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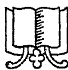
THE TECHNE

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

JULY, 1922

Normally, thousands of rabbits and guinea pigs are used and killed in scientific laboratories for experiments which yield great and tangible benefits to humanity. This war butchered millions of people and ruined the health and lives of tens of millions. Is this climax of the prewar civilization to be passed unnoticed, except for the poetry and the manuring of the battle fields, that the "poppies blow" stronger and better fed? Or is the death of ten men on the battle field to be of as much worth in knowledge gained as is the life of one rabbit killed for experiment? Is the great sacrifice worth analyzing? There can be but one answer—yes. But, if truth be desired, the analysis must be scientific.—*From Manhood of Humanity, by Alfred Korzybski.*



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THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President*.

VOL. 5. JULY, 1922. No. 7

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; 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 Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

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The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

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The Shifting Emphasis in Education.*

S. A. COURTIS, Director of Instruction, Teacher-Training and Research, Detroit Schools.
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The outstanding feature of our times is change, readjustment, reconstruction. Our social prophets tell us in no uncertain terms that the World War will mark the beginning of a new era. Our captains of industry, our labor leaders, our politicians, our generals, our admirals repeat the statement with endless variations. Our professional journals also are doing their best to keep before us the fact that education, too, is changing.

From whatever sources gathered, the evidence is conclusive that for some time mighty forces have been at work modifying our social order, and that the titanic upheavals of the World War have produced conditions in the settlement of which readjustment, change and progress is taking place at an accelerated rate. As teachers professionally interested in making education fulfill its proper function in society, each one of us must ask himself the question: "What is my relation to present conditions? Shall I play the part of a conservative, an obstructionist, holding tenaciously to the subjects, methods and educational ideas of the past as essential to the stability of the civilization that is? or is it my duty to study, to experiment, to readjust, and to help to bring order out of the existing chaos—an order built on new lines, which, when perfected, will contribute to the stability of the new civilization that is to be?"

It would greatly help the situation if as a first step we appreciate the fact that whatever course of action we may adopt as individuals, the aim of each one of us is the same—the good of our country. We all recognize the power placed in our hands as teachers. We know that the influence of education in shaping the ideals of the oncoming generation is very great. Each of us desires to do his utmost along whatever lines of development may be best for our country. The difficulty is to appraise correctly the situation and to decide just what course of action is best.

Of the fact of flux in education, past, present and to come, there is no doubt. Those of us who are thirty or more years old have but to go back to our own childhood and our own school days to realize how greatly both social conditions and educational practices have been transformed. The children today have more money to spend than we had when we went to school, in itself a patent and significant change. They have more exciting amusements close at hand—movies, automobiles, parties, clubs and other social activities, and all the other attractions of high-pressure life in a great city. On the other hand, opportunities for outdoor childlike play are greatly restricted. Further and more important still, children have less home life, less religious training, less compulsory discipline than in our day. At the same time the ideals of their parents and of society as a whole in regard to dress, behavior and social and vocational activities have been greatly modified. The personal financial and social outlook of the youngsters of the present day differs greatly from that of a generation ago.

School work has been affected correspondingly by these changes. On the one hand, our industrial progress has given us better schoolhouses, better light-

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ing, better seats, better sanitation, better textbooks, better conditions generally. On the other hand, public support of the old classical education has been withdrawn and the curriculum has been enriched by the addition of many new subjects that in the old days would not have been considered educational at all. Greek has gone, Latin is going, higher mathematics is wobbling, while typewriting, manual training, health and safety education and similar activities receive ever more and more attention. Traditional ways of school management and teaching are being questioned. The project method, student government and similar democratic tendencies receive each year more and more consideration. Those who believe such changes represent progress rejoice. "Our schools are being vitalized and socialized," they say. But to those who loved the old ways, the new ways spell naught but degeneracy and disaster. Many a teacher feels that he is fighting an irritating, hopeless battle for lost ideals and can see in the future nothing but gloom and despair.

The remedy for pessimism, as well as the guide for right action, is to be sought in the story of man's upward progress. The present has come out of the past and will determine the future. Perhaps we have kept too close to the present to get the perspective. At times we need to abstract ourselves from the intensity and confusion of actual living and calmly, soberly, thoughtfully review the changes of the past. Only when on the screen of imagination we see the film of history, which has been ages in the making, run through in a few moments, can we be sure to get the meaning of the story. Then and then only can we appraise the relative value of the elements to be controlled.

