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Come to the Armory
Tonight and Help Beat
Winona. Game at 8:00.

THE COLLEGE CHRONICLE

Confetti an' everything
at the H. O. P. Dance
after the game.

VOLUME II

State Teachers College, St. Cloud, Minnesota, Friday, February 26, 1926.

NUMBER 11

IDEAL ATHLETIC FIELD PLANNED

PROJECT PROVIDES FACILITIES FOR ALL SPORTS

Seats, Fences, Track, Tennis and
Handball Courts to
be assured.

CALL SENT TO ALUMNI

Alumni and Students Asked to
Raise \$16,000 to Pay
Expenses.

The St. Cloud State Teachers College will soon have a well equipped and up to date athletic field if plans which have been made by members of the alumni association and President J. C. Brown fully materialize. In a letter to be sent to the alumni March 1, President Brown explains a project sponsored by members of the alumni and the faculty whereby enough money will be raised to complete the grading of the field, erect seats, build retaining walls, construct a running track, build a fence and provide for tennis and hand ball courts.

Although students at S. T. C. have not been informed of the plan President Brown states that the matter will be presented to them in the near future. The letter, which is printed in full below, gives a very clear general idea of the proposition.

To Alumni of St. Cloud Teachers College:

I am writing to you, the alumni of the St. Cloud Teachers College, to present a project in which you will be greatly interested.

Many colleges and universities have raised or are raising enormous sums to be expended in enlarging their athletic facilities. The University of Minnesota has completed and paid for a beautiful stadium. The funds were raised by subscription.

The project, which I wish to present to you is, in comparison, a very modest one.

The last legislature made an appropriation for the purchase of land for an athletic field for the St. Cloud Teachers College. The land purchased adjoins the Shoemaker Hall campus on the west and is admirably located for the college purposes. The amount appropriated by the legislature was not sufficient to purchase and grade the land. Most of the appropriation was needed to pay for the land and the balance was applied towards the grading. Before the field is in condition for athletic purposes much remains to be done.

A retaining wall must be placed around three sides of the field; a substantial iron fence must be built; provision must be made for a running track, for tennis and hand-ball courts, and for permanent seats. Estimates indicate that approximately \$16,000 will be needed to complete and equip the field. With this sum, the college could transform the present field into one that would adequately represent the institution and would afford facilities for football, baseball, track, hockey, soccer, and tennis. A skating rink for winter use would also be provided. The field

would be extensively used by the women of the college as well as by the men. Fortunately the field is so near the main campus that it can be used at all times of the day.

We expect to receive from the next legislature the funds necessary to build and equip an excellent gymnasium, the site of which has already been purchased. We do not wish to lessen our chances for getting the gymnasium by requesting funds from the legislature for the completion and equipment of the athletic field.

We are appealing to each of our alumni to make a small contribution to enable us to complete and equip the field at once. As alumni you know how greatly the college has been handicapped by lack of adequate facilities for athletics. You know how essential such facilities are in a modern college.

The St. Cloud Teachers College has not requested any financial pledges for a number of years and no other requests are contemplated. Some educational institutions expect their alumni to make frequent contributions.

We do not expect any alumnus to give a large amount but if each alumnus will loyally support this drive, the necessary funds will be raised with but little effort on the part of each one. A few alumni are planning to give thirty-five dollars. Some have indicated their intention to give twenty-five. Many will give from ten to twenty dollars and some will give five dollars. Any contribution however large or small will be greatly appreciated. We want you to have a part in this project and thus aid your Alma Mater.

Will you not sign the enclosed card at once and send it to President J. C. Brown or to Gertrude Campbell? Send a check now, if possible; if not, send at once a pledge to be paid in six months, nine months, or a year.

We are depending upon you. DO NOT DISAPPOINT US.

This drive has the enthusiastic support of the administration, the faculty, and the alumni. The following committee will be in charge of the collection and the expenditure of the funds.

Alvah Eastman, Resident Director of the Teachers College Board.

J. C. Brown, President of the College.

S. T. C. BASKET BALL TEAM '25-'26



Top row from left to right, Westgaard, Perry, Wing, Secrest, Salterman.
Bottom row from left to right, Lemke, Captain Schmid, Campbell, Coach Lynch.

BASKETBALL TEAM HAS GOOD SEASON

With the playing of the Winona game tonight, the St. Cloud Teachers College basketball team will complete one of the most successful seasons of the last few years.

Although shut out from the championship by being defeated at Rochester last Friday, the Teachers College team has shown a remarkable growth since the beginning of the season. With only two regulars from last year to act as a back ground with which to work Coach Lynch has trained a group of green men into a team which ranks high in the conference.

Every man on the squad has done good work and has tried his best to make for S. T. C. a winning team.

Those who stood out especially in the year are: Westgaard, Schmid, Salterman, Lemke, and Wing.

