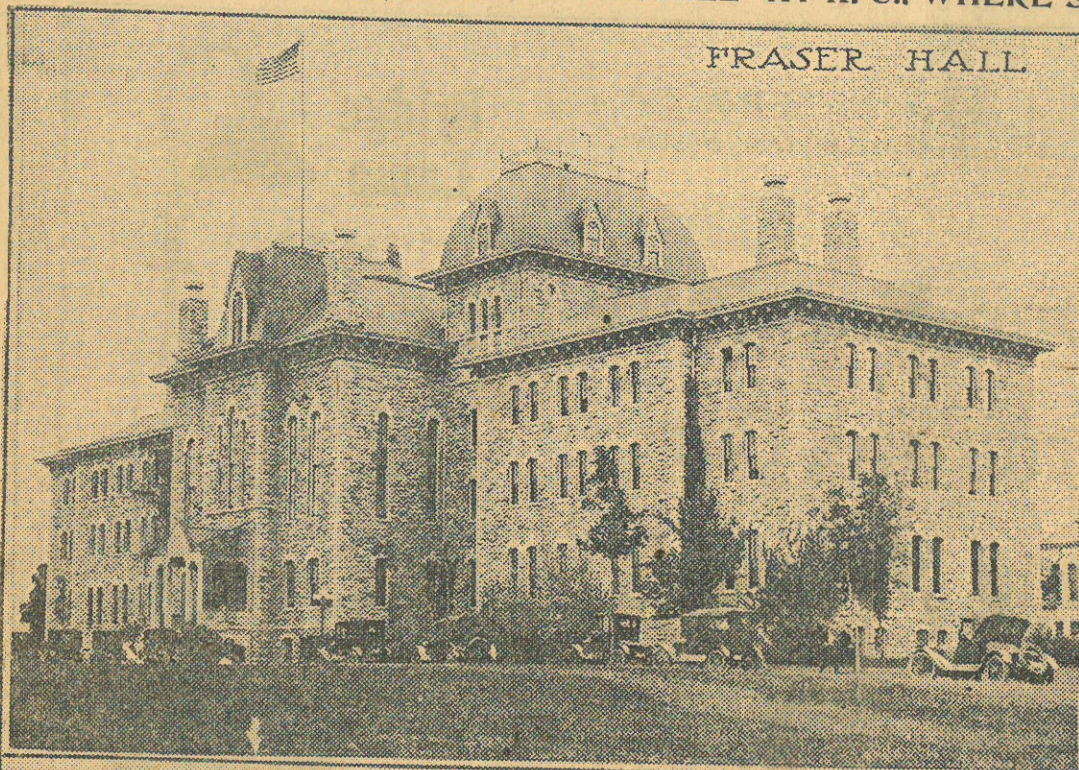
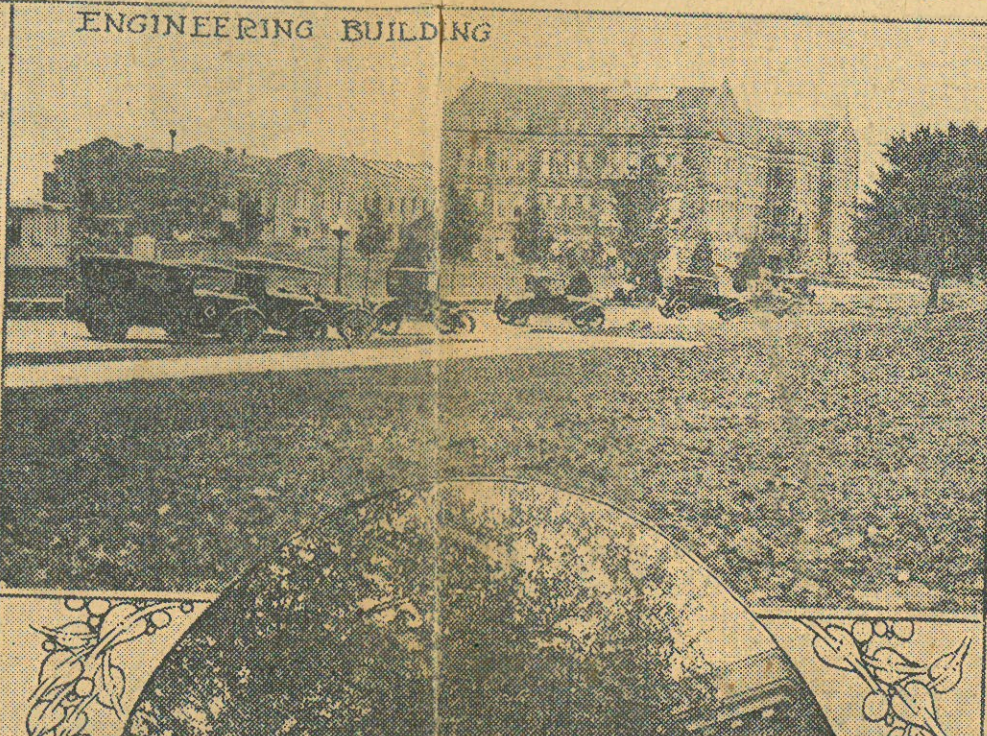