Education is as old as the race. Its roots run down deep into the story of animal evolution. Among primitive people, as among the brute creation, education is wholly a natural process. Imitation and play are the chief educational agencies, and the products of education are skills essential to life.

At the next higher level of social progress the accumulated wisdom of the group or clan is valued so highly that the new generation is put through a series of compulsory trainings to make sure it will conform to the accepted model. The stability of Chinese life and custom through many centuries is a classic example of this type of education, while in our own times Germany will ever stand out as an illustration of the power of a nation to create and direct national life and spirits through control of training.

The third level of educational progress is reached when the good of the individual, not of the social group, is made the focal center of educational effort. It took untold centuries for the human race to discover the child, but his day dawned at length, although even yet we are still at the sunrise period of that day. Much remains to be done before the child will fully come into his own, but already the dim outlines of the next stage of progress can plainly be seen.

Our present problem is the integration of personality, the adequate development of the individual; but somewhere among the to-morrows that lie ahead, the problems of the hour will be the harmonization of the interests of the individual with those of the social group. Already we are finding that we cannot state the goals of individual development except in terms of social values.

Education, of course, reflects the social progress of the day. In a stable civilization educational procedure will be fixed and the results adequate. Dur-

ing periods of growth and progress the entire educational machinery will seem out of joint. We live in such a period. About 1500 A. D. experimental science reached an effective state of development. As a result, by 1800 man had acquired both control over the forces of nature and control over the method by which control is achieved. The store of human knowledge increased beyond measure and man's power to produce food, clothing and shelter grew correspondingly. But more important than even the industrial revolution which his new-found power produced, his new riches in food and leisure have given man opportunity for thought, for knowing himself, for individual development. The growth of democracy has paralleled man's material prosperity. The emancipation of man from poverty has meant an increase in the number of children educated, and each increase in education has meant both an increase in production and in the demand for a share in the control of the benefits from production.

Modern tendencies in education are attempts to modify educational procedure to meet the need of a growing democratic spirit. They date from Rousseau. "From the point of view of Rousseau's predecessors—who, seeking always the 'man in the child,' found in it always an immature and foolish sort of creature—nothing could be more reasonable, and indeed more absolutely necessary, than for the teacher to substitute his own way of seeing, thinking and feeling for the child's ways." The childish mind was looked upon as a blank sheet of paper whereon the teacher might inscribe what characters he pleased. Rousseau emphasized the development of the "natural" man. Little by little it came to be recognized that all human development and power spring from the possibilities innate in human beings and that growth depends more upon experience than instruction.

Dewey summarizes the story of educational development when he says: "The whole idea and scope of knowledge-getting in education has reflected the absence of a method of knowing, so that learning has meant, upon the whole, piling up, worshiping, and holding fast to what is handed down from the past with the title of knowledge. But the actual practice of knowing has finally reached a point where learning means discovery, not memorizing traditions; where knowledge is actively constructed, not passively absorbed, and where men's beliefs must be openly recognized to be *experimental* in nature, involving hypothesis and testing through being set to work."

Dewey's statement furnishes us criteria for judging our own work and for guiding us in the changes we must make to keep abreast of the times. Does our teaching emphasize knowledge as memorization, and learning as a process of acquisition, of conformity, of discipline? If so, we belong to the past. We are no longer profitable teachers. Year by year the educational tide will sweep by us and leave us farther and farther behind. The social needs of the time demand a very different type of education.

Consider, for instance, the criticisms of our present-day civilization as expressed in our public press. It is difficult to pick up any paper or magazine which does not contain some reference to the inefficiency of governmental action. We make fun of our national congress, our state legislature, our municipal councils. We enlarge upon their lack of vision, their general incompetency, and the narrow "personal-privilege" basis upon which matters of public business are settled. We consider we are making progress when any

representative body carries on public business free from charges of graft, however ineffectively that business may be done. We vote against national ownership of the railroads, although we believe transportation is really a function of government, "because," we say, "we can't trust the politicians to manage so great an enterprise." Worse yet, by hundreds of thousands we do not even go to the polls to vote, and dismiss our pessimistic disbelief in democratic government with the cynical phrase, "What's the use?"