THOMAS DONLIN SPEAKS TO THALIAS

The Thalia Literary Society was very fortunate in getting Mr. Thomas Donlin, commander of the local American Legion, to speak to them at their regular meeting February 18. Mr. Donlin spoke of the social work and other activities the Legion engages in. "The public has," he said, "many false ideas concerning the Legion. For one thing, a large number of the political perplexities are blamed to the Legion, while in reality it is doing its best to keep out of politics altogether."

Some of the other activities Mr. Donlin spoke of as commanding the attention of the Legion are: Americanization, observation of Memorial Day, disabled veterans, war orphans, and finally, to instill into the hearts of everyone respect for the Legion motto—"For God and country."

The President of the Alumni Association.

Each subscription is to be acknowledged and the over-subscription, if any, is to be used to further extend, improve, equip, and beautify the field and extend athletic facilities.

Do not fail your Alma Mater. Make your pledge now. Make checks payable to State Teachers College.

J. C. Brown. (For the Committee).

MIKE HAGGERTY IS NEW EDITOR

Mike Haggerty has been chosen to succeed the present editor of the College Chronicle, Alfred Rea, for the spring semester.

Mr. Haggerty has done excellent work on the staff and promises to be one of the best editors the paper has had.

The present staff will be retained as it is except for some few minor adjustments.

GERTRUDE ELY TO SPEAK

This afternoon Miss Gertrude Ely, director of the National League of Women Voters, will speak in the social room under the auspices of the Young Voters League of the college. Mrs. George Friedrich, sixth district chairman of the League, will be hostess at an informal tea given in her honor.

Miss Ely, though one of the youngest promoters of the National League, has been very active since her return to the United States at the close of her canteen service with the First Division A. E. F. during the war. Since then she has been especially interested in efforts toward world peace.

Miss Ely attended Bryn Mawr college, class of 1899, and has been studying international affairs at Williams Institute of Politics for several years.

DANCE AFTER THE GAME.

An all college dance will be given by the H. O. P. Club this evening after the St. Cloud-Winona game. There will be Daubanton's five piece orchestra, confetti n' everything. Tickets twenty-five cents. Come, everybody, and celebrate the last game of the season.

FUTURE EVENTS

February 26 Miss Gertrude Ely speaks in social room—tea following Basketball—Winona—Armory

H. O. P. dance following game. February 27 Waverly presentation play, 4-6 in social room

Y. W. C. A. party in social room, 8-10:30.

March 5-6 Basketball tournament.

March 5—Faculty tea, Shoemaker Hall, 3:30-5:30.

SENIOR PARTY HELD SATURDAY, FEB. 20 PROVES BIG SUCCESS

Program and Dance Provide
Variety of Amusements
for Toppers

YELLOWS AWARDED CUP

One act play by "Shoe" Hall
girls and near-music
appreciated

At the Senior party given Saturday evening, February 20, teaching harassed students forgot the cares of lessons and engaged in hilarious merry-making which consisted of a program in the assembly and a dance in the gymnasium.

Upon arrival the guests were tagged red, yellow, blue and orange. Then at a given time these groups separated, each choosing a captain and making up a yell. These yells were given by the respective groups in contest form, the award to be a silver loving cup. The best yell was to be chosen by the greatest amount of applause accorded by the assemblage. The crowd went wild over the Reds, noisy over the Blues, enthusiastic over the Orange, and was polite to the yellow; so the Yellows received the award: a tin drinking-cup.

The next number was a splendid dance by the Dixzy Quartette, accompanied by the Senior Serenaders, which brought the house down. The encore was a solo dance by one of the D. Q.

Cecil Anderson, on his mouth organ took the Seniors back to their childhood years with "Turkey in the Straw," "Red Wing" and "Old Folks at Home". They wanted to keep him all evening but he calmed them down with "My Bam-Bam Bammy Shore".

The final number was a whizz. Shoemaker Hall gave a one-act play in which the characters so well depicted their parts that the audience hardly needed the dialogue to understand their sentiments.

After the play many went down to the gym and danced to music furnished by Daubanton's Orchestra.

Several special dance numbers were enthusiastically participated in. By far the most graceful and beautiful of these was a stag dance. The on-lookers were fairly thrilled by the fairy-like movements of the light-footed dancers. The "doe" dance which followed, although not so gracefully rendered, was an interesting performance. Al Westgaard and Ed McTaggart, who qualified for this dance by donning feminine attire put their real feminine rivals at a distinct disadvantage, and easily outdanced them in both speed and grace. A circle two-step (rather frivolous for seniors) demonstrated clearly the need for a larger gym.

How difficult it is to be temperate! Once the "teaching seniors" had doffed their professional dignity, it took a double rendition of "Home, Sweet Home" to remind them how sweet HOME is.

THE COLLEGE CHRONICLE

STATE TEACHERS COLLEGE Saint Cloud, Minnesota

Published bi-weekly by the faculty and students of the State Teachers College.



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VALE! VALE!

"He sheds no tears but his heart is weeping" was the statement made by the old Romans when one of their friends left home to go on a distant journey. It is with a like feeling that we relinquish the task of supervising the publishing of the *Chronicle* every two weeks. Whether we have carried out all of the desires of our friends we cannot say, but let it suffice that we at least have done our best. In parting we wish to present to you the new editor, Mike Haggerty, who we are sure will carry on our work to a much better end.

