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THE TECHNE

LIFE WITHOUT LABOR IS A CRIME, LABOR WITHOUT ART
AND THE AMENITIES OF LIFE IS BRUTALITY.—RUSKIN.

VOL. XVII

SEPTEMBER-OCTOBER, 1933

NO. I

AS SHAKESPEARE SAW IT

“Gold! Yellow, glittering precious gold!
Thus much of this will make black, white; foul, fair;
Wrong, right; base, noble; old, young; coward, valiant;
.....What this, you gods? Why this
Will lug your priests and servants from your sides,
Pluck stout men's pillows from beneath their heads.
This yellow slave
Will knit and break religions; bless the accursed;
Make hoar leprosy ador'd; place thieves,
And give them title, knee and approbation,
With senators on the bench;
This it is that makes the wappened widow wed again.”

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THE TECHNE

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W. A. Brandenburg, President

VOL. XVII

SEPTEMBER-OCTOBER

NO. 1

BOARD OF MANAGEMENT

Edgar Mendenhall, Chairman

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J. O. Straley

THE TECHNE publishes, for the most part, papers on educational subjects, though articles on closely related fields are also used. Part of these papers set forth the results of research; others aim at interpretation of current developments. Though some of the discussions will interest the specialist, it is hoped that in every number there will be something useful for the average teacher.

THE TECHNE is sent free to the alumni, school officials, libraries, and, on request to any person interested in the progress of education.

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RECENT CANADIAN-AMERICAN RELATIONS

*J. S. CORNETT, Salina Wesleyan

Keenleyside in his valuable recent publication on "Canada and the United States" summarizes the economic factors as they have operated in the history of the relations between the two nations as follows:

(1) The desire of American industrial and manufacturing interests to gain control of the vast storehouse of raw materials known as the Canadian Dominion.

(2) The attempts of these same interests to break down the Canadian tariff against manufactured articles, to the end that American goods may capture the Canadian market.

(3) The bitter opposition of the western and southern states to any lowering of American duties on raw materials, which should bring Canadian grain, minerals and dairy products into serious competition with similar American products.

(4) The desire of the Canadian farmer to gain unrestricted access to the American market and purchase his supplies at the lowest figure--regardless of the place of manufacture.

(5) The fear of the Canadian industrial interests that any lowering of the tariff on finished products will result in their extermination by the more powerful and highly developed manufacturing organizations of the United States.

The history of the economic relations of the neighbor nations has been strewn with the record of legislative enactments and treaty arrangements drawn with a view to strengthening the trade and commerce of both. The Elgin-Mary Treaty of 1845 was the first successful attempt to establish reciprocity in trade; from the Canadian point of view at least it was strongly motivated by the desire to avoid annexation and to establish reciprocity as an alternative at a time when annexation was being much discussed and freely predicted on both sides the border. The Elgin-Marcy Treaty was satisfactory in principle and in the features which it embodied; and proved for the brief time it was in effect a distinct boon to commerce and trade. It accorded to American fishermen full privileges in the Atlantic Coast fisheries. The products of forest, farm and mine were placed on the free list by both countries; the St. Lawrence and Lake Michigan waters were to be common property. The treaty was to run for ten years subject to abrogation by either party on one year's notice. As an illustration of its stimulus to international trade, the volume increased from \$3,480,000 in 1854 to more than fifty-seven million dollars in 1856. As illustrating further the reserve effect on trade of the abrogation of the treaty, the total volume

*Paper read at the Kansas History Teacher's Association at Pittsburg.

decreased from \$60,500,000 in 1856 to \$48,900,000 in 1868 in spite of the general movement of expansion of that period in both countries.

The chief reasons for the termination of the treaty by action of the United States Government were the irritations aroused in the Civil War period because of the expressions within Canada in various forms of public sentiment sympathetic to the Confederate cause—at least such was the construction put upon it by the Federal Government; and the opposition which grew out of the fact that Canadian manufacturers were violating the spirit of reciprocity by bringing about the raising of duties on manufactured articles, to the hurt of American trade. The Canadian manufacturers had merely demanded and received tariff assistance in defense of their own interests against the threat of extermination at the hands of their more powerful competitors of the Republic; and were only taking a leaf out of the American book of protection. Thus did the first experiment in reciprocity come to a sudden end.

Succeeding attempts to establish reciprocal relations in commerce were all destined to founder on the rocks of powerful group interest or national feeling. The periods of acute depression in the seventies and again in the nineties were conducive to reciprocity sentiment. In the early nineties on Canadian initiative insistent attempts were made to work out a basis; but inasmuch as the carrying through of such a proposal would imply direct discrimination against Great Britain, the discussions ended without concrete result.

The opening of the twentieth century saw the beginning of a new epoch in the commercial relations of the two nations. In the United States the earlier conditions had been transformed. The West had been settled; there was no longer a frontier to pioneer; the wealth of natural resources of forest, field and mine was being rapidly developed, much of it being exploited and wasted. The demand was insistent for world markets to absorb the product of an ever widening industrialization program; if anything, it was even more insistent for the opening up of ever fresh sources of raw materials with which to feed the insatiable appetite of the factory and the machine. With avidity the American capitalist and promoter turned his attention to Canadian virgin timber and mineral deposits and began to importune Congress for a reciprocal deal with the Canadian Government on the basis of exchange of Canadian raw materials for American manufactured goods.

Meantime, while the situation was being reversed, travel trips of government officials from Washington to Ottawa replacing those from Ottawa to Washington of the earlier decades, a new buoyant optimism was arising within the Dominion itself based largely on the realization of the vast potential resources of the Western provinces now beginning to come into their own, and a new self-confidence and hope was born. Canada was taking on maturity. The immigration of her ambitious youth into the United States was dwindling; the opportunities for careers within the Dominion itself were coming to be realized and grasped.

Canadians were becoming more interested in Canada, less absorbed in their Southern Neighbor.

In 1909 the Payne-Aldrich Tariff precipitated a situation which for a time threatened serious consequences in the relations of the two nations. The act provided for minimum and maximum rates and the threat to enforce the maximum rate on Canadian goods for a time seemed likely to issue in a tariff war. However, the growing strength of the Democratic party as measured by election results caused the Republican administration to revise its policy toward the Dominion and after joint discussion of the issue President Taft finally declared Canada eligible for the minimum rates. Thus the way was paved for negotiations looking to reciprocity. Conversations in Ottawa and in Washington in November 1910 and January 1911 led to the formulation of a definite plan. Products of farm, dairy, forest and mine were to be put on the free list, while substantial reductions were to be made in tariffs on meat, flour, coal, agricultural implements and other articles. The agreement was to be made effective by concurrent legislation rather than by treaty.