Reduced to their lowest terms, these criticisms indicate two basic defects in our present educational results.

The first of these is the fact that boys and girls arrive at full citizenship without an adequate conception of the proper relationship between the individual and society; or, in other terms, their lives are not organized around ideals of service to humanity. An efficient, democratic society is possible only when the individuals comprising it are willing to restrain such of their individualistic activities and desires as may operate against the public good, and are so loyal to the ideals of democracy that they will support and uphold those ideals even at the cost of great personal effort and self-sacrifice. The new education seeks to organize school work from the kindergarten through college in such a way that there may be the fullest, freest, highest development of the individual, and at the same time an adequate binding of the allegiance of the individual to the common purposes of his social group. The forward march of progress depends upon the maintenance of a moving equilibrium between these two great forces in human nature—the individualistic and socialistic tendencies. This is the supreme function of education, to which, year by year and day by day, every course of study, every class exercise, must designedly and systematically contribute. For failure here means ultimately the disruption of democratic coöperative government.

The second defect of education is that boys and girls arrive at full citizenship without sufficient practice and skill in selecting leaders, in supporting representatives, in assuming personal responsibilities, and in doing their full share individually in any coöperative enterprise. Our criticisms of our representatives are frank admissions that we as citizens are incompetent—that we do not know how to make proper use of the democratic machinery and opportunities which we possess. Theoretically, a representative government "of the people, by the people, for the people," completely responsible to the citizens and modifiable by them as need arises, ought to be an ideal government. Again and again in the upward struggle of humanity, men have given their life blood for the vision of that ideal, but practically there is no form of government which makes such great demands upon its citizens, no government in which the sins and defects of its individual members are so quickly writ large in public action where he who runs may read. The second great function of education in a democracy, therefore, is to give to each individual not only the ideal of service, but actual experience in utilizing the machinery of social coöperation in achieving social purposes. Again, year by year and day by day, every school experience, every individual assignment of work, must designedly and systematically contribute to the adequate upbuilding of skill in the use of our machinery for facilitating coöperation and avoiding conflicts.

It is to be regretted that ideals of service and skill in coöperation cannot be imparted by instruction. Our poets and men of vision have long ago put into

words all that is essential for our prosperity and happiness, but daily living proves that mere knowledge of ideals is not enough. To be effective these things must be bred in the bone by precept and experience through long periods of time. It took forty years of bitter experience in the wilderness to change the ideals of the Hebrew people from the fleshpots of Egypt to the monotheistic idealism which was their birthright. Even the genius of Moses could not make mere instruction produce the desired change. The new education has seized upon this fundamental truth and made *experience* the basis of method. Instruction has been dethroned and relegated to its proper place.

The school of experience is admittedly the greatest and most effective school of all, but nature is a slothful teacher. With infinite time and infinite material at her disposal, she cares only for the perfection of the final product. Evolution is age long and wasteful. The function of the school is to short-circuit the evolutionary process, to "speed up" natural learning, to advance the child as quickly as possible from savagery to civilization, and to do so with as little waste as possible.

It is not strange, therefore, that for many long years man paid little attention to method. It appeared so evident that the function of the school was to transmit the accumulated wisdom of the race to the oncoming generation that few thought of questioning the acquisition of knowledge as the aim of education. "Knowledge is power; therefore the way to power is to study, memorize, acquire." In every age and in every race this fundamental mistake has been made.

In future ages it is probable that the crowning achievement of the twentieth century will be taken as the solution of the twofold but related problems of aim and method in education. For just as the changing social order has more clearly defined the aim of education, so the change in aim has operated to direct attention to method.

In the days when society undertook to change children by force, memorization reigned supreme. With the decline of corporal punishment, however, teachers began to pay more attention to the preparation of the material to be learned. It was put into more logical arrangements, the doses were made smaller, there was more predigestion by the teacher. When the psychologists discovered the importance of interest in the learning process, teachers began to try to motivate school work. Motivation, as it is frequently understood to this day, was a kind of sugar-coating to the educational pill which would make swallowing pleasant and easy. But the growth of science and the study of the child have had their inevitable results. Scientific measurement has proved beyond the possible shadow of a doubt the hopeless inefficiency of any teacher-directed process of instruction. The great fact of the specialization of the individual, and of the basic importance of the individual differences, has been brought clearly and forcibly to light. The growth of the ideals of democracy and the need for social reconstruction have emphasized the socialization of school work. Most important of all, the psychological investigation of the actual process of learning in animals and man has borne fruit in the clear formulation of the laws of learning. The new education is the result.

