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THE TECHNE

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

The Need of Education.

IF ALL human beings save new-born infants vanished to another planet, and if by a miracle the babies were kept alive for a score of years, preserving whatever knowledge and skill came from natural inner growth, and lacking only the influence of the educational activities of other men, they would, at the age of twenty-one, be a horde of animals. They would get a precarious living from fruits, berries and small animals; would easily become victims of malaria, yellow fever, smallpox and plague, and would know little more of language, mechanic arts or provision for the future than the monkeys. They would be distinguishable from other mammalian species chiefly by a much greater variety of bodily movements, especially of the hands, mouth-parts and face, a much quicker rate of learning, and a very much keener satisfaction in mental life for its own sake. They would consequently enjoy the remnants of civilization, using the books, tools, engines, and the like as toys, somewhat more intelligently than would apes, but they would not read the books, repair the tools, or make of the engines more than spectacles for amusement, wonder and fear.—*Thorndike.*

PRINTED BY
KANSAS STATE PRINTING PLANT
IMRI ZUMWALT, STATE PRINTER
TOPEKA. 1920
8-3353

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

A COLLEGE FOR TEACHERS.

VOL. 3

JUNE, 1920

No 5

STAFF.

PRES. W. A. BRANDENBURG, Editor in Chief.

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LYLE BROWER.

ERNEST BENNETT.

O'DELLA NATION.

O. B. BADGER.

EDGAR MENDENHALL.

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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.

Address communications to The Editor, State Manual Training Normal, Pittsburg, Kan.

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 18, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

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

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Better Support for Public Schools.

JOHN BOWERS, Ph. D., LL. B., Associate Professor of History, S. M. T. N.

Our present expenditures and present attainments in education are inadequate and ought to be increased because we now suffer losses due to ignorance which are many fold greater than what we spend for education; and we have abundant evidence that increased expenditure for education will bring increased attainments, and that increased attainments in education will increase our earnings and decrease our losses many fold more than the amount thus expended.

One enormous loss is due to the inefficiency of the uneducated worker. Careful investigations made in different places and at different times show that in different lines of work the earning capacity and the producing power of labor varies in proportion to the time spent in school; and these same investigations show that each additional year spent in the public school as it now is adds from five hundred to one thousand dollars per year to the earning capacity of the life of the individual. When the school is improved and the term lengthened the value of a year in school will be increased. The teacher who now teaches forty children is rendering a service which will be worth at least \$20,000 to the coming generation; and the teacher who under better conditions shall teach only twenty children will be rendering a service worth to the next generation also \$20,000, for the results will be correspondingly better in the smaller and better school. These estimates are from the most conservative of all the figures on the money value of an education.

All those who study scientific agriculture are constantly reminded of the enormous losses sustained among farmers through the lack of information of a kind which is easily available for those who are sufficiently educated.

The educated farmer not only applies the latest scientific principles to his work, thus preserving the fertility of the soil, producing larger crops, protecting his live stock from contagion and producing more valuable stock; but he also performs more actual labor because he uses the best machinery and drives the largest teams; while the illiterate or poorly educated farmer depletes the fertility of his soil, has scrub stock, loses it from contagion, produces poor crops, and even performs less labor because he lacks machinery and drives small teams. Everywhere among employers we hear them lament that there is such a lack of intelligent and dependable laborers, and at the same time an oversupply of the unintelligent and unreliable. Both employers and employees will be equally earnest in support of better schools when they understand that the welfare of all depends upon the better education of all. The poor man can see no prospect for the future welfare of his children unless they are educated, and the better they are educated the better their chances are for any degree of success in life. The rich man is now quite apt to be willing to spend freely for the education of his own children, even for their higher education; and when he comes to understand better

the relation existing between popular education and general welfare he will be willing to spend freely to the end that his children may live in a more intelligent community.

To-day Russia is an example of the insecurity of wealth in a community where the masses have not been adequately educated. Safety for the rich man is in the free, bountiful and sufficient education of the poor man's children. Mexico demonstrates that a poorly educated people cannot successfully govern themselves. The United States demonstrates that an educated people can govern themselves with a degree of success that will be in proportion to the degree of their enlightenment. The United States has demonstrated both success and failure. Success enough to lend encouragement and point the way; and failure enough to show conclusively that our educational endeavors have not been sufficient and that we must put forth greater efforts for the enlightenment of the masses.