The Reciprocity Plan of 1911 was adopted by Congress. Whilst there was considerable sectional and group opposition, the powerful weight exercised by Eastern financial interests who favored the proposal as calculated to assist them in the effort to capture the Canadian market, was the determining factor. Much loud talk floated across the country predicting the advent of annexation. The important business of Canada would now be transferred to Chicago and New York; a new revelation of 'Manifest Destiny' had come upon the scene. Thus in regular session the House of Representatives and in special session the Senate passed the bill providing for Reciprocity.

Meantime sentiment in the dominion was setting in strongly in the opposite direction. Surely this was distinct 'volte face' from the prevalent attitude of Canadians in the preceding decades. Reciprocity had been a cardinal point in Canadian diplomacy of the latter part of the nineteenth century. But in the election of September 1911 Sir Wilfrid Laurier, illustrious leader of the Canadian Liberals, went down to defeat, having staked his political career on the Reciprocity issue; and the Conservatives came back to power by the Canadian people. The underlying issue was that of nationalism. It required the imminent threat of such a measure as an actual reality to raise the spectre of economic assimilation of the smaller power by the larger to be followed in due course by political assimilation.

Many powerful group interests arose to combat Reciprocity, and these played with telling effect on the latent fears, suspicions and prejudices of the Canadian voter. The Canadian manufacturing and banking interests combated it with all the powers at their command. This was to be expected. Reciprocity would mean that they would have to go into open competition with American firms, and it should mean that

they would have to pay a higher price for Canadian raw materials to meet the American price level. These things would be ruinous to their interests. The bankers took their cue from the manufacturers. Thus the conservative and populous provinces of Ontario and Quebec were bitterly opposed. On the other hand the plainsman of the new western provinces favored a plan which would mean a readier and wider market and higher prices for their products. It was the beginning of the breach between the interest of the Canadian farmer of the West and the Canadian manufacturer of the East, a breach which has widened with the years since 1911.

Other voices also were raised to swell the chorus of opposition to the plan. Indiscreet public utterances on the part of certain American politicians, e. g., a typical statement as that of Congressman Prince of Illinois—"Be not deceived. When we go into a country and get control of it, we take it," or of Senator Cummins, "I am in favor of the annexation of Canada," had much to do with stirring the fires of Canadian feeling in antagonism. So that when finally the government leaders themselves saw danger to the project of reciprocity incurred by such blatant utterances and tried to allay Canadian fears by assurances that Reciprocity would be solely economic, it was too late; the damage already had been done.

Imperialists of British origin also had their part in playing on the Canadian popular fear and prejudice. The arch-imperialist Rudyard Kipling was a notable case in point—"I do not understand (said Kipling) how nine million people can enter into such arrangements with ninety million strangers . . . and at the same time preserve their national integrity. It is her own soul that Canada risks today. Once that soul is pawned for any consideration, Canada must inevitably conform to the commercial, legal, financial, social and ethical standards which will be imposed upon her by the sheer admitted interest of the United States. Whatever the United States may gain, and I assume that the United States proposals are not wholly altruistic, I see nothing for Canada in Reciprocity except a little money that she does not need, and a very long repentance."

The Canadian people registered their answer at the polls in September, 1911. Reciprocity was overwhelmingly defeated. And although it would be rash to suggest that the issue was thus finally disposed of, at least the fact that it has never seriously been discussed since, as well as the complementary fact that with the passing of the years all thought and all talk of annexation recedes further and further from the area of the likely or probable, is at least most significant.

The relations of Canada and the United States are not only intimate but are destined to become more and more so through the years. Inevitably of course these relations mean far more to Canada than to her neighbor. The United States is a world power holding interests in every portion of the globe, whereas Canada is on the threshold as yet of her

international career. Canada has really but two important external problems, viz., her relations with the other members of the British Empire-Commonwealth and her relations with the United States.

The primary influence affecting Canadian-American relations, after all, is the fact of the common basic inheritance in language, history, institutions. Their traditions are deeply rooted in a common ancestry. Of this truth the late Professor Dunning has appropriately reminded us (Dunning, *The British Empire and the United States*)--"The century of peace ends with the English-speaking world comprehended in two great political aggregates, differing much from each other in obvious characteristics, but permeated in the subtler arteries of their social life with forces that make for like feeling and thinking. The same basic conceptions of democracy, liberty and law prevail in both these organisms and determine the direction of conscious progress; the growing parallelism of economic conditions, the long-established financial and commercial relationships, the intimate solidarity of intellectual life, assure that the lines of unconscious progress will be the same in both. Everything seems to promise the absence of all but friendly rivalry in reciprocal benefits and in contributing to the welfare of the race. In the relations of the English-speaking peoples there has been much misconception, distrust, suspicion and general incompatibility of temper; but *also* they have shown on a steadily growing scale that loftiest of human attributes, the will to adjust the frictions of social life by *reason*, the quality of the international mind; feeling that some special fiat of God and nature enjoins enduring peace among those whose blood and language and institutions and traditions, or all together, go back to the common source in Britain."

Other influences that continue to affect the relations between Canada and the United States are firstly, the fact of Canada's position within the British Commonwealth of Nations. Canada is not only within that Union but has every good reason for continuing within it, and is apparently quite content to have it so. The ambiguity of Canada's relationship within the Commonwealth of former years has now been thoroughly cleaned up by the provisions of the Statute of Westminster of 1931 by which each of the self-governing Dominions was granted full legal independence and legislative equality with the Parliament of the Mother Country. And the very recent marked trends in the direction of building reciprocal tariff arrangements within the borders of the Commonwealth as reflected in the Ottawa Conference indicate further the strengthening of mutual bonds.

