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# THE TECHNE

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

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MAY, 1921

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## The Choir Invisible.

O, may I join the choir invisible  
Of those immortal dead who live again  
In minds made better by their presence; live  
In pulses stirred to generosity,  
In deeds of daring rectitude, in scorn  
Of miserable aims that end with self,  
In thoughts sublime that pierce the night like stars,  
And with their mild persistence urge men's minds  
To vaster issues.

May I reach  
That purest heaven—be to other souls  
The cup of strength in some great agony,  
Enkindle generous ardour, feed pure love,  
Beget the smiles that have no cruelty,  
Be the sweet presence of good diffused,  
And in diffusion ever more intense;  
So shall I join the choir invisible,  
Whose music is the gladness of the world.

—George Eliot.

PRINTED BY  
KANSAS STATE PRINTING PLANT  
TOPEKA 1921  
8-6833

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Published by  
STATE MANUAL TRAINING NORMAL  
PITTSBURG, KANSAS

# THE TECHNE

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

A COLLEGE FOR TEACHERS.

W. A. BRANDENBURG, *President.*

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VOL. 4

MAY, 1921

No. 5

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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 13, 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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### Short Sketch of Party History.

By O. F. GRUBBS, Associate Professor of History, State Manual Training Normal, Pittsburgh, Kan.

(Reprinted from *The Historical Outlook*, February, 1921.)

Like so many of our other customs, political parties had their beginning in England. Macaulay and Hallam state that the Cavaliers and Roundheads in the days of Charles I were the forerunners of later Tories and Whigs. Most writers claim that political parties in England had their origin in the fight to prevent the succession to the throne of the Catholic Duke of York, about 1680. The success of the duke would have meant the triumph of the divine prerogative, with royal dispensations, the absolute church and business restriction. The defeat of the duke would have meant the triumph of free constitutional government, toleration in religion and freedom of trade. Thus the alignment of people into parties turned upon their attitude toward the central government. One party sought to have conferred upon the central government as much power as possible—call this the center-seeking, or centripetal force. The other wishes to detract from the central government as much power as possible, and confer it upon the local authorities—call this the center-fleeing, or centrifugal force. And about these two ideas have been formed the two great parties that have since divided the voters in England and in the United States. Neither group has adhered to any one name, or to any one definite set of principles, through the entire time, but the general principle has always been present. The central-government party in England has been known as the Tory, Conservative and Unionist; in the United States as the Federalist, Whig and Republican. The local-government party in England has been known as the Whig and Liberal; in the United States as the Anti-Federalist, Democratic-Republican and Democratic.

Thus the people loyal to the king in the colonies were called Tories; and the patriots, being enemies of the king, were Whigs. These same Whigs opposed the formation of the Union in 1789; they wished for much local authority in the States; they opposed the constitution, and, when it was finally adopted, they were determined that it should have as little power and authority as possible.

Both elements were present in the administration of Washington. By a common but inexplicable law, these elements took shape about two leaders. Hamilton openly admired the form of the English government, and about him clustered the friends of a strong national government; and the other element clustered about Jefferson—the very antithesis of Hamilton in every respect. Hamilton's ideas called for a strong central government—and his ideas prevailed. Why? Partly because of the strength of the man, but mostly because the conditions of the times made a strong government imperative. For ten years before the adoption of the constitution the country had been suffering from too much democracy, and Hamilton's strong law-and-order measures found ready acceptance. The assumption of the state debts, the national bank, the

tariff, a national money and the internal revenue were all national measures. Jefferson was a born radical, and his residence in France had intensified his natural tendencies. He admired the French republic and accused Hamilton of trying to set up a monarchy; and the Federalists, led by Hamilton, nicknamed their opponents democrats, then a term of reproach. Jefferson preferred to be called a Republican, in contrast to monarchy, and for years his party was called Democratic-Republican. In the alien and sedition laws the Federalists overstepped the bounds of reason and wisdom. The times did not call for so drastic a measure, and the voters replied by defeating the party that passed them. Jefferson's support made the assumption of state debts possible; but he spent the remainder of his life explaining that Hamilton had "tricked" him into giving his support to assumption.