To-day it is possible to summarize in very brief outline the whole of the upward struggle, readjust our viewpoint, and map out the path of progress a long way ahead into the future. Education is the process of developing the

individual and fitting him to play his part in his social group. The methods of education are two—experience and instruction.

Experience is the basic method of learning. Nothing can take its place. Its products are the stuff out of which individuality is built, out of which personality is made. It alone is the source of all power and control.

Instruction is the medium of exchange. Its purpose in school work is to aid the individual to approximate, in the interpretation of his own experience, the interpretations of the race.

Instruction must follow, not precede, experinece. Experience is always effective; instruction is positively harmful when out of place. The problem of method, therefore, is the problem of securing the proper balance and relation between experience and instruction.

The following table expresses briefly and concisely, but nakedly, the relationship of the essential elements of progress to educational evolution:

TABLE SHOWING RELATIONSHIP OF FOUR ELEMENTS OF PROGRESS TO EDUCATIONAL EVOLUTION.

Progress of Education in the Past.	*The Four Essential Elements.*	*The Education of the Future.*
Consisting in the isolation of the four essential elements.	The individual, society, experience, instruction, each of which has at some time been overemphasized.	Combining these four elements into a balanced and workable program.

The project method is an attempt to construct such a balanced program. Its aim is to provide for the whole-hearted, purposeful activity of the individual in a social environment which shall at once provide for the acquisition by the individual of those basic experiences which are essential to the integration of his personality, and for the establishment of those social adjustments which must be made by every individual before he is fitted to take his place in a democratic society. The project method places the emphasis on self-activity and defines the function of both teacher and instruction as assistance. Its power and efficiency comes from both the emphasis on the right aims and its use of the right methods.

The education of the future will stress growth in purposing, not growth in knowledge. Purpose proves to be the key to the solution of all educational problems. Not only what a child does, but why he does it, is an important consideration. All our educational aims, all our educational material and textbooks, all our educational methods will need to be reconstructed in terms of purpose. We ourselves, as teachers, are under the same necessity for self-reconstruction. We must develop the ability to stimulate in our charges the power to form of themselves, and to hold, worthy life-long purposes. We must learn how to assist our pupils to achieve the purposes they form, and above all we must find the way and the time when through instruction we may bring to our developing citizens that interpretation of their experiences which we know and cherish as American ideals. As the problems to be solved are many, so is the reward great. For upon our success or failure depends the success or failure of all that we value most in both the individual and in society.

Wider Recognition of Music in Secondary Schools.

SUPT. V. M. LISTON, Neodesha, Kan.

Nothing has changed more during the past two decades than our conception of the function of the public school and the procedure for the realization of its ends. As long as society was content to use an institution which met the needs of a comparatively small per cent of the people the school was a simple institution. Our democracy has believed in public education from its beginning, but it is only recently that we have realized that our system has not been democratic because it made little pretense of conserving and of meeting the needs of all.

The traditional high school of a few decades ago had a narrow curriculum which it demanded that its students fit. If they did not they were eliminated with the comforting thought that they did not possess an endowment worth the further expenditure of public funds.

Not only was the curriculum narrow, but it possessed little relationship either to the interests and aptitudes of those instructed or the life of those outside the schools. The schools of that day were led astray by a false psychology which based its faith on a theory of formal discipline. The school believed that its objective was the development of mental power through exercise. The material used to produce this exercise made little difference, because it was thought that the power so developed could easily be harnessed to any kind of a situation with which the individual might be confronted.

Modern psychology has quite discredited our belief in a transfer of power developed in a situation unlike the one at hand. We no longer believe that skill in handling cube root, formal algebra and unusual geometric situations makes a more efficient horse trader or even a more successful merchant. The modern school should be a cross section of the desirable portion of modern society. It should prepare for life by actually living the activities which we wish to perpetuate as a part of the life of our future citizens.