So far as Canadian-American relations are concerned the chief significance of the above lies in the fact that the Canadian Government apart from the Mother Country will have exclusive control. Thus there has been reached at length the consummation of a trend steadily moving across a hundred years in the direction of giving Canada a free hand in working out directly with the American Government the solu-

tion of problems of mutual concern. The resident Minister of Canada at Washington and the resident Minister of the United States at Ottawa give visibility to an established fact. Thus, whatever color has been given in the past to the insinuation that Great Britain tended to sacrifice Canadian interests for the sake of peace and harmony and in view of the larger interest of the Empire as a whole when she carried the responsibility of arbitrating Canadian-American problems with the United States Government, there will be no further ground for such accusation. The Canadian Government may be counted on to look carefully after its own rights and interests.

The second major influence on the relations between Canada and the United States is the fact of a steadily growing Canadian national consciousness. Canada is both British and French; she is also North American, but above all she is Canadian, with her own distinctive individuality. On the one hand American influences impinge upon the Dominion at every point; the continuous back-and-forth of travel across the border, the press, the radio, the moving picture, the huge financial investment of the United States in Canada, are all of them projections of the one neighbor upon the other. But on the other hand the very insistence of these pressures tends to strengthen the Dominions national self-consciousness. The World War has, of course very markedly served to strengthen this feeling. During the dark days of 1914-1918 with its record of heavy sacrifice the Canadians developed a new confidence in themselves and their ability to work out their own future and the fact of French Canada is a vital force in the strengthening of the national consciousness. French Canada knows full well that she would be speedily swallowed up in a North American political and cultural unity. Necessarily the weight of her influence is cast powerfully in the direction of the preservation of the Dominion intact.

The post-War period has in its turn produced a new world-situation in which world-isolation has become increasingly an impossible position for any state. The fifty thousand Canadian dead in Flanders Fields constitute a potent reason for Canada's laying claim to a voice at Geneva. But Canada, like her Southern neighbor, is unalterably opposed to any plan that would confer supersovereignty upon the League. Her attitude is very definitely that the League should act "as a center for international consultation and cooperation, as an institution through which international public opinion can express itself and make its weight felt" rather than that it should serve as a superstate. Moreover, just as Canada is opposed in principle to the thought of a possible 'French Big Stick' in the hands of the League of Nations as a super-sovereign, the fact that she has consistently refused to accept the vacant chair in the Pan American Conference indicates as clearly

how determined she is to refrain from becoming embroiled in the Latin-American turmoil.

The post-War period likewise has seen both the perpetuation of problems of other days as well as the rise of new ones in the immediate area of mutual relations. One of the most vexatious of these has been the border problem of liquor. In this matter the Canadians feel that they have done fully and generously their part in cooperation to the end that the American prohibition laws may be enforced. They have accepted a Liquor Treaty which extends the jurisdiction of foreign officials over Canadian boats; they have passed an Act of Parliament which has prohibited clearance of liquor from Canada to the United States, an Act which has not only resulted in a large revenue loss but which has merely diverted the sphere of operations of the rumrunner from the Canadian border to the islands of St. Pierre and Miquelon in the possession of France.

Another vexatious problem has grown out of the new highly restrictive immigration policy of the United States Government; one result of which has been the rise of an acute problem situation in the vicinity of Windsor and Detroit. The following excerpt from *The Border Cities Star*, Windsor, Ont. of Dec. 24, 1930, reflects the trend of Canadian opinion in that area with reference to this matter—"Thousands of Americans are employed in this country—many of them in highly important and highly paid executive positions. We are delighted to have them; we want more of them. At the same time, we believe that Canadians crossing the line for employment, business, or social visits are entitled to just as much courtesy, just as much consideration there. For many decades it has been common custom for Canadians to work on the American side and Americans on the Canadian side, as fancy or interest dictated.... A few years ago, however, rumblings began. In 1927 it was estimated that more than 15,000 persons were crossing daily from the Border Cities to work in Detroit. Today, our Chamber of Commerce figures, this number has been reduced to approximately 3,600 and is steadily shrinking. This is due largely to the persistent efforts of the American immigration authorities, working, of course, on orders from Washington. The going has been made harder and harder for those who have their employment in Detroit. All the commuters have been put to expense, inconvenience, annoyance, and in many cases, real humiliation. People of the first type have been called before boards of inquiry and then forcibly deported for a year. It has been a wearing down process, the idea being apparently to crowd the Canadian commuters out as rapidly as possible..."

In such a problem the Canadian instinct is such as strongly to urge the fairness and desirability of reciprocity of view and arrangement; the American tends to view the matter purely as a matter of the enforcement of a restrictive immigration policy. Hence the clash.

Again, in the field of investment the huge and steadily mounting aggregate of American capital invested in the Dominion has been such as to occasion no little concern. Is it likely, as some Canadians opine, that this economic penetration will have the ultimate effect of Americanizing the country and eventually absorbing it into the American system? On the contrary, it would seem that the more potent factors at work in Canada are those forces already alluded to which are working together to produce a distinctly heightened national self-consciousness in the post-war period. Among other things the movement toward government ownership and control of such utilities as railways and the Ontario Hydro-Electric is much in point. Canada is an investment center of the first magnitude for American capital but Canada is in no sense becoming American. A certain sturdy national independence is, if anything, becoming more marked across the years. Problems there are and are bound to be in the relations between the neighbor nations. Whether they pertain to a joint waterways system, the radio broadcast, liquor transport, fishers and coastal privileges, immigration and border problems, or finance and investmene—problems a plenty; and yet there is no reason to fear that these joint problems will ever seriously disturb the friendly relationship which in the main has been obtained between the two nations. On the part of each there is the consciousness both of the common background of tradition and inheritance, the intimacy of long experience as friendly neighbors and the relation of the desirability of perpetuating amicable relations. And there is in addition a strong confidence in the means of peaceful settlement of points at issue as they arise through the agency of the International Joint Commission and kindred agencies. In the words of Chief Justice Hughes, "While we will have much to discuss, we will have nothing to fight about."

MUSIC IN THE COMMUNITY

LORRAINE ELLIS

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Music is a powerful constructive force, when rightly used. There is a deep symbolic truth in the belief of the ancient Greeks that this art created the city of Troy. To the Greeks of the classical period, education without music was incomplete. No citizen, worthy the name was allowed to grow to manhood without a good training in this art—so powerful an agent in refining the character of men. They believed implicitly in its powers to create courage, loyalty, personal affections and many other human virtues.