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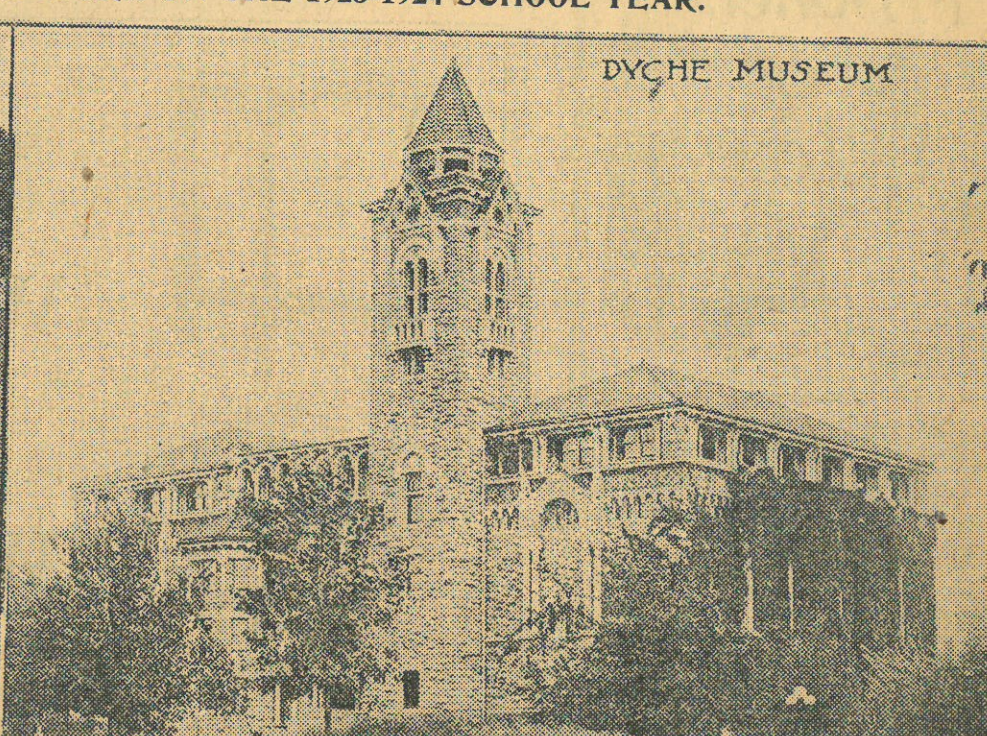
SCENES "ON THE HILL" AT K. U., WHERE STUDENTS OF THE UNIVERSITY OF KANSAS HAVE STARTED WORK ON THE 1923-1924 SCHOOL YEAR.