Public education must be guided by objectives which are clearly understood. In searching for legitimate aims and purposes our attention must be directed both toward the child and toward the society of which he is to become a part. The child possesses certain desirable instincts, interests, aptitudes and capacities which are the starting points upon which we must build. We cannot succeed and ignore them. Psychology is the science of mental content and law. A subject cannot succeed unless it is based both in content and method upon the intelligent application of psychic information.

Public education is also a process of the adjustment of the individual to social participation. An analysis of life outside the school gives us the answer to this question.

The characteristics of individuals and the demands of society are so varied that public education cannot recognize them all. It then becomes a question of relative values. What subjects are most valuable in the recognition of the interests, instincts, aptitudes and capacities of childhood and youth? What subjects function in the largest measure in meeting the demands for successful participation in the life before the student?

In the light of these principles, if only one subject can be added should it

be music or advanced algebra? If the curriculum is overcrowded and an elimination is necessary, should music be eliminated in order that French or Spanish may be retained? Keeping in mind the probable social realm of the average girl, should she choose chemistry if it means the elimination of music, for which she possesses an interest and a capacity to master? These are practical questions confronting the home and the administrators of modern education.

Among the essentials for efficient social participation are good health, vocational efficiency, good citizenship and the proper use of leisure time. These, therefore, are the legitimate ends of the modern school.

The question of what subjects should be used to best realize these ends is one of the greatest problems of the school administrator. The demands upon the school are ever increasing. New subjects and courses come in bewildering numbers. Each has some merit, but all cannot be accepted. A subject has no right in the school if its presence means the elimination of one which can contribute in a larger way to the realization of health, vocational efficiency, good citizenship and the proper use of leisure.

On this basis, has music any claim to a position of dignity on the daily program of the present-day high school? It has been accepted universally in the elementary schools. In the high schools, however, music is too often an extraneous thing—something to be handled by private teachers at private expense—something which may be indulged in at the close of a long day when students are too tired to study their sacred mathematics and foreign languages.

I have said that a subject must justify itself from both a psychological and a sociological standpoint. Can music stand the test?

Psychologically, no subject makes a stronger or more natural appeal to a very large per cent of our students. Childhood and youth instinctively respond to the language of music.

This has ever been true and will ever be true among all peoples under all conditions. Next to the spoken word, the language of music carries the strongest appeal to the intellect, feelings and emotions of the human race.

Just as the school has striven to discredit literature which appealed to thoughts, feelings and emotions which debase, degrade and destroy, by developing an appreciation for that which elevates and enobles, so the school should teach the technic and appreciation of the language of uplifting music. To fail will forever leave the masses of America in the "dime-novel" state musically.

Music from the standpoint of its psychic appeal and its resulting influence in its emotional and conduct reactions has the right of a high and dignified place in the high-school curricula alongside English, history, mathematics, etc.

I need not discuss with you in detail the psychological need of music. I have said that the sociological ends of public education are health, vocational efficiency, citizenship and the proper use of leisure. Few if any of the so-called solid subjects now in the secondary curricula contribute in any large way to all of these ends. Music makes a definite contribution to at least three of the above-named objectives. It seems to me that music properly taught should make a real contribution to the health of the student. Singing is one of the most healthful and stimulating exercises possible. It calls into action the

muscles of respiration and tends to give tone to the circulatory and nervous systems. The manual skill required for successful performance on the instruments demands the highest type of coördination of mind and body. The music hour should also relieve and rest the student from the stress and strain so often found in the traditional academic course.

The public high school should give definite vocational guidance and preparation. More people earn their living either in whole or in part through some form of musical work than through any other profession, with the exception of teaching. Music offers the greatest opportunity to the boys or girls who must earn their expenses through college, yet our reliance upon private instruction is a special barrier to those who need it for that purpose. There is no defense for the discrimination against so important a vocation.

America is rapidly coming to the acceptance of the eight-hour day in industry. A real problem in training for the proper use of leisure exists. These hours will be a blessing or a curse to our people, depending upon the use to which they are put. Too often the laborer of to-day is a mere cog in the factory machine. If he is not uplifted and ennobled during his leisure hours the soul shrinks and hardens.