Since the community must necessarily depend upon the type of homes within it—let us observe the advantage of a music loving family. Music has the power of uniting family and friends into bonds of congenial fellowship. While we are conscious of the lack of a naively primitive folk music in the American home, yet we have ignored those possibilities and opportunities afforded by the friendly gathering around the piano for an evening's informal and impromptu indulgence in music—whether vocal or instrumental.

Music lends to family life, more sparkle, more glamour, and an opportunity for team-play. Slowly a more cordial and sympathetic understanding will grow up between members of the family. Imperceptibly the older boys will transfer their interests away from the once beloved gang of corner loafers, to the happy evenings at home. Modern civilization has not been kind to the home circle. The automobile and motion picture are only two of the many and varied amusements which have tempted the old and young alike, and the so called "canned music" is being used as the substitute for our "home-made" music to an unwise and dangerous degree. Good music is just as essential for the home as good food for the body, good books for the mind and a good religion or philosophy for the spirit.

People as a whole fail to realize that music has a social as well as an artistic significance. They are inclined to think of music as something performed by highly trained and highly paid specialists and not in any way connected with their own individual lives. Radio is doing a great work in helping to correct this last erroneous idea.

Music is in essence a social phenomenon. It is considered the most social of all arts. There is no greater welding force than song. If any one questions the social value of music, it should be enough to observe that it is invariably used at any gathering where the desire is to create a community of feeling, or harmony and congeniality of spirit. Songs can create the atmosphere that is desired more quickly and more effectively than any other one device. There is no greater harmonizing in-

fluence than music. It best meets the demand for comradeship, organization and team play.

In every country where music has flourished as an art, it has been built upon a strong social foundation deeply embedded in the hearts of the people who took what they could in musical self-expression and thus provided a far stronger and fuller appreciation for the work of the professional, creative and interpretive artists. A musical will or trained powers of musical appreciation are assets of life long value. The ability to play or sing opens up opportunities for pleasant associations with musical groups with whom many profitable hours may be spent in the study and performance of good music. Mere notes written on paper in the quiet and solitude of creative study are not music until they are released into sound as an emotional experience in which the interpreter and audience participate. Music exists only in the performance, and in this performance the public must fulfill an indispensable function.

There is in music a deep and singular relation between it and our feelings. At its highest and noblest, music exercises a singular and profound power over the imagination and carries within it, spiritual qualities of great power. With its unlimited capacity for variety in rhythm, harmony and intensity, music is capable of representing spiritual states with an amplitude exceeding that of any other art.

Music wields a mighty influence in the development of our language of emotions. In its bearings upon human happiness, this emotional language which musical culture develops and refines is of paramount importance. Thoughts are but wandering spirits that depend for their vitality upon the magnetic currents of feeling. A thought raised to its highest power is not only accompanied by the strongest emotion, but actually passes out of a thought condition into a condition of emotion. The secret power of music is that it alone is capable of giving the simplest, the subtlest and the most complex emotions alike, the full and satisfactory expression that is far beyond the power of spoken word.

Music has power to harmonize—it calms the restless. It predisposes the mind or puts it in an attitude to perceive and retain truth. The best thing a song can do is to make the singer better—if for only a short time. Repeat the operation often enough and he will eventually succumb to the magnetic appeal which the beauty of the music exerts over him.

The greater part of the time of most people is given up necessarily to material things—a struggle for a comfortable livelihood, a fight against poverty; and those elements are sadly needed which can inspire, which can lift the mind above sordid things and make clear the possibility of a larger life. This inspiration, this pleasure, freed from all taint of worldliness, nothing can give more perfectly than good

music. Music comes with a power of relief and a gentle grace of **ministration** that is almost supernatural. It takes away from the commonplaceness and dullness of life. In the words of Addison, "Music wakes the soul and lifts it high and wings it with sublime desires and fits it to bespeak the Diety."

The tendency of civilization is to repress the antagonistic elements of our nature and develop the social ones—to replace individual and selfish gratifications by gratifications because of the pleasure of others. While adapting ourselves to this social state there is, simultaneously, growing up a language of sympathetic intercourse—a language through which we communicate and share our happiness with others. Since music facilitates the development of this emotional language, we may regard music as an aid to the achievement of that happiness which serves as a solid foundation for any community.

Music will provide a medium by which people can better understand each other. It can cement with acquaintanceship the different social strata, nationalities, occupations, and opinions. It can help to shelve old prejudices, jealousies, and feuds. "Music is moral law. It gives a soul to the universe, wings to the wind, flight to the imagination, a charm to sadness, gayety and life to everything," said Plato. It can do more than anything else toward that merging of the individual into the community which should be the ideal of all schemes for social recreation.

Community singing is doing wonders toward the swift Americanization of the heterogeneous people who comprise the large percentage of the American population. The foreigner is permanently reached through the heart rather than the head. Peace of mind, contentment and wholesome emotional reactions are all factors in mental health. Science is attributing increasing values to music as a means of restoring mental poise, and even has gone as far as to advocate the use of music as a therapeutic agent in the treatment of mental and nervous disorders.

In some localities the musician will experience the necessity of having to fight the inertia of a public only too willing to assume a more or less passive attitude; or else they contend that America does not and cannot have a musical culture of her own.

It is commonly accepted that America has been peculiarly handicapped in the development of music as a social asset. We have never gone through the peasant stage which produced the folk music of Europe. Those who created a rhythmic accompaniment to manual labor in our country were slaves or hirelings and not our own people. All too soon we become a land of progressive mechanical inventions and machinery and the folk song has never been encouraged by tractors or mechanical harvestors.

The community that loves music and takes an active part in its development is a community that is happy, upright and moral. Mental

and spiritual development caused by endeavor along this one of the many paths toward beauty, will tend to refine and broaden the taste of the people. Offensive and brutalizing noises will no longer be tolerated quite so complacently. This will give them tangent curiosities and awaken latent interests in some of the other arts so that they will slowly but surely dip tentatively into poetry and will begin to frequent the available art museums.

It is the crystalization of human passion into something graceful and powerful that gives music long life. Here-in lies the "golden opportunity" for the music teacher to accomplish this consolidation of human emotions. Too many communities have to depend for music leadership upon itinerant enthusiasts who are interested more in the financial returns for their efforts than they are in the upbuilding of the community. Fuse the choir of the churches into the nucleus of a choral society. The union of the musical and dramatic talent cemented in a pagent setting forth the glories of the community will serve as an incentive. Even the most skeptical as well as the reticent ones will eventually take part. Of course there will always be those who criticize but—how important are "carping" critics when the achievement of a great organization is seen.