Some of our failures due to a lack of the right kind of education are poverty, drunkenness, vice, crime, preventable sickness, vagrancy, industrial wrongs, child labor, frequent divorces, graft, indolence, extravagance, party prejudice, demagoguery in politics, a flood of cheap, trashy literature, discontent and unhappiness in life, religious prejudice, and the lack of religious faith and comfort. To be sure, we must admit that some of the defectives and delinquents who are responsible for these defeats in our struggle for social welfare have themselves been schooled and intellectually disciplined, but their education has been imperfect in its moral and social elements. We need better education along all lines, vocational, social, moral, religious, disciplinary, esthetic, and political.

Quite frequently our educational aims have been too narrow. The old-fashioned disciplinarian often gave a sort of aristocratic culture which lacked both vocational and social elements. As a revolt against this form of narrowness there sprang up the vocationalist, who saw clearly the value of the materially practical but often neglected the social and ethical. We must learn to be broad enough to provide for all the duties of life. The school must prepare the masses to enjoy both work and leisure; to enjoy work by doing it successfully and with a moral motive, and to enjoy leisure in ways of mental growth and moral development. Many of our rural folks are poor and need sadly to be taught how to produce a more abundant living. But poor and rich alike, after they have earned an honest living, need to be taught how to protect that living from thieves that come at night and grafters that run for office in the daytime. So they need the science of politics and social ethics. The masses must have a broader and a richer education. This will call for a better trained and more expensive teacher. Our salvation is by the way of better education for all. As our forefathers learned that they could not always trust their welfare to kings (for some were selfish and autocratic), so we are learning that we cannot always trust our welfare to the men we elect (for some are demagogues and exploiters). The great body of our voters have not yet been educated to such a degree that they can wisely choose between the true statesman and the demagogue. Some who have graduated from college cannot make that

choice because their education was lacking in social elements; and some who have graduated from college do not desire to make that choice wisely because their education was lacking in moral elements. The education of the masses must be broad enough and deep enough to meet all the needs of the masses.

On the same principle that the wealthy man cannot afford to let the children of the poor man grow up in ignorance, so the wealthy community cannot afford to let the children of the poor community grow up in ignorance. But even where this principle has been cheerfully accepted the public has been satisfied with too low standards of education. Education and ignorance are relative terms, and the public has too often been satisfied with the mere removal of illiteracy. To secure for the masses a little schooling in the elementary grades is not sufficient to meet either the individual or social needs of the hour.

In Kansas we must overcome the disadvantages of the district system by making the county the unit for rural-school administration so as to partially equalize the great inequalities existing between different districts. Kansas will never have money enough for good schools until we adopt the county unit, with liberal state aid.

The county unit is also better because one county board can be secured which will be more progressive than 150 local district boards. Furthermore, it is much easier for the friends of education to enlighten and wisely influence one county board than 150 local boards. Better men can be and always will be selected for a county board than can be secured in one small district for a district board.

The county unit also facilitates consolidation, a wise method of improving rural schools, which has made little progress under the district system because of local jealousies and conservatism. Consolidation can not only be more rapidly promoted but also more wisely directed by a county board than by local voluntary effort.

The rural schools must also have more expert supervision. Among our rural teachers are just a few strong, mature, capable and confident persons now teaching good rural schools, who would render even more valuable service if they were set at the task of supervising and helping the greater number of our rural teachers who are young, inexperienced, untrained and lacking in confidence. This work of rural supervision should be organized in the county and promoted and directed by the state. The county superintendent in his office should have more pay, permanence and power, and should be freed from the necessity of campaigning for popular election. He should be on the same basis as a city superintendent.

The amount of state aid which we now have for public schools is too small to be of any significance, and is not wisely apportioned. We must have state aid in sufficient amount to equalize the burdens of taxation and guarantee a good school in the poorest community, and so apportioned as not to replace local endeavor, but to stimulate local endeavor along all worthy lines. A certain liberal sum, say two or three hundred dollars, should be paid to the district for each teacher, so as to stimulate an increase in the number of teachers; so many cents per day should be paid

for each day's aggregate attendance so as to stimulate the lengthening of the terms; something should be paid to stimulate the improvement of buildings and grounds; and something for the attainments of teachers and pupils to stimulate good work.