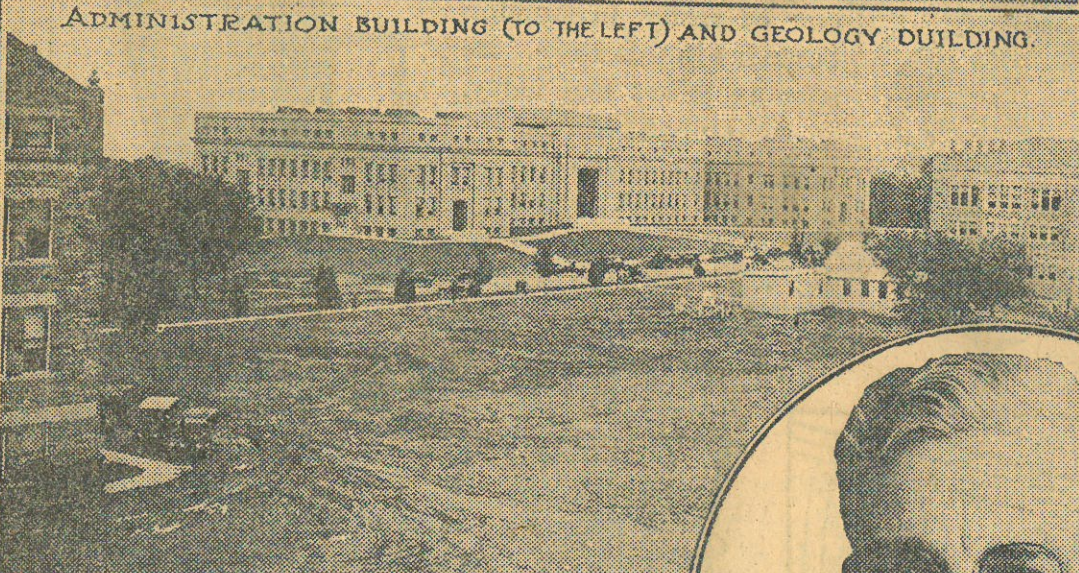
FRASER HALL



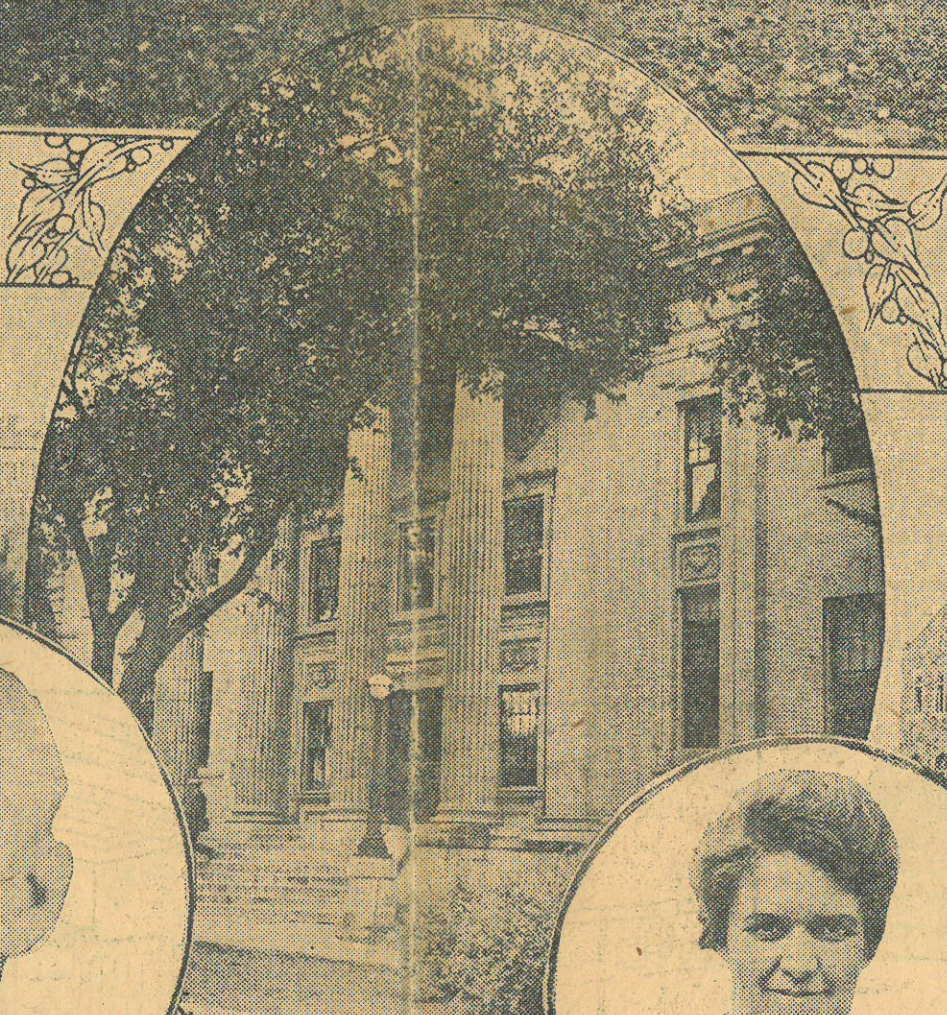
ENGINEERING BUILDING