A great community has thus been founded made up of musically minded persons whose influence in their own cities, towns, and villages is a beneficent one. Out of the singing of the choral groups has come inspiration, pleasure and the cultivation and refinement of tastes and ideals. And the many who came to scoff will remain to play and sing.

CRITERIA FOR SELECTING SONGS FOR BOYS' GLEE CLUBS IN SENIOR HIGH SCHOOLS AND A LIST OF SONGS CHOSEN WITH REGARD FOR THESE CRITERIA.

A Synopsis of a Thesis Submitted to the Graduate Division of the Kansas State Teachers College, Pittsburg, Kansas, July, 1933, in Partial Fulfilment of the Requirement for the Degree of Master of Science, by Roy D. Barnes, Superintendent of Schools and Director of Music, Thayer, Kansas.

THE PROBLEM

A big problem of every music director is selecting music materials. This is especially true for directors of boys' glee clubs in senior high schools. Although many songs are available and much sorting has been done, yet each director must select most of the songs his particular glee club is to sing.

Selecting proper songs for various occasions involves knowing not only where to secure good songs, but the characteristics of good songs and the other factors which should be considered in selecting good songs for the particular glee club.

THE NEED FOR THIS STUDY

More than a score of publishers are making an honest effort to supply good songs for boys' glee clubs in senior high schools. These songs are usually listed alphabetically. Other information such as composer, special occasion, grade of difficulty, and the arrangement of parts are sometimes given. A closer examination of these lists and of the songs themselves reveals "tares among the wheat." The music director is "The Lord of Harvests" who must eventually separate the good from the bad.

Possibly no music director selects songs by the "Enna, Mena, Mina, Mo" method. Yet music directors themselves evidence the fact that they usually do not possess a good set of criteria for selecting their songs. The need of directors, then, is not only extensive lists of songs, valuable as they may be, but also a set of criteria for selecting good songs for their particular glee clubs.

THE PURPOSE OF THIS STUDY

This study proposes to do two things: (1) Develop a set of criteria for selecting songs for boys' glee clubs in senior high schools, and (2) compile a list of songs chosen with regard for these criteria.

The questionnaire technique was used in this study because it seemed to be the most feasible way of obtaining the desired information. Two slightly different questionnaires were used. One was sent to all the leading publishers in the United States who publish songs for boys' glee clubs in senior high schools. The other was sent to forty directors of boys' glee clubs.

THE PLAN OF THIS STUDY

The questionnaire to the publishers was designed to obtain four items: (1) A list of songs for boys' glee clubs in senior high schools

based on sales records; (2) the characteristics of a good song; (3) a list of newer songs recommended by the publishers; and (4) additional factors to be considered when selecting songs for any particular boys' glee club in a senior high school.

In the first question the publishers were asked to list their ten most popular songs based upon the sales records, biggest seller first. Places were arranged for the title of the selection, the composer, the number of parts in the arrangement, and the grade of difficulty.

In the second question they were asked to list what they thought were the characteristics of a good song. Spaces were left for fifteen characteristics.

In the third question they were asked to list ten of their newer songs, without sales records, chosen with regard for the characteristics of a good song as given in Question II.

In the fourth question they were asked to list other factors, in addition to the characteristics of a good song, which should be considered when selecting a song for boys' glee clubs in senior high schools. Spaces were left for fifteen additional factors.

The questionnaire to the music directors was designed to obtain three items: (1) what they thought were the characteristics of a good song for boys' glee clubs in senior high schools; (2) additional factors to be considered when selecting songs for any particular boys' glee club in a senior high school; (3) and a list of songs chosen with regard for these characteristics.

Questions I and II were identical with Questions II and IV to the publishers as described above.

In the third question, the directors were asked to list a few songs which they had used or which they considered good for boys' glee clubs in senior high schools. Ten spaces were left. The composer, number of parts, and grade of difficulty were not asked for, for the writer felt that difficulty in obtaining these items of information might prevent prompt replies.

The writer planned to include in this study a list of songs received from each publisher.

It was planned also to compile a list of the songs recommended by the music directors.

It was planned further to compile a composite list of songs which were recommended by both the publishers and the music directors.

With the criteria received from the publishers, the music directors, library research, and his own experience and observation, the writer

planned to develop his own set of criteria for selecting songs for boys' glee clubs in senior high schools.

THE GENERAL AIM OR OBJECTIVE OF EDUCATION

The general aim or objective of all education is to develop, through materials in themselves worth while, the knowledge, attitudes, appreciations, habits, and skills which shall make of every child a worthy member of society.

A worthy member of society is the child who is happy and contented in his present activities and who is at the same time preparing for future usefulness. In the instance of the high school, he is the pupil who from day to day is achieving the seven objectives of education: "health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character."¹ In the more specific instance of the boys' glee club, he is the pupil who is: (1) finding the use of his voice, learning how to sing correctly with good tone quality; (2) enriching his repertory of song with many lovely folk and art melodies; (3) learning to enjoy the music to which he listens as well as that which he sings.

AIMS AND OBJECTIVES OF MUSIC IN THE SCHOOL CURRICULUM

The aims and objectives of music in the school curriculum as proposed by the National Research Council of Music Education² are as follows:

I. ULTIMATE AIMS—To strengthen the individual by providing him with a wholesome emotional outlet; to contribute to the development of the individual through the growth of his personal and social nature; to enhance life during periods of both work and leisure by providing that elevation of spirit which comes from a contact with the beautiful.

II. IMMEDIATE OBJECTIVES

1. To develop a love for and appreciation of good music.
 - (a) Through beautiful singing of appropriate song material
 - (b) Through instrumental performance of those qualified
 - (c) Through aesthetic enjoyment of listening to much beautiful music
 - (d) Through the correlation of music with literature and history
 - (e) Through the study of musical form to increase the intellectual understanding of music

¹"The Cardinal Principles of Secondary Education." U. S. Bureau of Education *Bulletin*, 1918, No. 35, pp. 1-32.

