to.

By the dim light from the flickering flame of a burning log, Abraham Lincoln read the few books within his reach. He educated himself so effectively that when the time came for him to render public service, he not only was prepared, but was willing. He accepted his responsibility.

By the brilliant light of great white ways, youths today are studying how to dodge responsibility. Libraries full of books are available for the use of everyone—and are unused.

Of course, no one with sense would propose that there should be no play. There must be recreation. There should be pleasure. But these, for the benefit of our country and our people, should not be overdone. Whenever a man has a proper appreciation of the importance of his service, then there will be little danger of that man's overdoing in the matter of pleasure hunting. How to more effectively instill into the youth the pressing necessity for serious, sober, and intelligent service should be a vital question for the solution of our educators.

We used to hear a great deal of calamity howlers. They were fellows who said the country was going to the dogs because some wild scheme of government was not put into operation. This is not the cry of a calamity howler. I think this is the best government and the best country in history. It is so because of the character of its citizenship. From that citizenship have come our political leaders. From the ranks have come the men who built banks and railroads. Up from lowly starting places came men who constructed great factories and operated huge stores. And all over the land, in every line of human endeavor, prosperous concerns have been conducted for the benefit of the public by men who primarily have been good citizens. Good citizens have been found on the farms and in the factories and in the offices and the pulpits. The nation has been tested in the fires of war. Its issues have been fought out in the heat of political campaigns, and the decision written at the polls

hundreds of times. One thing alone has made this government a success. That has been the type of citizenship. Without that sort of citizenship this nation could not have existed as a democracy. Our liberties have been the wonder of the world. It would be a sad thing indeed—a tragic thing—were the liberties that we enjoy finally to become the cause of decline. It would be pathetic beyond human description should they be so used that the institutions they made possible would be wrecked.

We are in a period of tremendous prosperity. Money is overflowing at the banks. Great business enterprises are being launched. It is a period of great danger. Our ideals are menaced. The people are likely in such a period to forget fundamental principles. I have tried to point out that already they have forgotten them to some extent. The challenge of the hour to our educational system is to arrest the tendency to ignore individual responsibility to the community.

FESTIVAL TO INCLUDE ACADEMIC CONTEST

A revival of the old-time "ciphering match," extended to include a number of academic subjects, will be an innovation on the program of the Spring Music Festival the week of April 26 at Pittsburg State Teachers College. All four-year high schools in Kansas, Missouri, and Oklahoma are entitled to enter students in these contests. The faculty committee in charge is made up of Professors Edgar Mendenhall, chairman; J. R. Pelsma, I. G. Wilson, Agnes Saunders, and James A. Yates.

Students will compete for speed and accuracy in algebra and geometry, shorthand and typewriting, woodworking and mechanical drawing, and foreign languages, besides contesting in such entertaining events as extempore speaking, one-act plays, costumes, etc. Certain of these events will hold no interest for spectators; others will draw large crowds, it is anticipated. Prizes will consist of scholarships, medals, and school prizes yet to be announced. The exact dates for the various events will be announced shortly. The rules governing the academic contests are as follows:

1. Any school in Kansas, Missouri, or Oklahoma that maintains a regular four-year high school is eligible to compete for honors in each of the contests offered. The College high school may not compete.
2. Any school eligible to compete may enter two contestants in each event, except those offered by the Department of Speech, where only one may enter.

3. There must be five or more contestants in the event, in order to receive prizes. Groups competing will not receive prizes. Group winners, however, will receive points toward the grand prize.

4. The superintendent or principal must certify to the eligibility of his contestants. Those that compete must be regular members of the grade in which they enter for contest.

5. No student may compete in more than two events.

6. The time limit of the examination shall be one hour.

7. Other rules will be made by departments for examinations in their subjects. These may be obtained from Prof. Edgar Mendenhall, chairman of the committee on contests.

8. Contestants not on time for the event may not compete.

9. Groups winning will receive five points toward the grand prize, three for second, and one for third.

10. The awards will be as follows:

First prize—The student that wins first place in any event will be awarded a scholarship for the freshman year in the Kansas State Teachers College of Pittsburg. The scholarship will be accepted in lieu of payment of all college fees for one year, except laboratory and non-resident fees. The value of this scholarship is approximately thirty dollars.

Second prize—The student that wins second place in any event will be awarded a gold medal.

Third prize—The student that wins third place in any contest will receive a silver medal.

Grand prize—The school that wins the most points in the scholarship contest will be awarded a grand prize. Every first place will count five points towards the prize, every second place will count three points, every third place one point.

11. The contest will take place during the days of the Musical Festival.

The exact list of events will be as follows:

Geography Department—General world geography.

Mathematics Department—Elementary algebra (Algebra I and II), 1 unit; plane geometry (Geometry I and II), 1 unit; and Algebra III, $\frac{1}{2}$ unit.

Commercial Department—Shorthand and typewriting.

Department of Chemical and Physical Sciences — Chemistry, physics, and general science.