Once in power, the Democrats were compelled, by circumstance, to adopt many nationalist measures. They bought Louisiana without constitutional sanction; they passed the nonimportation act, the embargo act, the nonintercourse act—all interfering with private business; and the bank charter would have been renewed had it not been for the casting vote of the vice president. The Federalists, out of power, strong in New England, became the party of states' right. They evaded the embargo, they criticized the administration, and they openly refused to support the second war with England.

A change in the conditions of life demands a change in the methods of life. No man can be indicted for changing his mind; but the motive for the change is always open for examination and criticism. The leader who resolutely sets his face against all change is not a safe guide. He is attempting "the portals of the future with the past's blood-rusted key."

To-day party lines are in a flux. Whether the World War was an interruption, or a revolution, we are yet to learn. No definite political issue bisects the voters to-day. The leaders in neither party are united on any one clear-cut issue. If it is difficult to write history, it is impossible to write prophecy. What form parties will take in the future we cannot tell. But I make this prediction: that in the creed of the parties of the future, the old, old principle—the rights of the individual, versus the will of the social group—will find a prominent place.

Many instances can be cited from history to show that any people in time of great stress favor centralized authority, even to electing a dictator. From its experiences in the War of 1812, the Democratic party became national. In Madison's first message to Congress after his second election, he recommended a strong standing army and navy, a national bank, a protective tariff, internal improvements at national expense, a national university. The army and navy were increased, the second bank was established, the first protective tariff was passed; and had Madison and Monroe not weakened on the roads and canal idea, the nation would have embarked upon a policy of internal improvements at Federal expense.

Historians tell us that the Federalist party ceased to exist after the War of 1812. What really happened was this: the Democratic party

became national and adopted all the Federalist policies, and the members of that party, perforce, voted the Democratic ticket. Hence during the decade following the War of 1812 there was but one great party in the United States. But soon divisions began to appear in the party that had twice overwhelmingly elected Monroe. The people of the different parts of the country professed to believe that their economic interests were divergent from those of the other sections, and factions began to form behind certain leaders or favorite sons who espoused these ideas, and the era of sectionalism and personal politics had arrived. Clay, Webster and Adams became the champions of the nationalist policies, such as the bank, the tariff and internal improvements; while Jackson and his followers slipped back into the strict-construction ideas of an earlier period. With the formation of the Whig party—Whig in name but Tory in principle—the Democratic party lost its nationalist elements, and soon became the party of states' rights and particularistic reaction, opposing the Federal courts, the national bank, the tariff and internal improvements. The Whig party favored all these measures; but the strongest cement of the party, if the name "party" can be applied to a group of voters so loosely organized, was hatred of Andrew Jackson, and when the "Old Hero" passed off the scene of action the Whigs lost their cohering influence. Fear of defeat prevented it from taking any definite stand on the question of slavery; the control of the Democratic party seemed to be permanently in the hands of the proslavery leaders. Under such conditions the vast body of antislavery voters had no party home, and as a protest against the vacillation of the Whigs and the irresponsibility of the Democrats, they formed the Republican party. It was a minority party, a "boss-busting" party, and its leaders were downright political insurgents. It fell heir to the nationalist ideas of the Whigs and, in the main, it has adhered to these principles every since.

It requires no great effort to belong to a major party, but the member of a minor party must be sincerely devoted to principle. He risks political ostracism; he throws away all hope of success and office; he becomes a political nonconformist. And since all the great world movements began as a minority, their early history is characterized by sincerity, enthusiasm, crusading zeal, direct and open support of the righteous thing. In its infancy the Republican party possessed all these attributes. But its sudden success in 1860, due to a political accident, attracted to its ranks many men less sincere than were its founders; and the certainty of success since the Civil War has often begat carelessness, or even corruption, within its ranks.