²"Subject Objectives," Music Supervisors National Conference, *Journal of Proceedings for 1929*, pp. 31-32.

- (f) Through the preparation of material for special occasions, assembly periods, concerts, etc.
 - (g) Through special projects such as ensemble, chamber music, etc.
2. To develop technical power.
- (a) Through rhythmic training—meter sensing, physical responses, time beating, eurhythmics, etc.
 - (b) Through sight-singing, foundation drill, solfeggio, dictation, etc.
 - (c) Through ear training
 - (d) Through voice training
 - (e) Through instrumental training
 - (f) Through combination of music and dramatic action—opera, operetta, etc.
 - (g) Through the encouragement of the creative faculty—musical composition.
3. To develop the spirit of cooperative service, thereby reenforcing spiritual values.
- (a) Through providing that unity of spirit which may come to groups of people engaged in the performance of beautiful music.
 - (b) Through the use of group musical activities that develop a capacity for living the group life.
 - (c) Through altruistic service projects—caroling, visits to hospitals, etc.

(N. B. The acquirement of technique should be motivated and directed by musical feeling and on the other hand genuine appreciation is dependent upon the acquirement of technical knowledge and power.)

THE CRITERIA WORK SHEET

After twenty questionnaires had been received, ten from the publishers and ten from the music directors, the writer devised a work sheet embodying each different criterion which had been suggested. As in the questionnaire, the criteria were placed in two divisions: the characteristics of a good song and the other factors to be considered. With the return of each additional questionnaire, any new criterion was included in the work sheet.

The criteria were reclassified from time to time and the work sheet revised. The final revision of the work sheet contained not only additional new criterion received from the publishers and the music directors, but also those obtained from library research and the experiences and observations of the writer.

This fund of information was the basis from which the writer dev-

eloped his own set of criteria for selecting songs for boys' glee clubs in senior high school.

THE CRITERIA DEVELOPED BY THE WRITER

The Characteristics of a Good Song—

1. The song should have enough permanent, immediate, or association value to warrant its use.
2. The music and the text should be fused into an appealing unity. suitable but interesting instead of monotonous.
3. The song should represent the work of a reputable poet, a composer, an arranger, and a reliable editor.
4. The repetitions occurring in the song structure, should be not only suitable but interesting instead of monotonous.
5. The arrangement should be adapted to the various types of voices represented in the glee club.
6. The range for all the parts should be tessiture, especially on sustained melodic and harmonic tones, to avoid straining the voices.
7. The melody should be simple and interesting with sufficient beauty and charm to hold interest on its own account.
8. The song should be singable. (Song good instrumental music is not.)
9. The harmonies should be pleasing and interesting without including any great difficulty in any part.
10. The harmonies should be close without crossing very often.
11. The physical demands of the song should not be too great for the high school voices.
12. The song should demand plenty of mental dexterity and musicianship without discouraging the pupils.
13. The rhythm should be smooth and flowing and whether the tempo is slow or fast, there should be a decided rhythmic pulse.
14. The song should appeal to the interests of boys, thus commanding masculine respect. (Boys like songs of courage, adventure, achievement, loyalty, comradeship, heroism, and songs of fine sentiment, but not mawkish. These characteristics are expressed in such types as; sea songs; work songs; fellowship songs; cow-boy songs; Indian songs; nature songs; vigorous out of door songs; chants, spirituals, and sacred songs; and songs of the modern world.)
15. The text should convey a worthy, desirable message of emotional feeling, positive ethical character, or consistent intellectual thought in good lyrical style.
16. The song should have consistent varieties of mood, rhythm, and dy-

namics with well defined climaxes, thus affording excellent interpretative possibilities.

17. There should be something of interest from the beginning to the end of the song.

THE OTHER FACTORS TO BE CONSIDERED

1. The use of a song should be justified from the social standpoint of the pupils.

2. The choice of good songs should be influenced by the musical aptitude of the pupils as evidenced by ear-training, sight-singing, playing an instrument, or actual glee club experience.

3. Songs requiring an elaborate accompaniment should not be selected unless an accompanist is available.

4. The songs selected should include a variety of materials, thus giving a bird's eye view of choral literature and a well rounded course of musical training. (Various types of songs should include: folk and art; classic, romantic, and modern; sacred and secular; a capella and accompanied; school and national; theme and special occasion; concert, contest, and general purpose; serious and humorous; and songs from books as well as those in octave form.

5. The songs should correlate with other subjects and projects, thus broadening the vision of life.

6. The arrangement and the grade of difficulty should be adapted to the glee club, thus making a perfect rendition of the song possible.

7. An excellent rendition of a simple, easy song is a more strategic point of attack for creating a love for and an appreciation of good music than to try to eliminate "poor music."

8. A song of considerable length or with long sustained passages, requires a larger glee club, thus affording an opportunity for relaying the tone.

9. The melodies and the harmonies should be divided among the various sections of the glee club, thus helping to maintain interest.

10. The range and the key should be adapted to the particular glee club. (Try out the glee club to determine the keys best adapted to it.)

11. The time available for rehearsal is an important factor to be considered.

12. The possibility of an uninterrupted rehearsal and the general attitude of the school towards music should be considered.

13. Songs to be sung in public should have an application to the audience, thus effecting a greater incentive for a good interpretation.

14. The songs should be the best buy for the money.

15. The musical ability of the director and his technique for

teaching and discipling the glee club, are factors which should be justified when selecting the song.

FINAL LIST OF SONGS SELECTED BY THE WRITER

This list includes only those songs which were recommended by not fewer than two music directors or which were listed by both a music director and a publisher. The title of the selection, the name of the composer or arranger, the number of parts in the arrangement, and the grade of difficulty of each selection are given.