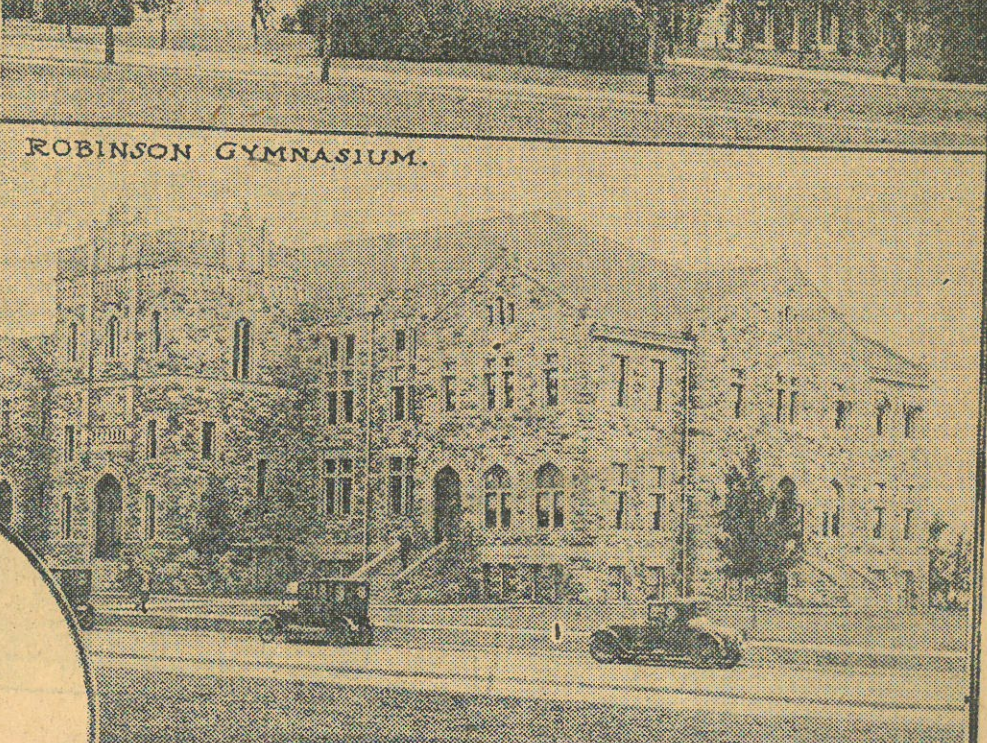
DYCHE MUSEUM



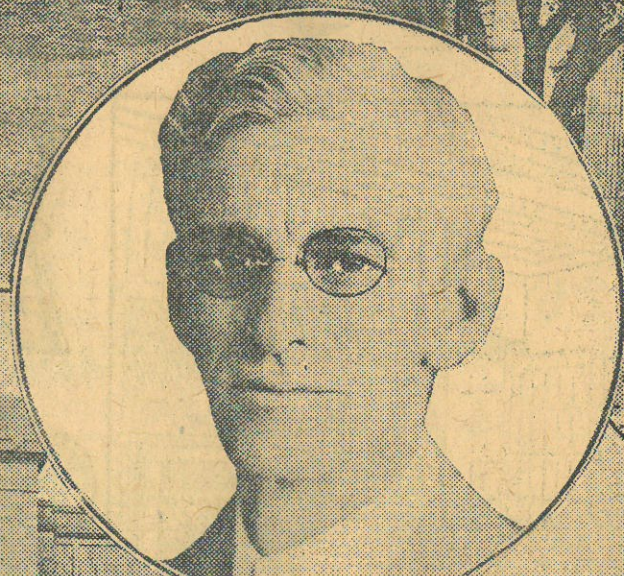
ADMINISTRATION BUILDING (TO THE LEFT) AND GEOLOGY BUILDING.