The surrender of Lee at Appomattox marks the end of era. The Civil War, in its broadest aspect, was a contest between the industrial North and the agricultural South. The needs, and consequently the convictions, of the two sections differed materially. And when the southern leaders were defeated in 1860, northern capital and northern industry came into control of the government, and they have retained that control ever since, working through whichever party happened to be in power. As a result, the dividing line between the two great parties during the past sixty years has been very indistinct. In fact, a well-in-

formed voter, with a flexible mind, could have voted with either party and have done his political principles no violence thereby. The Democrats were as willing as the Republicans to grant aid to the railroads; neither party has been a unit on the money question; when out of power the Democrats talked glibly about lowering tariff, but when the opportunity came they lacked nerve to keep their promise.

The Union army was a volunteer army. It was an army of the states, paid and generalled by the Federal government. Through political influence many local politicians secured commissions from their state governor. When the war closed they returned and resumed their former occupation. Their ability in politics, plus a successful war record, easily landed them in office. The era of pure and simple politics in our history closed with the firing on Fort Sumter. Thereafter the great body of the people took little interest in public affairs. They were weary of the endless discussions and the war; they wanted to get to work, to make money and get rich. They believed that with the surrender of Lee all danger to the Union was passed, and after voting for the latest military hero they quietly went to sleep and left public affairs to the leaders. For twenty years after the war both parties suffered from lack of competent leadership. In fact, the Democrats were so destitute of leaders in 1872 that they indorsed the nomination of a Republican. Such leaders as we then had, had risen to prominence largely on questions growing out of the war. They lacked the vision and the inclination to cope with the newer questions then coming up for solution. They were well qualified to deal with dead issues, and the party platforms were largely a code of memories.

For a brief period in 1896 it seemed as if we might have an entirely new alignment of parties. The bolt of the gold Democrats at Chicago, and the secession of the silver Republicans at St. Louis, seemed to point to the formation of two parties, each sectional. But conditions changed. Good crops in the United States and poor crops in Europe caused an increase in prices of farm products. The influx of gold from Alaska and South Africa, together with a freer use of deposit currency, increased our circulating medium, and prices were further boosted. The western farmers paid off their mortgages and began to buy automobiles. And since economic distress causes political unrest, the revolt of 1896 was soon forgotten. With the two great parties the desire "to catch with their surcease success" outweighed all other considerations. Candidates have been selected, not because of their inherent personal ability, but because of their availability. The platforms, instead of being a positive declaration of positive principles, have been composed of glittering generalities, designed to catch votes, and capable of an interpretation to suit the locality.

To-day the two great parties have drifted far from their ancient moorings. The strictest construction to-day is broader than the broadest constructions of one hundred years ago. The political descendents of a states'-right party established the department of agriculture, extending various forms of assistance to the farmers of the states. They created an Interstate Commerce Commission to take over the work form-

erly attempted by the states. They broke up the tribal life of the Indians. They were strong for a Federal income tax in 1894—stronger, in fact, than the supreme court was. The Democratic party, to-day under Woodrow Wilson would not be recognized by Thomas Jefferson. Before we entered the war against Germany it passed a Federal income-tax law; it established a heirarchy of Federal banks that would make Alexander Hamilton turn livid with envy; it passed the Clayton anti-trust act—labor's Magna Carta; it told the railroad executives how many hours their employees should work; it exercised its influence to say to the states who should vote and what people should drink. During the war it took control of the railroads and other common carriers; it levied internal taxes as high as huge Olympus; it took from the control of the states four million men; clad, fed, paid and led many of them to a foreign strand; and it revived, revamped, recorruigated and renamed the alien and sedition laws of John Adams' day.