Manual Arts Department—Woodwork and mechanical drawing.

Public Speaking and Expression Department—Extempore speaking, interpretative reading, and one-act plays.

Home Economics Department—Laboratory costume, school cos-

tume, afternoon costume, traveling costume (honorable mention), and glee club costume, group (honorable mention).

English Department—Ninth grade, tenth grade, and eleventh grade.

Foreign Language Department—Latin, first and second year; Spanish, first and second year; and French, first year on demand.

Biological Department—Agriculture.

TEACHING PUPILS HOW TO STUDY

It is being more and more realized that teaching does not consist of the mere hearing of lessons. In the past the recitation has been looked upon too largely as merely a procedure to find out whether pupils had prepared their lessons or not. To accomplish this purpose, long examinations have been given and many questions have been asked. While the teacher should, to a certain extent, fix individual responsibility and, in a measure, determine how well lessons have been prepared, the fact must not be lost sight of that the hearing of lessons should be of far more value to pupils than teacher. If this be true, the recitation should be so conducted as to give the greatest opportunity possible for the growth of individual pupils.

The ordinary recitation period should be divided into three parts: (1) The hearing of the lesson; (2) the assignment of the following lesson; (3) preparation of the assignment.

It is difficult to determine which of the three divisions is most important. No lesson may be properly heard unless it has been properly assigned and studied. The good teacher realizes that much of her difficulty in hearing a lesson may be eliminated if she makes a clear assignment and gives some time to the direction of study of this assignment. Directing study is merely another name for helping pupils in their work. Teachers must know how much help they should give different individuals. Directing study does not mean showing pupils how to make their work easy, but showing pupils how to think their way through.

There is little value in the mere acquisition of knowledge. Along with this knowledge must come the formation of right habits, attitudes, and interests. The assignment of lessons should so interest the individual that he will be curious to find out more about the same subject. In short, pupils must be put in the right attitude toward learning. Interest in lesson assignment will lead to interest in lesson preparation and recitation.

Direction of study gives a teacher an excellent opportunity for individual instruction. Every assignment may well consist of two parts:

(1) A certain amount of material to be prepared by all the pupils of the class. This assignment should cover minimum essentials and should be sufficient to hold the group together.

(2) Individual project or problems based upon individual needs and interests. As the teacher goes about her work of helping pupils how to think through their problems she may easily recognize individual differences and abilities. A resourceful teacher will find plenty to do during the study period in making adjustments of work to suit the different interests and capacities of individual pupils.

To summarize, teaching consists in showing pupils how to study as much as it consists in the mere hearing of lessons. Teaching responsibility starts with the assignment of the lesson, continues through the preparation of the lesson assigned, and merely ends with the hearing of the lesson. It matters not how the program is arranged or how long the recitation period, teachers usually may add to the efficiency of their work by giving more time to assignment of lesson and direction of study. The Department of Education urges teachers to give particular attention to these matters during the coming year.

VOCATIONAL GUIDANCE IN THE SEVENTH AND EIGHTH GRADES

(From Indiana Course of Study)

One purpose of the practical arts work below the seventh grade is to give vocational guidance to the pupils, indirectly, through literature on occupations, through constructive work, and through excursions to different industries.

This work may be made more nearly direct in the seventh and eighth grades.

Vocational guidance has been defined as "the effort to give to each boy and girl the power to select wisely, and the opportunity to enter upon the work for which each is best fitted by ability and inclination."

Such work is new and has not been attempted, as yet, in many places, but wherever it has been introduced into the schools the results are highly satisfactory and show that many children because of the stimulated interest aroused by vocational guidance have been induced to remain in school, when formerly they left as soon as they attained legal age.

Out of 662 children asked why they had accepted their first job 80 per cent answered that they had exercised no choice at all. They simply "took the first thing that offered."

An English report shows that a large percentage of failures in the lives of many derelicts is due either to entering upon vocations for which they are not fitted or to entering upon "blind alley" occupations that tempted them at the start with fairly good pay, but led nowhere and left them stranded in life.

In studying the aptitudes of children in the different lines of work pursued in the seventh and eighth grades, a record should be made from time to time of these observations, for each pupil.

Other agents for the conduct of work in vocational guidance in these grades may be:

(1) Attempt to discover through parents, friends, and associates the tendencies and abilities of the pupils, especially in free constructive work outside of school, undirected and unsupervised.

(2) Talks given to the school by successful men and women in various walks of life, telling why they chose their special vocations, what qualifications were necessary to success, and what advice could be given young people entering upon such occupations. These speakers may be doctors, nurses, farmers, lawyers, carpenters, plumbers, dressmakers, housekeepers, electricians, etc.

(3) Discussion with the girls concerning the vocations open to girls and women and discussions with the boys concerning the vocations open to boys and men. The health and moral conditions under which these vocations are carried on, the seasonableness of each and the wages, are important points to consider. When at all possible the pupils under the direction of the teacher should visit these different occupations for personal observation.