SHOULD MARKS FOLLOW THE CURVE?

From articles published in the "Coe College Cosmos" and the "Hamline Oracle" the writer has observed that there seems to be a general rebellion among college students against the present system of marking.

In most colleges of today students are marked on the theory that every class must necessarily follow the curve of probability. It may be true that heights and weights and tides may follow a given curve, but what reason is that for foreordaining seven per cent of every group of human beings to failure? The law of individual differences holds true even in a teacher's college but is it not possible that even the poorest student in a class is doing the work required on the course?

The same test was recently given to two separate classes in the College, one of which was much better than the other. As a result of this there were a great many more nearly perfect papers in one class than in the other. However, because of the curve, only the allotted number received "A's" in both classes. The class having the better students should have had more "A's" regardless of the curve.

If such practise as this continues, students will be prompted to desire to enter classes which are below par so that they can get better marks. If a bright student is put in a class of average people he will get better marks because of the contrast that is formed. If a class is composed of seventy-five per cent "A" students, why not give that seventy-five per cent "A's"?

SCHOOL SUPPORTS DRAMATIC CLUB

For a long time the need of and desire for a dramatic club have been felt among many of the students. There are organizations and clubs which take care of most of the other extra-curricular activities, but, until a very short time ago, dramatics seemed to be slighted. Through "Student Opinions" and in other ways the necessity of a dramatic club has become evident, and at last one has been organized that promises to be very successful.

Perhaps the training received in the dramatic club will enable some of us to appear before an audience with more ease and confidence in ourselves than we now possess. As prospective teachers, this fact ought to be of enough value to us to warrant our supporting the club. Dramatics develop originality and give the student a chance to exercise his initiative.

In view of these facts, the dramatic club is sure to have the whole-hearted support of the College.

Mr. Friedrich says: "She is only a farmer's daughter, but she knows her oats."

Spring is here! The kids are playin' "mibs" again.

TRUE OR FALSE

Here's the latest on the well-worn topic of discussion, bobbed-hair.

The long-tressed ladies have been consoling themselves for some time with the idea that bobbed-hair is losing its popularity, in other words, that the craze is on the wane. But now comes news from London which blasts this springing hope and proves the custom ever-increasing toward universality. In a certain locality in southern England, it is said that for more than two centuries a famous apparition has appeared to succeeding generations in the same family. This celebrated lady ghost was identified by her white robe and especially by her long flowing hair, so her "acquaintances" say. Now she has appeared again, this time with bobbed hair! It seems the lady in white must have stopped off at a barber shop before materializing.

Think of that! Even the ghosts.

FRIENDS AND FRIENDSHIP

"Friendship is a jewel whose lustre the strong acid of poverty and misfortune cannot dim. It is a jewel that shines brightest in the darkness." A friend is the first person who comes in when the whole world has gone out. In our school life, we meet friends and form the friendships which are the dearest and strongest in life.

It is said that friendship is the triple alliance of the great powers—love, sympathy, and help.

Help is the one of these powers which in school is so greatly abused. Because we know that our friends love us, we ask help from them when many times it would be of more benefit to us if we did our own work. We would be hurt and shocked if they refused us. Friendship is something precious and should be cherished. Let us not abuse it.

WHAT WE GET OUT OF SCHOOL

School and what we get out of it remind us of a story about a minister who visited a neighboring congregation and preached for them. After the services he was called upon by a local deacon who said, "Brother, we should like to offer you something for your services, but we are absolutely without funds."

The visiting minister assured him that he appreciated the situation. As the minister passed out he noticed a collection basket near the door and dropped a dollar into it. As he walked down the street with his little son he was overtaken by the deacon who said, "Brother, we found some good person had put a dollar in the collection basket and we are pleased to offer it to you."

The minister accepted with thanks and as he walked on, his little son said, "Papa, if you had put more into the basket, you would have got more out, wouldn't you?"

The better the preparation of our lessons, the more we will get out of our recitations. The more interest we show towards our work, the more interesting it will grow. The more practice our athletes have, the better the games will be played. The more support we give our teams, the harder the teams will play. The better the sportsmanship we display, the higher our reputation will rise. These applications of the point of the above story could be extended almost indefinitely, but "nuf said."

THE JOY OF TEACHING

If an Agassiz finds pleasure in digging among fossils in order that he may interpret the great story of prehistoric life; if a John Thoreau by Waldenpond is delighted with his studies of bugs and beetles; if a John Burroughs on his little patch of ground in the valley of the Mohawk glories in his life among the birds and bees; if a Luther Burbank is enraptured with his work of transforming worthless desert cactus into an edible fruit, or in producing sweeter rose or fairer lily; if these and other workers, whose names are legion, revel in the love of their work—then by what term shall we designate the joy that should be the teacher's who works not with mere fossils, nor with bugs or beetles, nor with birds, bees, or flowers, but with the child who is at once the most complex, the most beautiful, the most wonderful of all God's creation. Yes, it's a wonderful thing to be a teacher; it's a great thing to teach school.—Frank W. Simmons, in *Educational Review*.