GREEN HALL



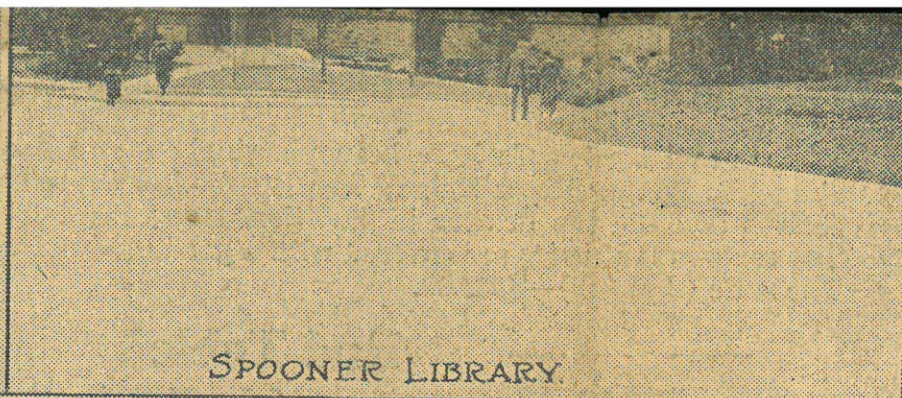
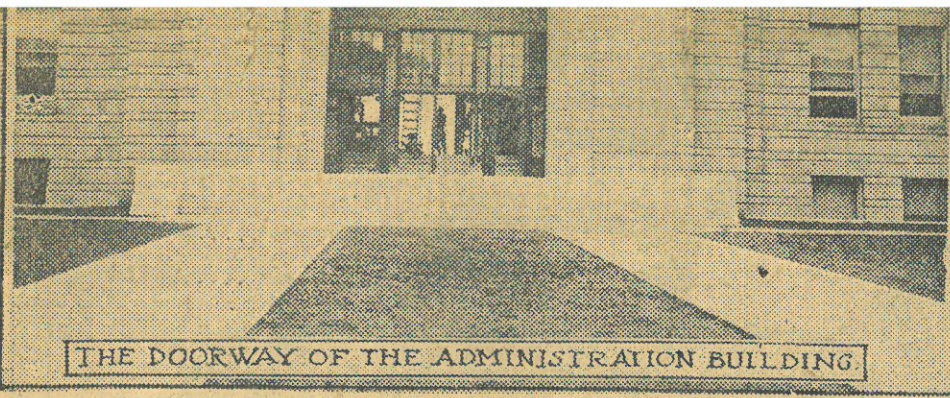
ROBINSON GYMNASIUM.



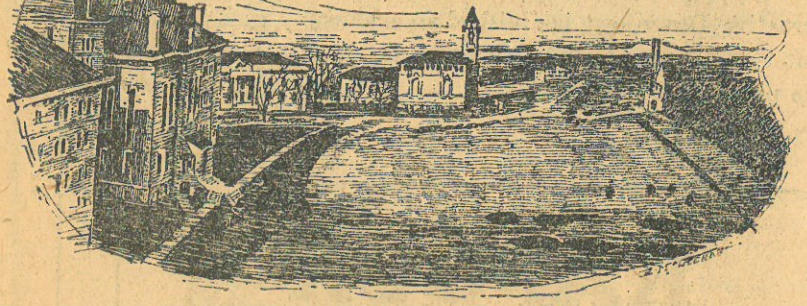
CHANCELLOR
E.H. LINDLEY.
KISS & GINER, PHOTO.



AGNES HUSBAND,
DEAN OF WOMEN
AT K. U.



An Old Grad Finds a Changed K.U. on Mount Oread



Last week was the week of weeks at K. U.

The students were enrolling and readying themselves for the school year.

The placid, pretty town of Lawrence was a riot of color and activity. Here were motor loads of fraternity boys and sorority girls and "rushees"—the latter listening dazedly to the "absolute, on the level" reason why there was no "frat" on the "Hill" like good old "Eta Beta Zeta."

From the stadium could be heard the shout of men's voices and the thud of cleated shoes on pigskins and one could catch glimpses of red-sweated athletes running through formations by which they hope to "take Missouri to it" on Thanksgiving day, November 29, 1923.

Out on the bridge just past the diving board at Potter's Lake a boy and girl sat, talking volubly at times and not so volubly at others, but perfectly contented with the day and the sunlight and each other. "Just a date."