Yet Republicans would have done the same. Taft advocated the Federal incorporation of corporations doing an interstate business. Standing at the tomb of John Brown at Osawatomie, in the burning rays of an August sun, 1910, Roosevelt proclaimed his "new nationalism," which, if completely carried out, would have obliterated state boundaries and would have made of the states mere administrative subdivisions of the Union.

"Human hopes and human creeds,  
Have their root in human needs."

### The Need for a More Scientific Attitude in Education.

EDGAR MENDENHALL, Director Coöperative Bureau of Educational Research, State Manual Training Normal, Pittsburg, Kan.

(Reprinted from *Education*, February, 1921.)

Not long ago a state normal had among its corps of speakers, to address its some 1,500 students, three types of lecturers—a scientist and educator of national renown; a sociologist of profound scholarship and breadth of view, who dealt much with ungarnished facts and unembellished fundamental principles; and a platform entertainer capable of putting incisively and in somewhat emotional popular language generalities commonly recognized. Attendance at these lectures was largely optional with the student body. It became a matter of interest to some of the faculty on the side lines to note the drawing force of the three types of speakers indicated. No absolutely accurate count was made of the number in the audiences for the purpose of comparison. This was not necessary. It took but a casual glance to reveal the fact that the average student, the teacher and the "would-be" teacher, prefers—shall I term it—the "hurrah" type of speaker, prefers, on the whole, glittering generalities to hard facts and basic principles requiring some effort of attention.

If this were an isolated example we might account for it as a desire for relaxation, or perhaps recreation, but examples of similar situations may readily be multiplied. I have noted the same tendency



among teachers in county institutes. It was my duty as a county superintendent to employ the institute lecturers. The appealing institute instructor was too frequently the "brass-band" sort, with a repertory of anecdotes, able usually to "wave the flag" grandiloquently or "dope out sob-stuff." He entertained and held attention. Little effort was exacted of the listener. When the institute lecturer of real worth spoke, papers and magazines were surreptitiously read, *billet-doux* written. The intent listeners, easily counted on the fingers, were the staid members of the teaching profession—they who truly had a more scientific attitude and had cultivated some power of sustained attention.

My thesis can be checked up further with the general public. Note, if you will, the type of books and magazines read in our libraries. Any librarian will tell you it is not the technical, nor even the so-called popular scientific literature that appeals to the reading public. Pull down from the shelves Darwin or Huxley, James or Dewey, and scientific treatises in other fields—how clean and white are the pages! Here are these volumes in their pristine binding, fresh and new. The pages would be uncut if the librarian had neglected this duty. Go to the fiction shelves. Here you must often elbow your way. It is here you find the grimy, dog-eared books in rebound editions. In this connection I would commend a well-planned scheme on the part of the schools—high school and grade—for a better use of the library in connection with the school work, as a corrective.

In December, 1900, a leading American magazine requested ten of the great educators and thinkers of the day to name the books published in the nineteenth century which, in their opinion, had most influenced its thought and activities. Among the judges were such well-known men as Hon. James Bryce, Edward Everett Hale, Henry Van Dyke, President Arthur T. Hadley, of Yale. These men did not act in conjunction. Independently of each other, each of them made up a list of ten books, his individual choice, in response to the question. In all forty-seven titles were named. Darwin's "Origin of Species," a book of science, stood first, receiving ten votes—the unanimous choice of these eminent judges. Here is a book that has profoundly affected educational thought. It was the fruition of twenty years' careful, exacting work, collecting and organizing facts. In this book there is no attempt to embellish; none of what is termed "fine writing." It is a sober, direct, scientific presentation and discussion, well within the range of comprehension of the average reader. Notwithstanding its educational significance, I believe I would "play safe" in saying it is a closed book to four-fifths of our teaching body, and I fear if many did open it they would not find, nor even make the effort to find, the material appealing, and try to see in it a bearing upon their work.