Lois D. wants to know just what was the matter with "Vande" when he stated that he had observed a "blue snow" in Minnesota.

Words From The Wise

- U. This is a very small word in every day use, but in the sense I am about to use it it is very large. U are the one.
- U who stay away from all school activities.
- U who would rather go to the Miner or the Grand when Ruth Draper, the greatest dramatic reader in the world, is at the Sherman.
- U who think school is merely a place of drudgery.
- U who come to school just for a good time.
- U who spend father's money without thought of how hard he worked for it.
- U who never give a thought but to yourself.
- U who give no thought but of the present.
- U who attempt just "to get by."
- U who let other people do the work.
- U who think you are fooling the professors but in reality are fooling yourself.
- U who are too busy to engage in outside activities.
- U who sit in assembly and talk, not thinking that your neighbor may wish to enjoy the exercises.

It appears that U cannot see that all these things are going to be of use to U in later life.

I hope that from this time on U will change and attempt to get into the real life of the school.

Although the tenure of the above is strictly bass, we have an idea that it contains a certain amount of logic.

Cecil Anderson claims there is no balm (or logic) in music, and from the noises he makes in the locker room sometimes we think he's right.

Auggie and he have entered business. They are selling regrets and acceptance cards for the "T's". (How about a cigar for this ad, boys?)

At any rate they haven't anything on Slitz. He bought two for a nickel and sold one of them for a jitney right away. As Henry Ford says, "They sure do make good business men."



EXCHANGES

Time after time the *Chronicle* obtains news of some alumna of S. T. C. who has gained for herself a position of note in the field of education. The following article clipped from "The Eastern", Eastern State Teachers College, Madison, South Dakota, tells of the work of a former S. T. C. girl, Miss Mary Jean Pfrimmer:

The practice teaching facilities of Eastern State Teachers College, which up to this year consisted of the Washington school, where student teachers learn to teach in graded schools, and the Eastern High School, where training is given in high school and consolidated school teaching, have recently been augmented by the taking over of District School No. 11, situated about six miles southeast of Madison, for the training of rural teachers.

This school, in which there are twenty pupils, has only the equipment of the average rural school, which includes a victrola, ordinary school furniture, maps and charts

etc. There is a basement, also, large enough for the children to play in on bad days and for hot lunches to be served in during the winter months. All eight grades are represented in the school, and the situation is that of an average rural school.

The plan in use in connection with this rural demonstration school is somewhat different from that ordinarily used by normal schools and teachers colleges. An expert teacher and supervisor of rural teaching, Miss Mary Jean Pfrimmer, who last year acted as supervisor in the consolidated department on the campus, is in charge of the school. She has a room in a home near it, and lives in the community throughout the school year, thereby coming into contact with the people of the district and their problems in a way which makes her able to do more intelligent work.

THE MEMORIAL PIPE ORGAN AT WINONA

The Alumni Society of the Winona State Teachers College, sponsoring during two years the enterprise whereby a fine Memorial Pipe Organ has been installed, recently announced the final completion of the instrument, and secured an outstanding American organist, Mr. Palmer Christian of the University of Michigan, to give the dedicatory program in two recitals on Monday, February 1, afternoon and evening.

The organ was first used in the Commencement week program in June, 1925, and was finally completed and accepted in early January, 1926. In the near future the organ will be formally presented by the Alumni Society to the State of Minnesota through the governor and will then be permanently held and cared for under the trusteeship of the State Teachers College Board.—Journal of M. E. A.

FUTURE STUDENT MAY DISCARD PEN AND PUNCH KEYS

Punch a key and answer a question!

This may constitute the examinations of the future at Minnesota if a machine being perfected by a psychology professor of the University of Ohio proves satisfactory.

Picture, if you can, students entering their respective class rooms and taking their places before machines that resemble typewriters. On the copy of the questions handed them are four possible answers. The student inserts the list of questions into the machine as he would in a typewriter. Selecting what he thinks to be the correct answer the student presses a key which has the number corresponding to that of the question.

If the answer is right, a meter attached to the keys register it. The roller then automatically turns the paper up to the next question. However, if the key pressed is the wrong one, the meter does not register. In a space of ten minutes one may answer a list of questions and learn if he has passed or flunked.—Minnesota Daily.

Whipping a pupil by a teacher in the Howard Lake schools for wilful disobedience and misconduct brought a speedy jury acquittal of the teacher in district court recently. The parents sued the teacher for damages of \$1,800, claiming severe injuries had been caused. A music baton weighing about an ounce was used in the process.—Journal of M. E. A.

LYNCHMEN DEFEAT STRONG WINONA QUINT

TEACHERS COLLEGE WINS TIGHT
GAME FROM DOWNSSTATE
CAGEMEN 23-19

In a closely contested battle at Winona February twelfth the St. Cloud Teachers College cagers came through with a 23-19 win over the downstate basketmen.