"Music is so simple that the humblest and most illiterate worker can grasp and retain a melody; it is so complex that it is worthy of the greatest intellects of all times. It is the most lowly and the highest of all the arts. The literature of music is as large as that of all literature of all civilized countries, for it is the universal language of all people. It stirs the human soul deeper than any thought can ever go. Intellectual movements are little ripples upon the surface of the sea, but the emotions aroused by music are like a great tidal wave."—*Claxon.*

There is a social demand for music which is enormous. More money was spent for private musical instruction in 1917 that was spent to maintain all of our high schools, normal schools, colleges and universities. Wherever people assemble music is demanded and appreciated. Home music cements in firmer union the ties of the family. The social hour lacks exhilaration without music, and the soul is inspired in the hour of worship. Music gives strength in the hour of work and refreshment in the hour of rest. In the hour of prayer music quickens the aspirations of the soul and in the time of death speaks of an eternity of joy and song.

I have said that music is a language. The poet has an experience which he tries to give us through the medium of written speech. We appreciate his message just to the extent that we are able to relive with him the thoughts, feelings and emotions which he had. If his message appeals to thoughts, feelings and emotions which are on a high plane we are uplifted if the mind and the heart are tuned to catch the message. Not only this, but we hunger for more like experiences until there comes a refinement of character which anchors the individual to a high plane of living.

Sensational, cheap, so-called dime-novel literature makes an appeal to thoughts, instincts, feelings and emotions which are low and already overdeveloped. Passions which need to be submerged are aroused. Conduct which is antisocial is stimulated. As with pernicious literature, so with inferior music. Music which appeals to thoughts, instincts, feelings, emotions and passions of a low plane is just as dangerous as dime-novel literature. Just as the

steam boiler must have an outlet for the steam if the fuel is applied to the fire, so dime-novel music will inflame the minds of those continually exposed, and conduct which is sure to follow shapes the character irrevocably.

The schools have fought dime-novel literature until it no longer has standing in our good homes. Fathers and mothers are horrified if Diamond Dick or a cheap, sentimental love story finds its way into the home; yet in these same homes the pianos are covered with music which is silly, slushy and sensual in the extreme. Its message is being woven into the very woof and warp of the character of their children, and will work its way out just as surely as the contents of the dime novel will be given expression in the life of the reader.

America is in the dime-novel state musically. Leisure hours are increasing, as noted above. The masses turn instinctively to music. Will its message uplift or degrade? Will it refine the character or debase it? Will conduct radiate from the individual which is socially desirable or just the opposite.

The masses will never be lifted out of the dime-novel state musically until the public school undertakes the task, just as they are seeking to solve the problem of bad literature. The elementary-school music is not enough. The work must continue throughout the high school.

I have said above, the old high-school was undemocratic, but it has been democratized in almost every important field of study except music. Students' interests and desires are recognized and developed. Not so in music. In fact, just the opposite is very nearly the truth. The path of advancement is blocked by a load of required work which leaves little time and energy for music. Every private teacher knows that it is difficult to get the time and thought of the high-school student while school is in session. The school requires a heavy load of its students if they are conscientious.

I have said above that the cost of private instruction in 1917 was more than the total amount spent for the maintenance of high schools, normals, colleges and universities. Much musical training must ever remain private and be paid privately, but to close doors to all well-organized musical study except upon payment of fee is undemocratic in the extreme. We do not do this in other fields of study, and to do so will never realize on the endowment of the masses who are unable to pay and who need it most.

I hope private teachers will not misunderstand me. There will ever be a field for their labors. A wider recognition of music by secondary schools will mean more work than ever for the private teacher. Undiscovered talent will be discovered in surprising quantity. A new appreciation on the part of the public for the worth of music will mean an unheard-of demand for the services of the private teacher.

The facts and conditions above discussed, and many others to which no reference has been made, justify the following school recognition:

First: Music should be required of all children through elementary and first year of the junior high school.

Second: Elective courses should be offered throughout the remainder of the high-school period.

Third: A coöperative scheme should be worked out with private teachers for phases of the work which cannot be done in groups.

Fourth: Music conservatories, colleges and universities should revise their entrance requirements so that students choosing the musical course could enter without prejudice and loss of time.

The elementary school should make no differentiation because of sex, social status or future vocation. Music is of sufficient importance that it should be required of all, regardless of their musical endowment, throughout this period. Powers of appreciation will be developed and latent interests and capacities will be discovered which justify the time and expense necessary. This period of exploration may well end during the high-school period. Pupils will have discovered their powers and teachers can intelligently determine whether further study is desirable.

