

BETTER PUBLIC CONTACTS

To this end may we suggest the following:

1. Definite and persistent departmental effort to make contacts with prospective employers and to place graduates with them.
2. Contacts with high school teachers. It would be to the advantage of the University if the staff of each College department would become as thoroughly acquainted as possible with high school teachers in the same field. This might be done through personal correspondence, attendance at the meetings of and membership in the Kansas State Teachers Association, and through conferences held at the University.
3. A number of College departments could do a very fine thing, not only in establishing better contacts with high school teachers and students, but in giving educational leadership to the high schools in the field of their subject matter, by conducting short conferences at the University, to which high school teachers and interested students could be invited. Such a conference was tried by the Chemistry Department on April 30. To this were invited the high school chemistry teachers and from one to four of their outstanding students. It was felt that an attendance of a hundred would have been very gratifying, but to our surprise, well over 200 people came in from all over the state, and they seemed to enjoy the day thoroughly. We are sure that similar conferences would be very worthwhile.
4. As long as we have a radio station, it is our feeling that many more of the College departments could make a very fine use of it. So far it has been used much more by the departments in Division I, namely, the languages and literatures, than by the others. We are very sure that intensely interesting and at the same time instructive programs could be given over the radio by the departments in the social science and physical science divisions.

TEN THOUSAND HOURS

"Never, I suppose, since Cain and Abel went to school at their mother's knee--or across it--have so many people had so much to say on the subject of education...We are possessed with a passion for educational reconstruction--for ripping up

pavement which has just been laid, for wrecking, nailing, riveting, planning new schemes and courses to replace others which have not had time to prove their worth. Naturally, this agitation is disturbing to an honest teacher who knows how to do his work and only wishes to get at it...

"Now I make no claim to knowledge of what is generally understood today by Education. Much that I have overheard in discussions of the subject seemed obvious or not helpful to me in the practice of my craft...I have entered upon each of the ten thousand or so hours I have taught with the bright hope that...I should in this hour reach my high to date in breaking down the barriers between the student and the abounding store of humanism with which English literature is charged...Such experience in its modest way comes near to being creative...For the teacher is, or should be, the artist, whatever subject he teaches, however 'factual' it may be. His material is an immature human being, plastic, with possibilities of being wrought into something more human, most human...

"Our first constant is the student. A group of young men appears before me for the first time to be instructed. I look them over--with more inward concern and excitement than they could ever suspect...I must conceive these students as living souls, among whom I can explore for that which is exceptional in its own way, for that which unawares is waiting for reinforcement and training...that I may try to fashion out of it a work of the teacher's art--a sensitive, useful, reliable, enlightened agent of humanism to the generation in which he is to live..."--Professor Charles G. Osgood, Princeton.

AU REVOIR!

And again all of us in the College Office thank all of you for all your **help** and for the privilege of working with you through another school year. May your summer vacation be the best ever!