The game was featured by St. Cloud's superior defensive work and its scoring from the free throw line. But even with all points in the Red and Black's favor it took determination to keep the fighting Purple and White away from the basket. In fact, six minutes before the whistle blew the down-state team was leading 17-16. But so small a lead was no obstacle for the St. Cloud men and with but a few minutes left the St. Cloud team sank enough baskets to put the game on ice.

Westgaard stood high in the scoring list with three field goals and a pair of free throws. Schmid and Salterman also worked well, scoring six and five points respectively.

For the losers, Tatt showed the keenest basket eye as well as the most aggressiveness by working his way through the tight St. Cloud defense for three field goals. St. Cloud's fine work at the free throw line seemed completely to demoralize the Winona combination.

ALL-STAR GIRLS WIN TWO CLOSELY FOUGHT BASKET BALL GAMES

Coach "Red" Lynch is staging a series of girls' basket ball games every Tuesday the fourth period in the west gymnasium. In the two games played February ninth and sixteenth the All-Stars, some of the best players taken from Mr. Lynch's classes, and the Rangers, experienced players from the Range, engaged in exciting combats. The All-Stars were victors in both affrays.

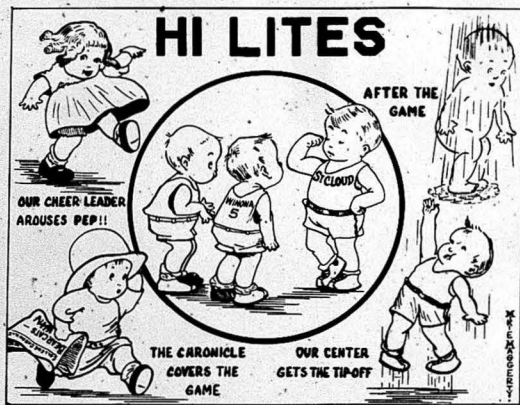
The game on February sixteenth was nip and tuck from start to finish. Good playing by all members of both teams featured the game. At the end of the first half the All-Stars were only one point ahead of the Rangers. During the third quarter the Rangers out-played the All-Stars and the quarter ended in their favor. However, in the last quarter the work of the All-Star guards tightened and the Rangers had few chances at the basket. Nine points were made by the All-Stars in the last five minutes' play. The score was 23-14 in favor of the All-Stars.

A black and blue nose, a swollen eye (black), and many painful bruises are the casualties reported by the girls. The teams were given moral (and auditory) support from the sidelines. The Rangers had the better of the All-Stars in this feature of the game for most of the students from the Range attended in a body and exhibited their characteristic pep and enthusiasm.

Those playing on the teams were as follows:

Rangers—Martha Dunculovic, Elvira Alexson, Anne Gersick, Lillian Gimse, Rose Stefano, and Ellen Wood. All-Stars—Addie Caswell, Nancy Jaycox, Leona Kaun, Dorothea Woodrow, Evaline Miller, Laurene Scales, and Clara Fish.

Viola Helman, a former student, spent the week-end in St. Cloud as a guest of Phoebe Kildahl.



RUINS CHANCE FOR TITLE

For the third consecutive time a Rochester team has kept the Red and Black from a championship by pulling the game from the fire in the last few minutes of play.

Leading all thru the game, and nicely outplaying their opponents the St. Cloud quint put across a great brand of ball. But the breaks were with Rochester. Seven minutes before the final whistle Capt. Schmid went out on four personals. For a short time the defense was broken and before the Red and Black could recover a Rochester rally was on. St. Cloud fought doggedly but it was impossible to put their opponents down and the whistle found Rochester on the long end of a 33-26 score.

Westgaard, Schmid, and Wing played stellar ball on both offense and defense while Salterman at back guard and Lembke at forward worked better in their individual background. Westgaard stood high man with a total of ten points.

For the winners Nickolson topped the scoring list with six field goals and a pair of free throws, making a total of fourteen points.

Edith MacIntosh, one of the graduates of the college who is teaching in the grade schools of Seattle, Washington, visited the college last week.

Merl M. Price, '21, is teaching in the public schools at Grand Marais, Minnesota, this year.

Conference Attended

The delegation from the State Teachers College that attended the Augsburg Conference February 5, 6, and 7 report that the meeting was a decided success. The delegation was composed of Birthe Rykken, Althea Richardson, Leta Wolhart, Edna Halliday, Selma Jackman, Suri Pekkala, Opal Kaslow, Flossie Rinehart, and Miss Eva Foss who chaperoned the girls.

The convention opened Friday evening, February 5, with a general assembly of delegates and speakers. Saturday there were meetings at which missionaries from all over the world spoke emphasizing the need of young Christian workers in the mission field today.

JUNIORS HOLD MEETING

Wednesday, February 17, a Junior class meeting was held with the purpose of making plans for financing the Junior-Senior Dance. It was decided that each Junior will be assessed fifty cents for this purpose, and also that a party or some other form of entertainment will be given with in the near future to keep up, as one student said "that Junior class spirit."