1. African Drums (Bar. Solo).....	Bliss	4	Medium
2. Ah Sweet Mystery of Life.....	Herbert	4	Medium
3. A Hunting We Will Go.....	Nevin	4	Medium
4. All Through the Night.....	Bantock	3	Medium
5. Anchors Aweigh.....	Zimmerman	4	Medium
6. Ave Maria.....	Arkadelt	4	Medium
7. Bedouin Song.....	Rogers	4	Medium
8. Bells of St. Mary's, The.....	Adams - Lucas	3	Easy
9. Bells of St. Mary's, The.....	Adams - Strickles	4	Easy
10. Bendemeer's Stroom.....	Parks, Arr.	4	Easy
11. Builder, The.....	Cadman	4	Medium
12. Brown Bird Singing, A.....	Wood	4	Medium
13. By the Sea.....	Schubert - Baldwin	4	Difficult
14. Calm as the Night.....	Bohn	4	Medium
15. Come to the Fair.....	Martin	4	Medium
16. Courage	Rigger	4	Medium
17. Creation Hymn.....	Beethoven	4	Medium
18. Czecho-Slovakian Dance Song (Folk Song)		4	Medium
19. Danny Boy Irish) Londonberry Air	Weatherly	4	Medium
20. Dat Whistlin' Lullaby (Humor- ous)	Rena Webb	4	Easy
21. Dear Land of Home.....	Sibelius - Manney	4	Medium
22. De Coppah Moon.....	Shelly	4	Medium
23. Dedication	Franz - McLeod	4	Medium
24. Deep River.....	Burleigh	4	Medium
25. Down South.....	Gibb	4	Easy
26. Drink to Me Only with Thine Eyes	Jonson	4	Medium
27. Drums	Gibson	4	Medium
28. Duna	McGill	4	Medium
29. Glok Worm, The.....	P. Lincke	3 or 4	Medium
30. Goin' Home.....	Dvorak	4	Medium
31. Goodnight, Goodnight Beloved	Pinsuti	3 or 4	Medium
32. Gypsy Trail, The.....	Galloway	4	Medium
33. Gypsy Wind, The.....	Wooler	4	Medium
34. High Road and the Low Road, The	Protheroe	4	Easy
35. Hills of Home, The.....	Fox	4	Medium

36. Home on the Range.....	Guin - Riegger	4	Medium
37. Homing	Del Riego	4	Medium
38. Hunter's Farewell, The.....	Mendelssohn	4	Medium
39. Hunting Song (From Robin Hood)	De Koven	4	Easy
40. I Hear a Thrush at Eve.....	Cadman	4	Difficult
41. I'll Take You Home Again Kathleen	Westendorf	3	Easy
42. In a Gandola.....	Linders	4	Medium
43. Indian Serenade.....	Berwald	4	Difficult
44. In the Gloaming.....	Greeley	3	Easy
45. Invictus	Huhn	4	Medium
46. I Passed by Your Widow.....	Brahe	4	Easy
47. It's Up to a Man.....	Squire	4	Medium
48. John Peel.....	Andrews	3	Easy
49. John Peel.....	Stevens	4	Medium
50. Jolly Coppersmith, The.....	Peters	3	Medium
51. Jolly Roger.....	Robertson - Deis	3 or 4	Medium
52. Kashmiri Song.....	Woodforde-Finden	4	Medium
53. Kentucky Babe.....	Geibel	4	Medium
54. Kerry Dance, The.....	Molloy	4	Easy
55. King Jesus Is a Listenin'.....	Burleigh	4	Medium
56. Land of Hope and Glory.....	Elgar - Fagge	4	Medium
57. Little Day Closes, The.....	Geibel	4	Medium
58. Lo How a Rose E'er Blooming.....	Protheroe	4	Medium
59. Lond Doy Closes, The.....	Sullivan - Brewer	4	Medium
60. Lost Chord, The.....	Sullivan - Brewer	4	Medium
61. Lullaby Moon.....	Brown	4	Easy
62. March of the Toys, The.....	Herbert	4	Medium
63. Midnight Tragedy, A (Humorous)	Ashford	4	Easy
64. Minstrel Boy, The.....	Bantock, Arr.	3	Medium
65. Minuet (No. 2 in G).....	Beethoven	4	Medium
66. Molly's Eyes.....	Hawley	4	Medium
67. Mosquitoes	Bliss	4	Medium
68. Music When Soft Voices Die.....	Dickinson	4	Difficult
69. My Bonnie Lass She Smileth (Old English)		4	Medium
70. My Task.....	Ashford	4	Medium
71. Night Has a Thousands Eyes.....	Nevin	4	Medium
72. Night Shadows (Integer Vitae).....	Flemming - Holler	3	Easy
73. Old Folks, The.....	W. L. Sheridan	4	Medium
74. Old King Cole.....	Forsythe	2	Medium
75. Old Road, The.....	Scott	4	Medium
76. On the Road to Mandaley.....	Speake	4	Medium
77. On the Sea.....	Buck	4	Difficult
78. Open Road, The.....	Towner	4	Difficult
79. On Wings of Song.....	Mendelssohn	4	Medium
80. Pale in the Amber West.....	Parks	4	Medium

81. Pale Moon.....	Logan	4	Difficult
82. Parade of The Wooden Sold- iers	L. Jessel	3 or 4	Easy
83. Passing By.....	Protheroe	4	Easy
84. Passing By.....	Purcell	4	Easy
85. Pilgrims Chorus.....	Wagner - Adams	4	Medium
86. Prayer, Perfect, The.....	Baldwin	4	Easy
87. Recessional	De Koven	4	Medium
88. Rosary, The.....	Nevin	4	Medium
89. Sailing	Mark - Fearis	4	Easy
90. Sea Gulls, The.....	Protheroe	4	Medium
91. Sea Hath Its Pearls, The.....	Genet	4	Medium
92. Send Out Thy Light.....	Gounod	4	Medium
93. Shadow March.....	Protheroe	4	Medium
94. Short'nin' Bread.....	Wolfe	4	Medium
95. Sing Along.....	Penn	4	Easy
96. Sing Me a Chanty With a Yo Heave Ho.....	Woolosely-Zumecnik	4	Easy
97. Sleep, Weary World.....	Linders	4	Easy
98. Sleigh, The.....	Kountz - Baldwin	4	Medium
99. Song of the Armorer, The.....	Nevin	4	Easy
100. Tong of the Jolly Roger.....	Candish	4	Medium
101. Song of the Marching Men.....	Protheroe	4	Difficult
102. Song of the Marching Men.....	Hadley	4	Difficult
103. Song of the Open Road, The.....	Wilson	3	Easy
104. Song of the Pedler, The.....	Williams	4	Medium
105. Song of the Plain, The.....	Wilson	3	Easy
106. Song of the Volga Boatmen The (Folk Song)		4	Medium
107. Songs My Mother Taught Me.....	Dvorak	3 or 4	Medium
108. Spirit Flower, The.....	Campbell - Tipton	4	Medium
109. Sweetest Story Ever Told.....	Stults	4	Medium
110. Swing Low Sweet Chariot.....	Huntley	4	Medium
111. Sylvia	Speaks	4	Medium
112. Thine Eyes So Blue.....	Lassen	4	Medium
113. Those Pals of Ours.....	Cole	4	Easy
114. Three for Jack.....	Squire - Strickles	3	Easy
115. To Arms.....	Maunder	4	Medium
116. To a Wild Rose.....	MacDowell	4	Easy
117. To Shorten Winter's Sadness.....	Dykema	4	Medium
118. To the Sea.....	Kramer	4	Medium
119. Trumpeter, The.....	Dix	4	Medium
120. Twenty Rounds.....	McKinney	2, 3, and 4	Medium
121. Ventian Love Song.....	Nevin	4	Medium
122. Viking Song, A.....	Coleridge - Taylor	4	Difficult
123. Wait 'till Ah Put on Mah Crown	Reddick	4	Medium
124. Water Boy.....	Robinson	4	Medium
125. When Song is Sweet.....	Sans Souci	4	Easy