Their study to this point will reveal a surprisingly large percentage who will profit by a continuance of musical courses. These courses should include work in musical history, musical appreciation and harmony. These courses have been well organized in our normals, colleges and universities. They can easily be revised to meet the needs of younger students in the secondary schools.

In addition to these courses the student should specialize piano, voice, chorus singing, or orchestral playing on one of the orchestral instruments. The beginning work in voice and the instruments may be successfully taught by group instruction, but the time soon comes when private instruction is needed. It is at this point that the cost becomes prohibitive for the average school community.

A scheme of coöperation between private teacher and school must be worked out. This plan should be such that one-fourth of the student's school day would be available for study and instruction on the instrument of his choice.

Among the conditions necessary are:

First: The content of the course must be standardized on such a basis that the student receives a broadening musical experience. Intellectual and emotional values must be given while the mechanical technic is being acquired. Such courses have been well worked out for the piano, but so far as I know the field has been largely neglected in the cases of the other instruments. It is possible that with slight modifications these piano courses could be adapted to the needs of students working on other instruments.

Second: The qualifications of teachers must be standardized. The schools are public institutions and cannot give recognition to teachers of unknown merit in music any more than in the other subjects. If I may presume to advise your organization, I wish to urge you to work for some legal means of certification comparable to that used for public-school teachers. This would give you prestige in your private work and remove one of the greatest obstacles to full coöperation with the public schools. Other professions, without exception, must meet standards legalized by law. Anybody may pose as a music teacher.

When these conditions are met the schools should provide studios free of expense to the private teacher and his pupils. I justify this expense on the grounds that the schools should encourage musical work of this character, and because it is the most economical for pupil, teacher and school.

This program as outlined above implies that four of the sixteen units required for graduation from a standard high school may be music. At this point the entrance requirements of the institutions of higher learning present an obstacle. They require fifteen units for entrance. They accept only one

credit of music. Bethany College, of Lindsborg, McPherson College, and Washburn College, of Topeka, are exceptions, giving two units of credit. St. Mary's College allows no credit for entrance and none toward a degree. Students electing the four years of work as suggested above could not, of course, enter higher institutions of learning in this state except upon conditions which they would be compelled to remove before they could graduate.

Bulletin No. 9 (1921), just published, reports that of the 419 colleges sending information only 194 allow entrance credit in some form of music; only 76 grant credit in applied music; only 38 colleges allow credit for chorus, glee club and orchestra. This small recognition is of recent development, and is encouraging because it portends a movement which I believe will sweep the country. Most of the universities in California give three credits for entrance. Leland Standard Jr. gives four. Five credits may be offered at the University of Chicago if the work is of a prescribed kind.

The time has come for Kansas to take a progressive step. The matter should be brought to the attention of the accrediting committees of these institutions.

The situation is one of encouragement. All forces interested in the spiritual uplift of our people should work in a spirit of coöperation. Through a systematic, persistent, democratic program of musical education we may enrich, ennoble and uplift our people, and thus insure America from the dangers and degradation of another epidemic of "jazz," with its accompanying disintegration of the moral fiber of our citizenship.

The County Unit School System.

There is substantial unanimity of opinion among educational leaders that the county unit of school organization and administration, with provision for a professional superintendent with satisfactory tenure, is the soundest basis yet found for an adequate system of rural education. In her biennial report for 1919-1921, State Superintendent Annie Webb Blanton, of Texas, states the arguments for the county-unit plans as follows:

1. Under the present plan of electing the county superintendent by the people, the people have little choice as to who serves in this office. The best trained men and women will not, as a rule, offer themselves for a position for which they must make an expensive political campaign every two years. The only choice which the people have is frequently a choice between two or more poorly trained candidates. The people as a whole cannot examine into the qualifications of candidates and select the best qualified for the work, as is possible with a school board.

2. Under the present plan the county superintendent, even though he may be doing excellent work for a county, is frequently changed after four years' service, because of the political prejudice against more than two terms. Thus the county loses the advantage of his experience and of his knowledge of county conditions, and begins again with an untried person who has not this knowledge and experience. The state also loses the advantage of his services, because he cannot secure a similar position in another county. When a

capable county superintendent is secured, his position ought to be permanent so long as he gives satisfaction.