The leaders of thought in Kansas should join with those from other states in working out a system of national aid for elementary public schools. The nation is interested in the education of all its children. The wealth of the nation should contribute toward the education of all the children of the nation. Wealth is not equally distributed among the different states. National legislation cannot always be perfectly just and equitable between the different states, and may in some degree enrich one state at the expense of another; but this inequality would be somewhat ameliorated by a liberal plan of national aid for all elementary and high schools.

The state depends upon direct taxes largely for its school revenues, and it is difficult to get people to be willing to pay enough direct taxes for schools, while the nation collects indirect taxes and has usually found it easy to collect an abundant revenue. The nation has often had more revenue than it wisely used, and was extravagant. National aid for elementary schools would long ago have been a most wise measure. We have benefited from national aid for vocational colleges. Now we are to have national aid to promote vocational education in secondary schools, which is very good, but does not reach all the children. Indeed, this method, though commendable, will help those that need it least. The ideal is that the wealth of the entire nation and the best intelligence of the nation should both contribute to furnishing the best possible school for all the children of the nation.

Educational administration must everywhere be divorced from politics and made purely professional. Public sentiment must be taught to punish any man who would use any educational position to promote his personal interests. The highest possible standard of integrity and of unselfish service must be demanded of all who have to do with the schools and with the physical and spiritual development of our children.

We must teach the masses of our folks to appreciate the value of an education more fully, and to understand that their own children are capable of making much better progress in proportion as we improve our schools. Without depreciating the school as it is or the workers now in the service, we must keep constantly before citizens the image of the better school, which shall render still more valuable service. We must show them how the evils that we now suffer are related directly to shortcomings in our educational work, and the welfare and happiness that we seek for ourselves and for mankind depends upon more efficient educational instrumentalities, which shall give us larger returns along all lines. We must not be content with presenting general statements and vague theories, but must show definitely and concretely how specific evils will be overcome by definite educational endeavor; and how the irresponsible elements in society will be controlled by a more enlightened body of responsible citizens and voters. We can and must show them that better and costlier schools will help immensely to advance general welfare and secure richness and fullness of life here and hereafter.

The Project Method and Educational Practice.

O. W. ALM, Principal, Junior Training High School, S. M. T. N.

The project method of educational practice and that of educational theory are two different things. The latter is the method of any undertaking. It consists (1) of a definite end to be achieved, (2) of the selection of means to attain that end, and (3) of the putting forth of purposeful effort in the application of the means selected. The thing to be attained determines what study must be made, what knowledge is necessary, what means must be used, what work must be done. The former is to a large extent the true project method limited and mutilated. It tends to become a mere form or device for "putting over" subject matter, the means instead of the end.

The mutilating of the project method, however, is largely unavoidable under the general aim and conditions of educational practice. To the teacher who is acquainted with the method it is obvious that it is not adapted to the teaching of large classes. It increases the work of the teacher enormously. He may have as many different projects to supervise as there are students. Under the project method each student selects a project with which he can personally identify himself. The work he selects must be his own undertaking. That does not mean necessarily that he must introduce it; the teacher's presentation of a situation may reveal to him a problem or project which is much more intrinsically his own. At any rate, if the student's projects are to be their own they will vary in kind, difficulty, and length of time for their performance.

This varying of the projects is due to several things. The different inclinations, interests, and experiences of the students will determine their kind; the varying capacities and aptitudes of the students, their difficulty; and the students' *time-spans of interest*, their length. The time-span of interest of the nine-year-old child verging on imbecility is short. He will likely have difficulty in sustaining interest longer than to perform such a project as making a rough drawing of a box, whereas the nine-year-old child who ranks eighteen years old in intelligence will be capable of sustaining interest in a project which will take several recitation periods or weeks to complete, and require a knowledge of technic and principles from different fields of knowledge.

What, then, is the situation of the teacher of a large class who attempts to use the method? In using it his work is to see that each student (1) selects a worth-while project, (2) performs the project intelligently, and (3) acquires technic and a knowledge of the various principles involved. With a legion of projects, varying in kind, difficulty, and length, the teacher is overwhelmed. And the project method can be a success, it seems, only to the extent that one project, or very few, can be made the whole-hearted undertaking of a large per cent of the students of the class, or that the class is sufficiently limited in numbers to enable the teacher to give each student individual attention several times during the work period. But the best work will not then be obtained unless the range of the intelligence ratings of the students is small

If the large class were the only condition in our educational scheme with which the project method is at variance, the difficulty of using the method could be solved as soon as the public increased its support of education sufficiently to adapt the size of classes to it. But the project method is at variance with traditional educational practice in more ways than one. See it in connection with the rigid division of the school day into a definite number of periods of equal length. Such a division is fully in accord with the traditional recitation and traditional course of study. Short equal periods were not intended as work periods, but as lecture or test periods. The long laboratory period in the study of science is sufficient recognition of that fact, but it was adopted primarily to provide the student with the necessary equipment for doing the work. The project method demands a work period long enough (1) to enable the student to complete a functional part at least of the project, and (2) to secure for him the leadership, guidance and supervision of the teacher in work and study. The work period may be short; it may be long.