In a talk to a group of Michigan teachers, not many months ago, Professor Millikin, of the University of Chicago, urging more scientific training, stated that the nation that will win in war and in peace, the people who will survive, will be the people who know. This statement need not be limited, in my judgment, to a knowledge of physical sciences. It has a wider application. There is a science of teaching, and science methods must be incorporated in the daily practice of our

common-school teachers if the schools are to be a factor in the onward march of this nation. I believe it vital that many, very many educators, superintendents, grade teachers, high-school teachers need more of the requirements of the scientist than they now possess. What these requirements are is a question worthy of our consideration.

Primarily, all teachers, principals and superintendents should determine early in their work the aims, and note the outcomes, of their educational efforts. I indorse heartily the statement of Rugg and Clark, in their Chicago University monograph, "Scientific Method in the Reconstruction of Ninth-grade Mathematics."

"Nothing is more important to the teacher, to the administrator, or to the 'educational' critic," they say, "than the writing out of the general aim of the subject of study in question, so as to include a very clear and minute analysis of what the instruction in the course is intended to do." And they add this pertinent comment: "The writing of this detailed statement is one of the most difficult tasks that teacher or administrator can be called upon to do." Notwithstanding this difficulty, the value of this must be evident to all. We can readily see that if we have a goal in view we are in a position to weigh our plans and measure with more exactness the value of our devices and methods. A big proportion of our teaching is aimless—a groping in the dark. I thoroughly believe that if a teacher of reading would write out as definitely as possible, for herself, early in the school year, what she planned for her class to accomplish in this subject by a certain time, and would keep this aim in mind from day to day in planning lessons, she would find defining the goal eminently worth while. This could and should be done, not alone for the school subjects, but the larger aims of a room, a building and an entire school system could be made a matter of record for constant guidance.

The next requirement of a scientific attitude I would note would be the constant analysis of the teaching situation. It is important that the teacher be constantly alive to the reactions of her pupils to her instruction. This knowledge of the teacher would not be general. It needs must be exact. The teacher would find it highly advantageous to tabulate errors in the various school subjects. For example, in spelling some record should be kept of the words misspelled, the number of times they are misspelled. If errors occur in a particular part of words, this should be noted. Mistakes in language and in arithmetic, even shortcomings in penmanship, could frequently be made a matter of record for the class and the individual pupil. The knowledge the average teacher has of her class is far too hazy. It needs must be more definite. It is impossible, without exact knowledge, wisely to direct our instruction. Without this knowledge we constantly "overteach" and "underteach."

A scientific attitude means a constant effort to weigh values—values with constant reference to aims. We still find teachers giving tests with five or ten questions, each question rated the same—20 or 10—when these questions vary greatly in difficulty for the pupils, easily known if the teacher only would make the effort to know. Lists of five or ten words are still given in spelling, and each word is arbitrarily

rated worth 20 or 10, with little or no consideration of their relative difficulty. I would like to see more teachers venturesome enough to base the rating of spelling lists more upon the real difficulty they present to the group, and, better, to the individual pupil. I can conceive of a list of ten words in which difficult words for particular pupils could be weighted 15 or 20, and some less difficult less than 10. If this is done by teachers, and attention of the pupils called to this fact, they will, in all likelihood, distribute their study more intelligently.

In a larger sense, the scientific attitude means the open mind, needed, I suspect, by most of us. Too many of us are more concerned in establishing our petty viewpoint in education than in finding the truth. The scientific spirit is, as Prof. L. H. Bailey well says, "the quest to find out, always to discover, never to prove a thesis or demonstrate an assumed position. Herein does this mind differ from that of the advocate, who must merely prove his case, or from that of the preacher, who must support a dogma, or from that of the politician, who must defend a party."