K. U.'s 1923-1924 school year had started. What "old grad," who could revisit the university at such a time after having been away five or ten years, wouldn't be willing to cut a dozen years out of his life to be back there again?

into the building fund, but allowed a satisfactory sum for needed increases in teachers' salaries, etc. It is no wonder the school is stepping along.

An old grad, whose business has not let him get back to K. U. as often as he would have liked, decided to look the school over last week. He wanted to see if he could go up the hill in as easy a fashion as in the days of old, or whether Old Man Lack of Wind would complain. He wanted to meet Chancellor Lindley, his student days having been in the time when Frank Strong sat in the administrative offices in Fraser hall.

The awesome door on the right hand side of the main entrance to Fraser hall opened—awesome at least in the days when the old grad was a student, and a visit to the chancellor's office meant that his actions of the last few days had been found out, darn it!

How times have changed! Chancellor Lindley was the least awesome person to meet. Tall, gray-haired, good looking, he appeared every inch the university president. He knew the old grad was an old grad. He spoke of it at once. If he knew anything else of the old grad's K. U. history he was kind enough to forebear mention of it. A tactful man, the chancellor.

Teachers Help Choose Careers.

"Do the college courses differ much now from what they were in the old days?" the chancellor was asked. "Do these boys and girls out on the hill study many things that are different from those we studied?"

"There is a wider spread of subjects now," Mr. Lindley answered. "Back in the old days colleges appealed mainly to what were called the 'verbal-minded,' people who intended to be lawyers, doctors, school teachers, etc. Men who thought in terms of action did not receive quite as much benefit. All that has been changed now. School authorities have recognized it is as easy to think in terms of machinery as in terms of law and we are trying to take care of disciples of very trade."

"Have you any tests by which you ascertain what type of work the student is best suited for in after life?"

"We do that mainly by talking to him. As soon as he enrolls in the university he has a faculty adviser who tries to be a sort of a 'big brother' and lift the boy over any humps that may be in the road. There are men advisers for men, of course, and women advisers for women."

"Just what is their function?"

and happy as possible. If a student is not doing well in his studies, the adviser is notified and tries to check up in a friendly way and find out the source of the trouble. It may be bad health, it may be homesickness, it may be too much good time, it may be too little good time, it may be too much outside work. Once the trouble is located the adviser sets about to correct it."

A Test For Brain Activity.

"Then there is no psychology test the student takes when he enters the university?"

"Oh yes, there is one. It is a standard mental test to test his quickness of wit and brain activity. Similar ones were given often in the army."

The student must answer ten divisions of the test. Here is one, the idea being to write the words in their correct running order beneath each sentence and then underline "true" or "false" at the side of the line, according to whether the statement made in the sentence is correct or incorrect:

1. eat grass cows (true false).
2. sail ocean ships the on (true false).
3. sun west the in rises (true false).
4. trees birds nests the build in (true false).
5. mountains live the in whales (true false).
6. comes Christmas a but year once (true false).
7. float iron water on will (true false).
8. days there are in week seven a (true false).
9. contract to causes heat mercury (true false).
10. a oxygen element is chemical (true false).
11. quadruped the a lark is feathered (true false).
12. many American ago occurred centuries revolution the (true false).
13. another youth for name senility is (true false).
14. like Shakespeare it wrote you as (true false).
15. incurable as an known disease is hygiene (true false).
16. of figure a metaphor a is speech (true false).
17. of independent rain lands makes irrigation (true false).
18. inhabit not esquimos the tropics do (true false).
19. this is the oldest country Methuselah of inhabitant (true false).
20. reasoning the model the of

little old time putting themselves through that workout. Decide on the snap of the finger whether No. 20 is true or false, if you ever get it put together. The old grad was stumped on No. 14 and still is. The moron! (N. B.—two days later—he just got it.)

Divided Evenly Among Professions.

Chancellor Lindley was asked if there was noticed any trend to a particular profession. Was there a tendency to enter any one line of business or work, as often is found to be the case?

"There has not been anything like that since the immediate post-war days," he answered. "Then most of the boys wanted courses that would give them an intensive business training. Now the balance is even again and law, engineering, medicine and general academic work get their equal share of students."