But such a requirement is out of accord with the traditional course of study. The latter is generally made up of a group of school subjects, bodies of logically organized knowledge, each claiming with other subjects an equal part of the school day. The project method on the other hand requires a course of study which is a classification and outline of appropriate projects for students of a given age and intelligence grouping. It is inconceivable that a classification of children's projects, or of the projects of any age group, would coincide with the traditional or scientific classification of organized knowledge. The organization of subject matter under the project method is functional, not logical or encyclopedic. Under it, moreover, the course of study is neither made up of personified subjects which have rights and must not be discriminated against, nor can it be considered economic goods or a "pork barrel" to be socialistically parceled out among various traditional school subjects. With the stereotyped division of the school day into a definite number of equal periods for administering a definite number of equally measured doses of different things to each of many children varying in parentage, age, experience, interests, and intelligence, the project method is quite inconsistent. It disregards the fact that under present educational practice every student has a definite number of rites to perform before he goes to his reward—graduation, a diploma, and exemption from school life.

This incongruity of the project method with the traditional school day and the traditional course of study is augmented under departmental teaching. The departmental teacher is especially zealous for the success of his department. And its success is determined by the amount of knowledge the members of the class acquire in the subject he teaches. His department must have at least an equal chance with other departments. In his hands the project becomes the means instead of the end. The knowledge he wishes the members of the class to acquire determines what projects the class is to perform, whereas under the method in question the projects to be performed determine what knowledge of technique and principles is to be acquired.

The incongruity between the project method and departmental teaching is especially obvious in the preparation, study, and work for such a school entertainment as a historical pageant. It requires a certain amount of knowledge of the peoples and times to be represented; it requires for the costume-making some knowledge of designing, fitting, and sewing, as well as selection of materials; it requires training in music, dancing, and expression. The successful performance of the pageant is the primary aim. It determines what knowledge must be acquired and what work must be done. It requires the closest coöperation of students and teachers to attain one primary end. It is a real socialized project. In the preparation for it departmental ambitions are absurd, and mere correlation of subject matter is inadequate. Other obviously clear projects are the school paper and undertakings in home economics and industrial arts in which definite products are the ends which determine the subject matter to be studied and the work to be done. Of course, the product may be mental; it may be the solution of a problem. All truly experimental work consists of projects. But each undertaking may require a knowledge of subject matter from several different subjects. It requires, moreover, where more than one teacher is needed, the absolute coöperation of the teachers for efficiently completing the project as the primary aim. Under the project method the teacher must be either a specialist who will coöperate fully with other teachers, or one whose education is broad enough to enable her to teach efficiently subject matter from several different fields of knowledge.

The clash, however, of the project method with a large part of present educational practice is unavoidable. It clashes squarely with the prevailing general aim of education. The writer believes that, since school education for the majority of individuals is confined to twelve years of each individual's life, and since the course of study for these few years contains much subject matter which pertains primarily to problems and projects of adult life, the dominant aim of education still is *preparation for life*. But when a student performs a worth-while project with whole-souled interest in the activity itself, he not only grows, but gets immediate satisfaction. Such activity is life itself, not mere preparation for it. It is rich with the good of living.

The prevailing general aim of education in limiting school life to a term of twelve years justifies the retaining and addition of many problems and much subject matter which are artificial and meaningless to the student. The question is not, Should these things be taught in schools? but When do they become, or when can they be made, vital to the individual? That is the time they should be taught. The project method requires that the process of enriching the course of study be something more than eliminating dead wood. It requires the elimination of artificial and meaningless problems. Under it, enriching a course of study means vitalizing it; not merely adding to it. The attempt to vitalize vapid subject matter by using the project as a capsule or a sugar coat is both to misunderstand and misuse the project method. To the extent that education is cramming, or merely preparation for life, the project method is averse to it. It is the return to the natural

method of education. It claims for the child the right to live the life of a child as being worth while in itself. It dignifies childhood. It is out of place in the school that attempts to have its students rehearse as far as possible their three score and ten years in a twelve-year term. It is incompatible with mechanized school practice.