"Science cannot be dogmatic, if it is science; it cannot be partisan, if its judgment is that of the open mind, seeking." Educators are still numerous who woefully lack this attitude. Superintendents and teachers are still to be found who resolve, ignorantly, that there is nothing in the measurement movement in education; that psychologies and discussions of educational methods, educational experiments should be "scrapped." Dealing, as the teacher must, constantly with immature minds, having her opinion seldom challenged, she needs must watch herself constantly to keep the open mind so needful to progress.

As I have already suggested, the scientific attitude means the love of facts. When the teacher can say with Professor Bailey, "Never have we arrived at mastery, and never do we discover the greatest intellectual delights until plain facts, ungarnished, standing for themselves, are poetry and painting and inspiration." When the teacher can feel this as she arranges systematically the grades of her class so they can be intelligently interpreted, or tabulates the efforts of her pupils; when she can listen and enjoy a technical discussion in education, and experience some thrill when she reads Thorndike or Judd or James, she has in far measure a scientific attitude.

The scientific attitude means a sustained, persistent attitude. It means more or less of what is commonly termed "grind" until a goal is reached. Too many of us weary in well doing and never receive our reward. It would be a gala day to the teacher who reads these words and then and there resolves and sets for herself a definite task—a definite problem vital to her particular group of children—and then sticks everlastingly to her resolve until she has completed a piece of work. Things really worth while, a real contribution, take time and hard work.

Darwin was twenty years preparing his epoch-making work, "The Origin of Species." Edward Gibbon resolved on October 15, 1764, amid the ruins of Rome, to write "The Decline and Fall of the Roman Empire." Nearly twenty-three years later, June 27, 1787, the last word

was written. Tennyson began "In Memoriam" in 1833 and published it in 1850. These examples could be multiplied. I see no reason why many, very many teachers should not set for themselves a definite task touching their life work, and keep at this task one or more school years. If this were to be done I venture to predict our educational progress would be marked indeed.

I can think of no better way of bringing this discussion to a close, and indicating concretely the scientific method so desirable for every teacher, than by quoting from Darwin's introduction to his master work. "On my return home," says Darwin, "it occurred to me, in 1837, that something might perhaps be made out of this question (the origin of species) by patiently accumulating and reflecting on all sorts of facts which could possibly have any bearing on it. After five years' work I allowed myself to speculate on this subject, and drew up some short notes. These I enlarged in 1844 into a sketch of the conclusions, when they seemed to be probable; from that period to the present day I have steadily pursued the same object. I hope that I may be excused for entering on these personal details, as I give them to show that I have not been hasty in coming to a decision."

Darwin's aims were definite. Note these significant words—"steadily pursued," "patient accumulation of facts," "reflection upon these facts," and "I have not been hasty in coming to a decision." I commend a careful, thoughtful rereading of this comment of Darwin to every ambitious teacher and schoolman.

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### The Spring Music Festival.

Surpassing in significance any former week in S. M. T. N.'s history, the Spring Music Festival, April 25-29, fixed definitely State Manual Normal's rank as a center of music interest and training. Professor Walter McCray's reputation as one of the ablest conductors in the Middle West was also enhanced.

Festival week's central event was the singing of "The Messiah," the eleventh performance this famous oratorio has had in Pittsburg. The work of both orchestra and chorus excelled that of any previous performance. Both showed clearly they had "arrived." Thirty instrumentalists played "The Messiah's" complicated scores with professional finish; more than 200 singers interpreted with spirit and precision, under Director McCray's baton, its majestic chorals.

Lotta Madden, soprano; Ellen Rumsey, contralto; Allen McQuhae, tenor; and Royal Dadmun, baritone, made up a stronger corps of solo artists than had ever been employed. Dadmun, perhaps the country's greatest baritone, has a style ideally adapted to oratorio, but McQuhae and Rumsey, especially the latter, were not far behind in the quality of their work.

These four gave a concert recital Friday afternoon. Besides a notable group of solos by each artist, Miss Madden and Mr. Dadmun sang the "La ci darem" duet from Mozart's "Giovanni"; Miss Rumsey and Mr.