JANITOR TRACKED BY CUB REPORTER

MR. ILSTRUP, HEAD JANITOR
EXPLAINS HOW BUILDINGS
ARE CLEANED

Lots of soap, boxes full of paper towels, shiny dustless floors, and neatly arranged desks greet the eyes of S. T. C. students each morning. Plenty of heat and warm fresh air and fresh cold air makes everyone feel fine. What group of brownies does this work while all the rest of us are asleep? Surely not the shoe-making brownies? Are they the Gold-Dust Twins or maybe the Dutch-Cleaner lady?

One night the reporter stayed at school late to see who these workers might be. Just as dusk fell, down the corridor came five shadows. Soon they drew near. The reporter held his breath; at last they stood directly in front of him. They were not black or even Dutch but just American. They were dressed in blue and carried pails, brushes, and mops. They were the janitors.

From that time on the reporter dogged their steps in order to interview them. At last he was able to corner a couple in their room. "May I interview you?" he asked, hesitantly. Since they did not answer in the negative, the question, "Who is the chief janitor?" followed immediately. Both looked rather embarrassed, and then the junior janitor nodded toward Mr. Ilstrup. Mr. Ilstrup admitted the charge.

"Yes," he said, "I have been here twenty-eight years". In answer to other questions he continued, "When I first came here the floors were oiled every month, but now there are some that we haven't oiled for years. However, they are dusted daily and varnished often. There are four janitors, not counting myself, one in the library building, one at Riverview, and two in this main building."

Do you know that two and one half barrels of liquid soap besides two boxes of Ivory soap and bushels of cleansing compound are used annually? Do not become alarmed! Most of this is used for scrubbing purposes. Fifty cartons of paper towels are used each year. The water supplying the drinking fountains comes from a well behind Lawrence Hall.

Now the janitors are not the only helpful brownies around S. T. C. There are three firemen who keep the building warm and have charge of the ventilation. Go down a long corridor, down a flight of stairs, and there you will find their abode—a large furnace room with heaps and heaps of coal, a room filled with pumps and air-compressors, and another room where the air used in ventilating is handled.

While waiting for Mr. Hollander, the chief engineer, the reporter found out that seven to ten tons of coal are used each day during the winter months. Thirteen hundred tons are used each year.

Mr. Hollander very willingly explained the ventilating system. First, he led the reporter into a very dark and chilly room. On one side the windows are open, allowing air to come in. In the center of the room there are two fans, each eight feet high.

Between the fans and the windows there is a partition of many pipes, one and one-half inches in diameter, arranged so that they are about one inch apart. When the air is to be warmed steam is shot into these pipes, and then as the air passes between them, the temperature is raised. The two fans drive the air into a tunnel from which it passes to all parts of the school.

In each room there is a register opened and closed by a damper which is regulated by a thermostat. There is a thermostat under the thermometer in each room. When the mercury reaches the seventy mark the thermostat opens a valve which regulates the dampers so that the warm air is shut off and cold air is allowed to come in. When the mercury drops, by means of the thermostat, the situation is reversed.

In the hall somewhere along the wall (the reporter may not tell where) there is a hole in which there is a thermometer which registers the temperature of the warm air passing thru the tunnel.

NEWS FROM ALUMNI

Dorothy Scott '22, supervisor of music at Sauk Center, visited Miss Root and Miss Minich on February the fourteenth.

Laura Campbell, Sadie Savage, Esther Johnston, and Rose Gaynor, former students and graduates of the college, are all teaching at Waite Park.

Word has been received by a member of the faculty that Mildred Sauffer, a graduate of about four years ago who teaches at Onamia, contemplates attending art school next year.

Hilda Larson, a former student of this institution, is teaching the intermediate grades at Zimmerman this year.

Mrs. Muriel Barnard Lenord '20, is living at Eureka, Kansas, and is the mother of two children, a boy and a girl.

Ebba Schebloom, who graduated from this school several years ago, received her B. A. degree from Asbury College last June and is now teaching history in the junior and senior high school of Twin Valley.

Stella Haack '23 is teaching the intermediate and upper grades at Elimdale, Minnesota.

Ollie A. Knuti '21 received her B. A. degree in industrial education from the University of Minnesota last December. She is now teaching at South Bend, Indiana.

Gordon Boos, a graduate of 1923, is teaching mechanical drawing and shop work in the junior high school at Proctor, Minnesota.

Helene Paarman, a student here a number of years ago, is supervisor of study and fine industrial arts in one of the St. Paul schools.

George Freeburg, a graduate of 1920, completed a course in architecture at the University of Minnesota last June. Because of the high honors he attained at the institution, Mr. Freeburg will tour the South and East during the summer months as a representative of an architectural fraternity.

Marjory Redman, one of our alumni, is teaching English in one of St. Paul's junior high schools.