Economic Botany.

J. R. WELLS, B. S., High School Department of Biology, S. M. T. N.

Botany is a science that should be of great interest and benefit to every individual, yet it is sadly neglected and misunderstood in our educational system. Too many people think of botany as being a course for giving students of the languages practice in memorizing and pronouncing names—and, with many, this idea is natural, because botany is often taught with most of the emphasis placed on learning the scientific terms. To others botany means a study of flowers. Neither idea is correct. Botany, if properly taught, is a study of plants and plant life. If this fact is kept in mind, it should be easy to convince people of its importance to each and every one of us by calling attention to our direct, or indirect, dependence upon plants for our existence. Our food, clothing, shelter, and fuel come from plants either directly or indirectly. We also find that many of our ailments are caused by certain forms of plant life, and for about 75 per cent to 90 per cent of the cures for these, we go to the plant kingdom. Many of our dyes, in one way or another, come from plants and plant products, and so it is with many of our industries.

The teaching of botany has undergone great changes in the last quarter of a century, but there is ample reason to believe that it has not yet come to the place where the embodiment of new and better methods, as well as content, would be detrimental to its advancement. Much of the teaching of botany has been from books and not from plants. Louis Agassiz once said, "Study nature, not books"; so, in the study of botany, we should study the nature of plants and not the nature of books. Books contain no botany; they are intended only to be guides for the study of plants and plant life. Methods used by one instructor cannot always be employed by another, and, in no case, can methods accomplish what they should if the teacher does not have a well-defined purpose in his presentation of the work. What this purpose is will greatly depend upon the training of the teacher. Among other things, the purpose should be governed by the particular environment in which he finds himself undertaking to teach and by the probable future vocation of the students in the class. Much of the study can be made problematical to good advantage under ordinary conditions.

Aims in botany teaching, as in many other subjects, have been changing a great deal in the last three decades. Formerly they consisted mainly in acquainting the student with detailed structure and comparison of parts (morphology), and plant relationships (systematic botany). Gradually to this was added a little more stress on the activities of plants (physiology), which is more essential to the average student and so should

receive a great deal of emphasis. Many other divisions of the study of plant life have been made from time to time to meet certain demands. Among the most important of these are: Agricultural botany, horticultural botany, forestry, floriculture, pharmaceutical botany, and plant pathology. Thus we see that the present tendency in this, as well as most of the other sciences, is toward making our teaching of botany as practical as possible. In other words, the demand to-day is principally economic.

The writer has before him a program of the American Association for the Advancement of Science, which met in St. Louis December 29, 1919, to January 3, 1920. In looking over the program of the meetings of the botany division, he finds that papers and discussions covering the economic phases of plant study are many. Some of the papers presented were as follows: "Two Destructive Rusts Ready to Invade the United States"; "Some Results as to Response of Fruit Trees to Pruning"; "Mosaic Diseases—Progress in the Study of Causal Agents"; "Some Results of Corn Root-rot Work in Ohio," and numerous others of a similar nature.

What is true of the modern tendency toward placing a great deal more emphasis on the economic phase of botany seems to be just as true in many of the other sciences, for, in looking over the programs of the various other affiliated societies, one is impressed by the frequency of discussions of the practical or economic phases. For example, the program shows a division of economic entomologists. Some of the papers presented in this section were: "Professional Entomology—the Call and the Answer"; "Notes on Poisoning the Boll Weevil"; "Soil Insecticide Tests."

After having completed a good course in botany a student should know something of the general structure of plants; their methods of reproducing, their growth, their methods of securing food, and what foods they can best use. He should be fairly well acquainted with the plants in his particular environment especially, and know their importance and uses, if they have any. He ought to know how to use the various methods of propagation of plants; then he should also be able to recognize the common plant diseases, and other plant parasites; and, lastly, he should know how to control, or eradicate, the undesirables and the plant diseases. To do the latter may involve a knowledge on the part of the student of where and how to get the necessary information, since it is a new phase of the study of plant life. In this connection it might be added that the use of state and government bulletins is valuable.

A course emphasizing the economic phase of botany does not require a great deal of expensive apparatus and it is easily correlated with agriculture, manual training, geography, and even to some extent with chemistry.