3. The country child and the country teacher need, even more than do the city child and the city teacher, the supervision of trained superintendents and supervisors. The method of selecting city superintendents by a city board has proved generally satisfactory. The country child should have the advantage of the same method of selection of a superintendent for country schools.

4. Under the present plan, if the county superintendent will not perform his duties efficiently there is no way of protecting the interests of the people. He may neglect his duties or he may refuse to obey the school laws, but he can continue in office. Even though his certificate be canceled, he can remain county superintendent to the end of his term. Under the proposed plan, if the county superintendent does not perform his duties, complaints can be carried to the county board, which can investigate charges and discontinue his services whenever it deems such a course justifiable. Thus the school interests of the people will be protected.

5. Such a plan does not "take the power out of the hands of the people." The people will elect the county board, just as the city people elect the city board, and will delegate to them power to manage their schools. At present the city, as well as the country people, vote for the county superintendent, so the country people have not very much power in selecting that officer. In selecting the county superintendent we should consider the country child, and not the adult pòlitician.

Since the argument is made that to have the county board elect the county superintendent gives too little representation to the people, a plan might be tried in Texas which has given satisfaction in Iowa and other states. In the election or dismissal of a county superintendent, the power would rest in a county board of school electors. This county board of school electors is composed of the members of the county board of school trustees, of the presidents of the board of trustees of each of the common-school districts of the county, and of the presidents of each of the independent districts having fewer than 500 scholastics. By such a plan each district under the administration of the county superintendent is given representation in his election or dismissal, and those districts over which he has no authority are deprived of any such power.

6. Our present plan is not economical. Under it each little district stands to itself. Much money is wasted in providing separate superintendents for each small school. The county board can group these and secure more competent superintendents for each group, devoting much of the money thereby saved to better salaries for more competent teachers. When the county board has more power the position will be sought by the best business and professional men and women of the county. These will conduct the financial and other business affairs of the country schools in a more systematic and businesslike way than has been the rule in the past.

7. Better teachers will be obtained when these are selected by a county board and county superintendent, who will arrange a just salary schedule for the country schools of a whole county, and make it worth while for teachers to return to the same positions with increases of salary. These

positions will become more permanent and will be sought by experienced teachers.

Under a county administration, teachers who are deserving and striving for efficiency will have greater opportunities for advancement and reëmployment in the county, even though they may not have met with entire success in a given situation. Under the eye of a county superintendent, who is responsible for the general character and ability of the teaching corps and who is looking for ability whenever it can be found, the teacher will have another opportunity of demonstrating her power in a different position.

Again, the teacher who is incompetent and undeserving will have less opportunity to inflict herself upon school districts in the same county.

Preparation of teachers for the work of supervision of rural schools is impracticable under the present law. The proposed law widens the field, so that teachers may take courses in supervision and be employed either in county or city, and thus build up a class of professional supervisors. In this way the county as well as the city would secure expert service. The county unit plan should lead to a uniform local tax and a uniform term, and all schools under one management should accomplish the same work during the year.

8. Experience of other states has proved that a county unit plan, such as is here outlined, is the best for small schools of a state. Under such plans, immediate and steady improvement has resulted. No state having tried this plan has ever returned to the old one-district system with a county superintendent elected by the people.

Kind Words for S. M. T. N.

"Your school is the only full-fledged industrial institution focused on teaching that I know of," Dr. E. A. Winship, editor of the Boston *Journal of Education,* said while visiting S. M. T. N. in July. "It has an educational, rather than a scholastic atmosphere. It pays a premium on what might be called industrial scholarship, the knowing of the science in industry as well as its achievements."

"There might well be put over the entrance to the college grounds," he continued, "the motto found over the door of a building at Oxford University: 'He who reads and reads and does not what he knows, is like he who plows and plows and never sows.' There is evidence here of a purposefulness that speaks well for the future of the teaching profession in Kansas. These students have both a seed time and a harvest. They magnify scholarship in what they do instead of doing things to be scholarly."

"I have visited this institution each year since the second year after its establishment and have watched its progress with great interest," the distinguished visitor said. "It is already one of the largest teachers' colleges in the country. And it still has about it the spirit of youth, the promise of development."