William Mos, who graduated shortly before the war, taught, went to war, and came back to be a county superintendent in Montana. After teaching, he took up journalism, but is now "boosting" real estate in Florida.

Ida Orrin and Marie Dingman, former S. T. C. girls, are teaching at Chisholm, Minnesota.

IDEAL LESSON PLAN IS SUBMITTED BY MR. P. C. MCCHESNEY

Like an efficient contractor, farmer, or business man, every good teacher plans his work carefully. The outgrowth of school activities is vital to the life of the community. School cannot be operated by the laws of chance. The consistently good teacher plans his work very carefully.

Through intelligence tests, diagnostic tests and careful observation he measures the assets and needs of the children in his school. Next he sets out to teach that which the child does not know. Then he tests for achievement, and associates what has been taught with what the child already knew, making it a live experience to him, real and possible. It is, constructive work-teaching. He is building and may well expect to see definite results in the growth of his pupil.

Alert cadet teachers gain wonderfully as they go from one six weeks experience to another. It is very interesting to note how readily some cadets adjust themselves to new circumstances.

Usually we find a number of student teachers who are not just sure as to what a good lesson plan is. I am glad to submit an acceptable

LESSON PLAN ON TOPIC "HOW DID THE WORLD WAR CHANGE GERMANY?"

Topic: Germany

References, McMurtry and Parkins, P P 325-330; Allen, P P 175-177; Carpenter, P P 223 and last paragraph; Packard and Sinnott, P P 321; Atwood, P P 190.

Teacher's Aim

To work with the children in solving the problem: "How did the World War change Germany?"

Child's Aim

To find all available material which will solve this problem. To bring illustrations to class.

Introduction

- I. What were the important industries of Germany before the war?
- II. List the reasons why Germany started war.
- III. What country was defeated in the war?
- IV. Name some things which she could give up.
- V. How would these losses affect Germany?
- VI. What class of people in Germany was responsible for the war? What might possibly happen to their power?
- VII. What problem are we going to discuss in connection with Germany?

Presentation

Subject Matter

I. Geographical changes

A. Territory lost

1. Part of eastern Germany to Poland.
2. Part of southern Germany to Czecho-Slovakia.
3. Alsace Lorraine to France
4. Part of northern peninsula to Denmark.
5. Saare-Basin to France for fifteen years.
6. Lost all of her colonies.

B. Size

1. Area
 - A. 1914-210,000 Sq. Miles.
 - B. 1919-182,000 Sq. Miles.
 - C. She lost about 1/10 of her area.
2. Population
 - A. 1914-67,812,000.
 - B. 1919-50,858,224.
 - C. Lost about 1/6 of her people.

C. Control of rivers and canals.

1. Following rivers are internationalized.
 - A. Rhine.
 - B. Elbe.
 - C. Oder.
 - D. Danube.
2. Kiel canal has also been internationalized.

D. Seaports

1. Danzig.
 - A. Made a free port.
 - B. To be used by Poland.

E. Coast line

1. Coast line shorter.
2. Part given to Poland.

working plan on the subject of Germany. It was designed by Alvin Westgaard, a cadet now in the City Schools. It applies to a seventh grade class and will require about a week for full development.

Read the AIM. Observe the motivating questions. Notice the systematic arrangement of materials. Scan through the clearcut outline on the left side of the plan. On the right side are the questions which evidence careful thinking. The answers to these questions are clear, definite and form a perfect outline. It is a demonstration which many can afford to follow.

In the outline, read the headlines A, B, C, etc., and Roman numerals I, II, III, etc. They are consistent. If this plan is well presented to children, they will fairly "Eat it up". They cannot get lost, and will have something worth while when they finish.

Study the Summary. It is positive, brief and complete. Notice the "References and Assignments".

One suggestion I would offer is that the problem could be restated briefly at the beginning of the Summary.

It is an acceptable plan, well written, showing preparation, thought and organization. I recommend it for consideration to those who find plan writing difficult.

P. C. MCCHESNEY.

LESSON PLAN ON TOPIC "HOW DID THE WORLD WAR CHANGE GERMANY?"

Procedure

I. What territory did Germany lose?

1. To what countries did she lose this territory?

B. Compare the area and population of Germany in 1919 with that of 1914.

1. To what countries did she lose this territory?

C. What changes have taken place in the control of Germany's principal rivers and canals?

1. To what countries did she lose this territory?

D. What important seaports did she lose?

1. To what countries did she lose this territory?

E. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

F. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

G. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

H. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

I. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

J. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

K. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

L. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

M. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

N. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

O. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

P. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

Q. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

R. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

S. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

T. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

U. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

V. What effect did the war have on the coast line of Germany?

1. To what countries did she lose this territory?

II. Changes in the schools.

A. Subject Matter.

1. Science.
2. Forestry.
3. Industry.
4. Business.

B. No longer teach military training and superiority of German people.

III. Changes in the industries

A. Mining

1. Coal.
 - a. Production decreased 1/3.
 - b. Best mines lost to France.
2. Iron
 - a. Production decreased 3/4.
 - b. Lost mines to France.
3. Other minerals.
 - a. Zinc.
 - b. Copper.
 - c. Potash.