The Festival Week Program.

April 27—8:15 p. m.	Greek Games
April 28—1:15 p. m.	Interstate High-school Musical Contest
April 28—8:15 p. m.	"Swan and Skylark"
April 29—1:15 p. m.	Interstate High-school Contest
April 29—8:15 p. m.	Grand Concert Recital
April 30—3:30 p. m.	Artists' Recital
April 30—8:15 p. m.	"The Messiah"

SOLOISTS.

MARY MELLISH, Soprano.	FRANCIS INGRAM, Contralto.
ELIZABETH GILBERT, Soprano.	ERNEST DAVIS, Tenor.
LOUIS KREIDLER, Baritone.	NORA NEAL, Accompanist.
ANTHONY STANKOWITZ, Pianist.	RHETTA HESSELBERG, Violinist.
BERTHA BENNETT, Director Greek Games.	
Chorus of 300 voices.	Orchestra of 40 pieces.
WALTER MCCRAY, Conductor.	

FETE OPENED THE FESTIVAL.

"Pan's Festival," a dance play containing both the life-spirit of the drama and the beauty of Grecian pageantry, opened the spring festival in Carney Hall. The presentation was made before an audience that nearly filled the large auditorium.

The fête of the festival, given by the women's physical training department, has always proven a success both in attendance and in the presentation, and this performance was no exception to the rule. The large and comfortable seating capacity of Carney auditorium made it possible to accommodate comfortably the big crowd.

The presentation was an intermingling of the gorgeous pageantry of Grecian costuming and customs and the music and poetic lines accompanying the drama. The dances of the production were all arranged by Miss Bertha A. Bennett, who originated the entire setting. The stage settings were several large Grecian columns with laurel strings wrapped around them and a background of deep green velvet. Prof. J. G. Wilkins of the Normal painted the scenery as well as other of the equipment of the players. The music, furnished by the Normal orchestra, was directed by Walter McCray.

The story and significance of the play were very cleverly interpreted in the dances of the players. The first scene was at the shrine of the god Pan, god of the woodland and springtime. Three maidens offered up prayers for the return of the god. The populace of the village came and offered their prayers to Pan and marched around the shrine uttering their chant for his return. An omen appeared and the populace fell on its knees and thanked Pan for this sign of favor. Merriment then began.

There were but three solo parts in the pageant, those of "Hypatia" taken by Miss Margaret Mitchell, "Syrnx" by Miss Margaret Caffey, and "Pan" played by Glenn Litton. Miss Mitchell's dance in the first scene interpreted the happiness and thankfulness of the people at Pan's benevolence. Syrnx, as the happy woods-maiden, half fearful of the grisd being who strolled through the woodland and then pursued her, was represented by Miss Caffey. Mr. Litton's part required dramatic ability to utter the words of Pan when he was bereaved at his lot.

HIGH SCHOOLS IN CONTEST.

On Wednesday afternoon the first section of the high-school music contest started. The program consisted of the solo contests. Lyman Finley of Pittsburg won first in bass; Elmer Morgan, Frontenac, second; Jess Smith, Parsons, third.

Frank Murphy, of Parsons, won first in tenor; Eugene Taylor, Frontenac, second; Fillman Stevens, Chanute, third.

Vivian Bowker, of Pittsburg, won first in soprano; Ethel Gray, Mound Valley, second; Alice Montgomery, Oswego, third; Ethel Henderson, Joplin, fourth; Marie Beavers, Neosho, fifth.

Alevina Koehler, of Neodesha, won first in contralto; Lorraine Ellis, Parsons, second; Lorene Hamilton, Crawford County, third; Rhoda Ashworth, Neosho, fourth; Mayme Allen, Pittsburg, fifth.

William Humble, of Joplin, won first in the piano solo contest, which followed the vocal solos; Albert Munneke, of Parsons, won second; William Pepper, of Iola, third; Martha McCormick, of Carthage, fourth.

On Thursday afternoon the high-school organizations competed before a great crowd at the Normal festival. The musical contest was one of the largest of its kind ever held in Kansas. Musical organizations of high schools of three states competed for honors. The solo contests were disposed of the day before, two entire afternoons being required to complete the entire contest.

The Parsons high school won the largest number of points in this contest, taking three first places and gaining second and third standings in several other numbers. Tulsa, Carthage, Neodesha, Joplin and Pittsburg will also be awarded cups for winning first places in the big meet of musicians.