McQuhae sang the familiar "Al Nostre Monte" from "Il Trovatore," and the four closed their program by a quartet from "Rigoletto."

Two thousand five hundred people heard the interstate high-school music contest in its organizations section Thursday afternoon. This was the largest audience ever assembled in Carney Hall auditorium. Forty-one numbers were rendered by representatives of most of the larger high schools of this section. Winners were as follows:

Mixed chorus: first, Pittsburg; second, Joplin; third, Cherokee county high school. Girls' glee club: first, Parsons; second, Pittsburg; third, Cherokee county high school. Boys' glee club: first, Joplin; second, Pittsburg; third, Cherokee county high school. Girls' double quartet: first, Neodesha; second, Iola; third, Pittsburg. Boys' double quartet: first, Neodesha; second, Pittsburg; third, Cherokee county. Orchestra: first, Joplin; second, Parsons; third, Neodesha. Junior high-school chorus: first, Pittsburg; second, Parsons. Band: Joplin the only entry, receiving a good grade.

Supervisors responsible for the laurels of the above organizations were: Neodesha, Earl H. McCray for orchestra, Madge W. Utterback for vocal numbers; Joplin, T. Frank Coulter; Pittsburg, William F. Menne; Parsons, Chas. S. McCray, also Mrs. K. G. Hoag for junior chorus; Cherokee county, Clyde Davidson and Miss Florine Richards; Iola, Miss Flora Rogers.

The solos section of the same contest, held the preceding afternoon, also attracted a large audience. Sixty-one numbers were sung. Here, as on Thursday, average quality was unusually high, even for schools winning no honors. Winners were:

Sopranos: first, Kathryn Newman, Fort Scott; second, Georgia Fitzgibbons, Crawford county high school; third, Esther Repogle, Carthage, Mo. Contraltos: first, Lola Burton, Baldwin; second, Maurine Palmer, Pittsburg; third, Maud Morrow, Iola. Tenors: first, Cecil Jackson, Pittsburg; second, Theo Fenlon, Fort Scott; third, Cecil Sanders, Baldwin. Basses: first, Elmer Morgan, Neodesha; second Lyman Finley, Pittsburg; third, David McPherson, Carthage, Mo. Violin: first, Leopold Shopmaker, Kansas City, Kan.; second, Neil Branstetter, Pittsburg; third, Charles Abraham, Frontenac. Piano: first, Helen Hellweg, Pierce City, Mo.; second, William Humble, Joplin; third, Georgia Buck, Neodesha. Cornet: first, Arthur Winter, Argentine; second, Elmer Morris, Fort Scott.

Large as was the contest this spring, there is every reason to anticipate many more entries next year.

The festival's opening program on Monday night was a pageant of American history by S. M. T. N. girls, assisted by the Training School children, all under the supervision of Miss May F. Long and Miss Regina Frank. It was unanimously pronounced the best ever presented. Never has more beauty and taste in costumes been seen here.

Tuesday afternoon the head instructors in Manual's department of music were heard in recital. These are: Miss Elizabeth Gilbert, soprano; Mr. Anthony Stankowitch, pianist; Miss Rhetia Hesselberg, violinist; and Miss Nora Neal, accompanist. Mr. Elwin Smith, tenor, who

came from Lawrence to sing the tenor rôle in "Hiawatha's Wedding Feast" at night, was also on the program. That the talent in our faculty is appreciated was shown by the large audience.

At night festival chorus and orchestra rendered Page's "Old Plantation Days" and Coleridge-Taylor's setting of Longfellow's poem. Miss Gilbert sang the soprano solos, also the waltz song in Gounod's "Romeo et Juliette." Mr. Smith also had an extra number, Mendelssohn's aria, "Be Thou Faithful Unto Death."