(4) Interesting books on vocations should be in the library and on the reading table, easy of access to the pupils.

(5) In connection with the English work, papers may be written on the different vocations, and debates held as to the comparative merits of a professional, business or tradesman career.

Some of the objects to be achieved in this work are:

- (a) To make a child see the value of school and desire to get out of it all that he can.
- (b) To give information on the general character of different occupations.
- (c) To show the requirements of the occupations in which the pupils are most interested.
- (d) To indicate the necessity for close and friendly relations between employer and employees.
- (e) To develop the idea that honesty, capacity, and a liking for the work are necessary to success.

CAMPUS NOTES

The Pittsburg Gorillas have gone through their conference basketball season with a perfect standing, and can do no worse than tie with Washburn for premier honors.

Sororities represented in the Pan-Hellenic Council gave a formal reception for all non-sorority women on the campus on February 5. The reception was in charge of chairmen selected from the various sororities.

A plan to build a city grade school for use as a training school for the College was favorably voted on at a meeting of the Pittsburg board of education recently. The site of the six-grade building has not been definitely decided on, but it will be close to the College campus. This novel project for the city and the College to combine resources in erecting a new training school at the College is expected to benefit the city by eliminating operating expenses for a new grade school, and to benefit the College by providing it with a large modern building for one of its essential activities. At present the training school is operated in cramped quarters in Russ Hall.

The Little Symphony Orchestra of Kansas City, directed by Nazareno de Rubertis, gave two concerts at the College, February 11, one a special program for school children at 3 o'clock, the other a general concert at 8:15 for students and public.

Runners from the College took two of the three events in which they entered at the Kansas City Athletic Club's indoor track meet on February 5. "Fritz" Snodgrass of Augusta was first in the half-mile open race at 2:04.4, while Fred Axtell of Argonia took the 1,000-yard handicap in 2:16. The Gorilla mile relay runners captured second place in a three-team contest.

One of Kansas' best orchestras is in training for the annual Spring Music Festival, which takes place the week of April 26. More than forty musicians, under the direction of Professor Walter McCray, are rehearsing the scores of "The Messiah" and "Creation," in order to help the chorus of nearly 300 voices and the four soloists.

The two glee clubs of the College are planning several short trips to surrounding towns to give concerts. Job Negeim, a young Arab with a fine tenor voice, is soloist for the men's club.

Ben Cherrington of Denver, Y. M. C. A. secretary for the Rocky Mountain region, was a guest at the College for three days the first of February and spoke at a number of special gatherings, as well as before several classes and the general assembly. The theme of his series of lectures was, "What Is Involved in Being a Christian?" He was accompanied by Harold Colvin, state student secretary, from Topeka.

Mrs. Julia E. Cummins of Pittsburg is a new member of the Com-

merce faculty. She gives most of her time to teaching accounting. Growth in the department necessitated the employment of an additional instructor.

Miss Jane Carroll, supervisor of the training of primary teachers, and Miss Bertha Spencer of the school arts department are on a leave of absence while studying in Columbia University, New York.

The senior class will present the granite cornerstone that will be laid, with appropriate ceremonies, in the library now under construction. The program will take place some time in March.

Mrs. Edith Bideau Normelli, a former voice instructor at the college, gave a concert in Carney Hall on Friday, Feb. 19. Mrs. Normelli was first heard here in 1916, when she was soprano soloist during the Spring Music Festival.

Scholarship contests among the high schools will be an important feature of the College's Spring Festival this year, according to plans formulated by K. S. T. C. faculty members. These contests will be a novelty for the Festival program.

Pittsburg has acquired another stellar track performer in "Bill" Nicholson, formerly of Fairmount, who is enrolled here this semester. He will not be eligible until next year, however. Nicholson holds the state record in the two-mile.

A group of pupils of Miss Florence Kirby, Miss Rachel Hartley, Miss Marjory Jackson, Miss Rhetia Hesselberg, Miss Ruth Stamm, and Miss Miriam Welty were presented in recital on January 28 in Carney Hall, and another group on February 18.

Dean Hattie Moore Mitchell is in charge of Willard Hall, women's dormitory, until a successor to Mrs. Clara K. Peebles, deceased, is appointed.

Work on the new library has been delayed by wet and freezing weather, but it will be resumed vigorously as soon as spring arrives.

Three members of the men's debating team of K. S. T. C. of Pittsburg met three delegates of a debating team of the Agricultural College in Frontenac on January 17 in an open form debate for the benefit of high school students. The audience included representatives of about a score of high schools.

The men's glee club was well received in a concert given in the Pittsburg high school auditorium on February 10. The concert was given under the auspices of the Lions club for the benefit of a fund for a golf course.

A new and interesting book, "An Introduction to Education," has been written by Prof. W. D. Armentrout and Prof. G. W. Frazier, Colorado State Teachers College. Professor Armentrout was a member of the K. S. T. C. faculty from 1915 to 1920. His new book is in use in classes here.

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THE UNIVERSITY OF CHICAGO