The program began at 1:30 and continued until after 5 o'clock. There were nine groups with twenty-four contesting organizations comprised of more than 500 persons. Competitions were in mixed chorus, thirty-five voices; girls' glee club, thirty-five voices; girls' glee club, sixteen voices; girls' double quartet; boys' double quartet; orchestra; band; and junior high chorus. The Normal junior highs won in the last number of the contest, the junior high chorus, of Parsons, the only other contestant, won second.

"The Swan and the Skylark" introduced to a festival audience an exceptionally fine group of soloists and a chorus and orchestra which speak eloquently of the development and progress made during the several years the spring musical event has been one of the outstanding features of the part the Normal plays in the life of southeastern Kansas. That a much higher standard was reached in this year's festival than previously was apparent to all. It showed not only the cumulative effect of the six years of training under the direction of Prof. Walter McCray, but also that the extra months of rehearsal this year yielded generous returns.

It was an interested and appreciative audience, though by no means an effusive one, which filled the Carney Hall auditorium to hear the cantata. The continuity of the cantata was so close that in the earlier stages of the performance delightful solos failed to receive a hand because solos and chorus numbers were so closely interwoven that there were no intervals

which the audience recognized as a time for applause. A little later, however, when opportunity presented itself, the audience poured out its pent-up expression of appreciation, and there was a generous amount of it for soloists, chorus, orchestra and Director McCray.

On Thursday evening Lazzari, the famous Italian-American contralto, was greeted by a large audience for her concert in Carney Hall auditorium. The big hall was practically filled to welcome the greatest of the artists that have come to Pittsburg this week for the Manual Normal's annual spring music festival. It is no exaggeration to say that the music lovers of southeastern Kansas and southwestern Missouri who had gathered were delighted with Lazzari's art. She won her hearers from the first lines of the first song and held them to the last note of "Mighty Like a Rose," her closing encore. Even for the most surly individual who may have chanced to enter, there was no handle to hang unfavorable criticism on, and like the others, he could only have sat and enjoyed.

From having been in former years a program that was, in a sense, only incidental to festival week at the Normal, the artists' recital rose to the rank of one of the major events both from point of view of attendance and that of magnitude of program. The largest audience that ever gathered to greet the festival artists in afternoon concert met in Carney Hall auditorium Friday afternoon. The high quality of the program, combined with its variety, made it a notable event in the history of Pittsburg music. Eight singers and musicians rendered a concert two hours in length. Four of them were the soloists brought from the ranks of opera artists for this week of music in southeastern Kansas—Mary Mellish, soprano; Frances Ingram, contralto; Ernest Davis, tenor; and Louis Kreidler, basso. The other four were artists who are members of the Manual Normal's music faculty—Elizabeth Gilbert, soprano; Rhetta Hesselberg, violinist; Anthony Stankowitch, pianist; and Nora Neal, accompanying pianist.

The singing of "The Messiah" to the largest audience that ever heard any attraction at the Normal brought the greatest and most successful festival in the institution's history to a close in a brilliant climax. Such singing from a visiting organization or heard by local persons on a pilgrimage to some distant music center would result in the free use of superlatives, and there was no tendency to fail to recognize and value it because it is southeastern Kansas' own.

Pittsburg probably never heard a finer musical thing than the "Hallelujah" chorus as the great chorus interpreted this outstanding feature of the Handel work, and that the audience stood in closest attention was on this occasion eminently fitting and no idle formalism. A moment of hush held the audience as the last note died away, and then there was an outburst of applause ringing with genuine tribute to a notable achievement. Those who have heard all the renditions of "The Messiah," from the first one five years ago, could not escape being deeply impressed with the great progress shown in this ninth singing of the oratorio.

It was a night of triumph for the great chorus composed of singers of the Normal and the city and the Columbus Choral Society and Cherokee Choral Society. There was no mistaking the genuine enthusiasm with

which the audience responded to its notable performance. If the advance in choral work was marked, no less so was that of the orchestra. With increased instrumentation and having done months of preparatory work, its performance surpassed that of earlier festivals. Just how far forward it has moved was shown in the artistic and sympathetic interpretation it gave the "Pastoral Symphony," though the audience had learned something of this from the notably fine treatment given the overture.

Probably no such a quartette of artists as those who charmed the last night's audience has before been heard in "The Messiah" in the West. Adoption of the plan of having soloists of the first magnitude for the oratorio was more than justified by the results.