"One hears the cry occasionally that students only go to college for a good time and the social activities there," the chancellor was told. "Occasionally you hear someone who points in horrified fashion at the parties and good times the youngsters have and says, 'Things weren't like that in my day. Education is going to rack and ruin. Things shouldn't be like they are now.' What do you think of it?"

Mr. Lindley laughed.

"You'll find people like that everywhere," he said. "Also you will find people who try to get the most enjoyment out of life and do the smallest amount of work. We occasionally find students like that here; we are bound to; an average group of persons comes to college just as an average group of persons composes life in any community."

Social Life Part of Education.

"I am not one to tell a student that his life here should be 'all work and no play.' I don't favor a boy or girl becoming a 'grind.' I think their social activities and good times are an essential part of their college life—if taken in moderation. Emerson pointed out that a man could send his boy to college, but the boy's fellows there would educate him. Truer words never were spoken. The trouble with the average cross-section of social life at a university is that it probably is not varied enough. There is too much dancing and 'fussing' in proportion to the whole."

"How about the athletic phase?" was the next question. "There are those who say colleges devote too much time to sports."

"I am a hearty supporter of collegiate

get, the thing of going up against difficulties that are said to be strong for them and against which they seem to have no chance is all-important for their after life.

"I have a hope in regard to athletics. I want to see an intra-mural system established here whereby every student will play on some team and be interested in at least one form of sport. I want it to be required of them, as gymnasium is required when they start in now. It has proven a success in its trials and I think it is a great innovation."

Why State Schools Should Be Together.

The point was brought up as to whether it was preferable to have the state's higher educational facilities split between two schools—as in Kansas, which has the university at Lawrence and the Kansas State agricultural college at Manhattan, and Missouri, with M. U. at Columbia and the School of Mines at Rolla—or to have them all centered in one place, as is Nebraska's situation with her university at Lincoln.

"There are arguments for both systems," the chancellor said. "Thirty states in the country have split institutions. The best point that the followers of the plan of having just one large institution bring up is that it does not separate the trades and classes that should co-operate in after life. The farmer has associated with the banker during his four years of college and will be more able to see the latter's side if money is tight."

The merit of co-education was discussed.

"I think co-education is a good thing—splendid," Mr. Lindley said firmly. "It was responsible for the biggest thing that ever has entered my life. I met my wife at college."

"Ninety per cent or more of the boys and girls have been together in grade and high schools and it hardly seems the advisable time to separate them just when they are ready to choose partners for life. A girl who is in school with boys sees them in the classrooms, meets them at parties, knows them probably as well as she knows her girl friends, gets to be pretty discriminating. She knows the qualities they have and the traits she likes and that is happiness-building knowledge to have. Compare the number of college marriages that are successes with the number of those on the outside. You will find, out of a given number of each type, that the collegiate ones have the biggest score."

the opportunities for a boy or a girl working his way through college these days. Do many do it? Would you advise it?"

"Many do it," the chancellor answered. "If they are sincere they will make the grade and be stronger for the effort. Jobs are here for them and some of the most successful graduates of the university are boys who had laundry routes or did clerical work or waited on table in boarding houses to help put themselves through school. Fred Funston tended the furnace in Chancellor Snow's residence and was a page in the chancellor's administrative office."

"If I could give a word of advice I would tell the students to come to school on what they can earn in the summer or, possibly, to work a year and then come to school a year. Many do either or both of those things and find the way a successful one. The one thing a person working his way through college has to fear is that he will work too hard at the outside task. That leads to his being tired when the study time comes and also is bound to break in on college associations and activities that are among the fondest memories graduates have of their school days."

The interview was over and Chancellor Lindley had laid his cards on the table in a way the old grad liked. The K. U. head had not avoided a question, had not generalized on a question. He and the old grad walked around the campus, went through that wonderful administration building, looked at the new library and congratulated the school on Corbin hall, the new and beautiful girls' dormitory on the southeast end of the lot where old North college used to be.

They shook hands and said good-by and the visitor stood for a moment on the front steps of old Fraser, running back over the afternoon that just had been spent.

"He's certainly a likable man," the old grad said, thinking of the chancellor.

A Child's Candle

The Darkness is a blanket
That nestles down on me;
It tucks me in and holds me tight—
I cannot even see;
Then, oh, it is so pleasant
To raise my curtain high
And find a friendly, golden star
Lighted, up in the sky.

ALICE WILSON OLDROYD.