The Hambourg Trio in chamber music, assisted by Sergei Radamsky, Russian tenor, were Wednesday night's attraction. The trio artists were genuinely appreciated, and Radamsky made one of the week's hits. Florence Macbeth, coloratura soprano, was heard in concert recital Thursday night. Her wonderful voice was enjoyed here as it is everywhere.

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### Advantages of the County Unit.

**Equalizes Burden and Advantage, Reduces Dissension, and Conduces to Economy and Efficiency.**

(1) Equalizes educational opportunity by apportioning the funds of the county school district to each school according to its needs.

(2) Equalizes educational opportunity by providing a superintendent for the rural schools who is selected solely on the grounds of education, training and successful experience.

(3) Equalizes educational opportunity by providing for efficient supervision of the rural schools.

(4) Guarantees to each child in the county school district that which rightfully belongs to him—an equal number of days' schooling with every other child.

(5) Equalizes the burden of school support by providing a uniform tax levy for the entire county school district. The big district and the little district, the rich land and the poor land, are all taxed uniformly.

(6) Abolishes the present system whereby, because of purely arbitrary boundary lines, a large and prosperous district with few pays a small school tax, while small and poor districts are compelled to pay a large tax.

(7) Favored districts, which under the present pernicious plan escape with little or no taxation, will be compelled to pay their just share for the support of the schools.

(8) Eliminates partisan politics and local residence in selecting the most important school official in the county—the county superintendent of schools.

(9) Favors the consolidated, graded, equipped and supervised rural school.

(10) Permits the wholesale buying of school supplies and the elimination of expensive small-unit business transactions.

(11) Enables every county to establish and maintain a good system of schools.

(12) Stops forever the dispute about boundary lines and eliminates petty neighborhood dissensions.

(13) Provides for better teachers and a longer tenure. The average school director has no standard by which to judge the applicant for a teaching position.

(14) Produces a greater return for every dollar expended.

(15) Groups both the burden and advantages of education on a large scale and provides a comprehensive and efficient plan for the whole country—*School Code Commission, State of Washington.*

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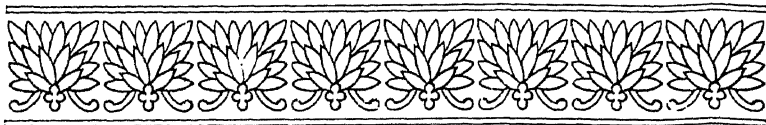
NOTE.—Kansas is twenty-seventh educationally among her sister states, largely because she has the district type of school organization. Missouri has recently adopted the county unit plan.

## A CITIZEN'S EDUCATIONAL CREED.

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I believe that education is the strong defense of a free nation, and that ignorance is a curse to any people. I believe that the free public-school system of the United States is the best guarantee of the rights vouchsafed to us by the Constitution. I believe, further, that the public schools of the land are the cradle of our democracy, and that in the classrooms and upon the playgrounds, where the sons and daughters of the street sweeper and railroad magnate, of day laborer and multi-millionaire, meet upon an equal footing and stand upon their own individual merits, the lessons of democracy and fraternity are best taught. I believe that the hope of America is in her youth, and that the battle ground of the world is the heart of the child, and that government fails at its source when it ceases to make ample provision for the development and nurture of its future citizens.—*Fred L. Shaw, Superintendent of Public Instruction of South Dakota.*





### A Hundred Years to Come.

Who'll press for gold this crowded street,  
    A hundred years to come?  
Who'll tread yon church with willing feet,  
    A hundred years to come?  
Pale, trembling age and fiery youth,  
And childhood with its brow of truth,  
The rich and poor, on land, on sea,  
Where will the mighty millions be,  
    A hundred years to come?

We all within our graves shall sleep,  
    A hundred years to come;  
No living soul for us will weep,  
    A hundred years to come.  
But other men our land will till,  
And others then our street will fill,  
And other words will sing as gay,  
And bright the sunshine as to-day,  
    A hundred years to come.

—*William Goldsmith Brown.*