News Notes.

The faculty of S. M. T. N. at a recent meeting unanimously decided that the ban of discouragement should be removed from fraternities and sororities and the students permitted to decide for themselves the desirability of belonging to such organizations. A number of chapters are now in process of organization, and the social life, with perhaps also the scholarship of the school, has received a decided impetus.

Married, Sunday, April 11, 1920, Miss Myrtle Burnett, of Parsons, Kan., and Dr. C. M. Yost, of Pittsburg, Kan. Miss Burnett is a graduate of the Life Diploma course at S. M. T. N. and one of our good boosters. We are glad that Doctor and Mrs. Yost will be our neighbors in the city of Pittsburg.

Married, May 5, 1920, at Arcadia, Kan., Miss Elva Sheffield and Mr. Morris Liepman. Mr. and Mrs. Liepman are both S. M. T. N'ers, and the TECHNE extends congratulations and best wishes.

Miss Catherine Curless, who has been teaching in Montana, has accepted a position as principal of the high school at Liberal, Mo., and will spend next year at home. Miss Curless gave up teaching for nursing during the war, but has since returned to the fold.

Mr. J. C. Butler, who was superintendent of schools at McCune last year, has been elected at Mulberry for next year. We are glad to have Mr. Butler move closer to us.

Mr. Harry Hartman, who has been teaching manual training in the Labette county high school, has been elected as instructor in automobile work at S. M. T. N. Mr. Hartman is one of our own "fellows" and we are glad to welcome him.

Salathiel Snyder, a 1920 college senior, has resigned his position in the manual training department of the Joplin high school and is engaged in automobile work in Independence, Kan.

Born, to Mr. and Mrs. Charles Snyder, at Boise, Idaho, Sunday, March 21, 1920, a son. Charles is teaching manual training in the Boise high school and is looking forward to educating the lad at S. M. T. N.

S. M. T. N. Alumni.

Since the first class graduated from S. M. T. N. in 1894, the institution has boasted an alumni organization which has been kept alive by an annual membership management. Desiring a more stable organization, the members at the annual business meeting in 1918 voted that a committee should be appointed to draft a new constitution. The committee has a good start on the constitution and one section recommended has been acted upon by postal vote and unanimously adopted. This section provides that any alumnus of S. M. T. N. may, upon the payment of \$3 initiation fee, become a life member of the organization. This eliminates all other dues and fees. Many have already availed themselves of this privilege and more are coming in every day. Come and join us. The Printing Department of S. M. T. N. is getting out a certificate to be presented to each member. The annual dinner to the seniors will be given as usual immediately following commencement exercises, June 2.

WHERE THEY WILL TEACH.

J. B. Forsythe, superintendent, Chetopa.
 Lowell Smith, principal, Moline.
 Lena Miller, home economics, Erie high school.
 George Wells, manual training, Minneapolis high school.
 Margaret Phillips, home economics, Walnut.
 Hazel Martin, grades, Arkansas City.
 Maude Ramey, grades, Arkansas City.
 Ruth Ramey, grades, Arkansas City.
 Elsie Jarrell, home economics, Moline high school.
 Beatrice Wanasek, primary, Moline.
 Winifred Carlton, grades, Arkansas City.
 Helen Carlton, grades, Arkansas City.
 Aldza Rogers, home economics, Fredonia high school.
 Ethel Oberg, history, Mulberry high school.
 Mae Gale, English, Mulberry high school.
 Alpha Hobbs, English, McCune high school.
 Leoti Spence, grades, Arkansas City.
 Mrs. Frankie Butler, nature study and geography, Coffeyville.
 Edith Stahley, grades, Arma.
 Nina Grandle, grades, Arkansas City.
 Nettie Laughlin, commerce, Neodesha high school.
 Norma Gardner, home economics, Moran high school.
 Bernice Akers, commercial, Chanute high school.

CHANGES IN LOCATION.

Fred McColley, from superintendent at Westphalia to Wellsville.
 Ernest McCue, from Kincaid to Westphalia.
 John Ferpotto, from manual training at Benedict to Westphalia.
 Nina Shellhorn, from grades at Erie to grades at El Dorado.
 Olive Reed, from grades at Liberal, Mo., to grades at Girard.
 Bettie Burr, from home economics, Galena high school, to home economics at Cherokee County high school.
 Andrew Steele, from superintendent at Meade, to Liberal.