Lost to Poland and Czecho-Slovakia.

B. Manufacturing

1. Steel.
 - a. Decreased because of lack of raw material.
 - b. Germany must import ore now.
2. Textiles
 - a. Decreased
 1. Lack of fuel.
 2. Lack of money with which to buy raw materials.

C. Agriculture.

1. Production has decreased.
 - a. Farms neglected.
 - b. Some farms were ruined.
 - c. Soil became poor because of lack of fertilizer.

D. Lumber.

1. Forests neglected during the war.
2. Some ruined by warfare.

E. Commerce.

1. Decreased.
 - a. Lost her navy.
 - b. Less exports.
 - c. Stetten and Hamburg made free ports.
2. Comparison.
 - a. 1914—
 1. Exports 2,478,000,000.
 2. Imports, 2,674,000,000.
 - b. 1919—
 1. Imports, 1,448,000,000.
 2. Exports, 1,448,000,000.
 - c. Commerce decreased about 50%.

IV. Government.

A. Before the war.

1. Monarchy.
 - a. Kaiser was the ruler.
 - b. People had no power.
2. Present form.
 1. Republic.
 - a. President,
 1. Elected by congress.
 2. Term—seven years.
 - b. Congress
 1. Senate.
 2. House of Representatives.
 - c. People now have a voice in the government.

Summary:

I. Geographical changes.

- A. Territory lost.
 1. Colonies.
 2. Alsace Lorraine.
 3. Saare-Basin for 5 years.
 4. Part of north to Denmark.
 5. Part of east to Poland.
 6. Part of south to Czecho-Slovakia.
- B. Coast line shortened.
- C. Area and population decreased.
- D. Rivers and Kiel canal are internationalized.
- E. Danzig, Bremen, and Hamburg, made free cities.

II. Industries.

- A. Reasons for decrease:
 1. Loss of iron and coal mines.
 2. Reduction in lumber supply.
 3. Lack of money to buy raw materials.
 - b. Loss of navy.

III. Government.

- A. Changed from a monarch, to a republic.
 1. President in place of Kaiser.
 2. People of Germany now have a voice in the Government.

II. What effect did the war have on the schools?

III. What effect did the war have on the industries of Germany?

2. Why did she have to give the mines of Alsace Lorraine to France?

B. How did the loss of her mines effect her manufacturing?

D. Why has the production of lumber in Germany decreased?

E. What effect did all of these losses have on her commerce?

2. Compare the value of Germany's commerce in 1919 with that of 1914.

IV. Compare the present form of Government of Germany with that before the war.

I. Name the geographical changes in Germany as a result of the World War.

II. Why have the industries of Germany decreased since the war?

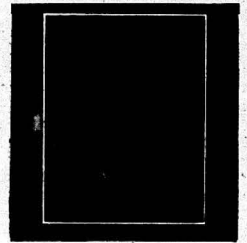
III. What changes took place in the Government of Germany?

Assignment.

- I. List all of Germany's losses in world war.
- II. How will Germany be able to carry on her manufacturing in the future?
- III. What can she do to increase her agricultural production?
- IV. From what nearby neighbors might she be able to import coal and iron?
- V. What advantages and disadvantages has Germany for ever becoming a leading world power again.

References: McMurtry & Parkins
P P 328-330
Carpenter
P P 235-242

LAWRENCE C. MENDENHALL IS ADVISER AND COACH TO NEW DRAMATIC CLUB



A dramatic club which promises to be one of the most active organizations in the college has at last been formed at the State Teachers College as a result of the efforts of Miss Helen Hill and President J. C. Brown who have secured Lawrence C. Mendenhall, instructor of public speaking at the Technical High School, as adviser and coach.

Mr. Mendenhall is widely known for his excellence as a dramatic coach and for his dramatic versatility. While at the Technical High School he has coached and directed the production of "Wurtzel Flummery", "Duley", and "Alice Sit by the Fire". Besides these plays he coached "Merton of the Movies" which was put on by the De Molay last fall.

Mr. Mendenhall is not only an excellent coach but he is also an accomplished actor as he proved when he played leading parts in two plays given by the College Women's Club, "Rolls and Salt" and "The Florist Shop".

The club has about one hundred twenty applications for membership and more are being turned in daily. Tryouts were held February twenty-third and twenty-fifth and will be held today. It is expected that forty-five persons will be chosen to make up the club. With such a large turnout for membership it is not hard to see that the students are backing the organization wholeheartedly and expect to see it do something interesting and valuable.

The clubs first undertaking will be the presentation of a one-act play. Two of these will be by the famous Lady Gregory, probably ones that have never before been produced.

Reports have it that Gayus Young of Long Prairie, who attended S. T. C. last year, has at present a position on the New York police force.

Bee Phillips, who went to S. T. C. a few years ago, writes from Chisholm, Minnesota, that she is teaching eighth grade mathematics there.