126. Where'er You Walk.....	Handel - Gray	4	Medium
127. Who Is Sylvia.....	Schubert	4	Easy
128. Wild Bird Serenade.....	De Koven	4	Medium
129. Wind on the Hill.....	O' Hara	4	Difficult
130. Winter Song.....	Bullard	4	Medium

Note: Copies of this thesis are on file at the Kansas State Teachers College of Pittsburg. Some items not included in this synopsis are as follows: A topic on related studies, a composite list of songs recommended by the twenty-eight music directors who cooperated in this study; a list of songs recommended by each of the twenty-nine music publishers who cooperated in this study; and the final chapter on conclusions and suggestions.

TEST 1.

AN OBJECTIVE TEST—GEOGRAPHY OF KANSAS

Based upon
Human Geography, Book 2.

Prepared by

IRENE HERRING, Student, K. S. T. C.

This is a true false test. In the spaces in the margin write a plus sign (+) before each statement that is true. If the statement is false, write the zero sign (0).

A.

- 1. Kansas has five natural districts.
- 2. The surface of Kansas is mountainous.
- 3. August is the hottest month of Kansas.
- 4. Wheat is king of Kansas.
- 5. The cherry is the chief fruit of Kansas.
- 6. Crawford County leads all other counties in the production of coal.
- 7. Anthracite coal is mined in Kansas.
- 8. The Residual District is the largest district in Kansas.
- 9. Wheat requires more rain than corn or oats.
- ... 10. The cyclonic storms blow from the east to the west.
- 11. Kansas has six state colleges.
- 12. In going westward we set our watches up one hour at Ellis.
- 13. Eastern Kansas has more rain than western Kansas.
- 14. A north wind brings rainy weather to Kansas.
- 15. Kansas ranks first in the production of wheat.
- 16. January is our coldest month.
- 17. Kansas has more sunshine than any other state.
- 18. Soft wheat makes better flour than hard wheat.
- 19. Corn is grown in every county in Kansas.
- 20. Bituminous is soft coal.
- 21. Western Kansas has a higher altitude than the eastern part.
- 22. There are 105 counties in Kansas.
- 23. Kansas has more land under cultivation than any other state.
- 24. Mining is the chief industry of Kansas.
- 25. The trade winds blow over Kansas.
- 26. The largest part of the rain comes during the warm season. between April and September.
- 27. Loess soil is hard clay.
- 28. The last killing frost comes in October.
- 29. The glacier passed over Kansas.
- 30. Shale soil is very fine grained.
- 31. Our growing season is too short for cotton.
- 32. Kansas leads all other states in the production of broom corn.
- 33. Sandy soil may be fertile.
- 34. Corn is grown in every county in Kansas.

- 35. If the air is heavy the barometer is high.
- 36. Cool air holds more moisture than warm air.
- 37. Oats likes cool weather.
- 38. The barometer measures the weight of air.
- 39. Hog raising is our chief livestock industry.
- 40. The westerly wind is stronger in summer.

B.

- 1. Kansas is located in the Ohio Valley.
- 2. We live in Crawford County.
- 3. Wichita is located on the Kaw River.
- 4. Wichita is the largest city in Kansas.
- 5. Topeka is the capital of Kansas.
- 6. The "Flint Hills" are in the Glacial till District.
- 7. Junction City marks the exact geography center of the United States.
- 8. Kansas City is "the gateway to Kansas."
- 9. We change time at Dodge City.
- 10. The Victory Highway runs north and south.
- 11. The mining region is in Central Kansas.
- 12. Cherokee County is in the Residual Shale District.
- 13. The largest salt manufacturing plant is located in Hutchinson.
- 14. The highest elevation of Kansas is found in Central Kansas.
- 15. Oklahoma borders Kansas on the east.
- 16. The Kaw River flows westward.
- 17. Kansas is bordered by Iowa on the north.
- 18. The University of Kansas is located on Mt. Oread.
- 19. Kansas City is located in the Glacial till District.
- 20. The fruit belt is located in the Northeastern part of Kansas.
- 21. The greatest rainfall belt of Kansas is in the southwestern course.
- 22. Weir is located in Cherokee County.
- 23. Topeka is in Wyandotte County.
- 24. Neosho County borders Cherokee County.
- 25. Pittsburg has a State Teachers College.
- 26. The Missouri River cuts the boundry of Kansas.
- 27. The largest zinc smelting plant in the United States is located in Galena.
- 28. The junction of the Arkansas and Little Arkansas Rivers is at Wichita.
- 29. Yates Center is noted for its hay market.
- 30. Kansas City is located in Neosho County.
- 31. The great wheat belt is located in eastern Kansas.
- 32. Independence is located on the Missouri River.
- 33. Kansas is bordered on the north by Oklahoma.
- 34. The largest zinc smelting plant is in Cherokee County.
- 35. The state school for the deaf is located at Topeka.
- 36. The Republican River flows south.
- 37. The Boys' Industrial School is located at Olathe.

- 38. Ft. Scott is located on a river.
 40. Manhattan is in Western Kansas.

Score : R — W

TEST 2.

This is a multiple-choice test. In the spaces in front of the numbers write the correct word which makes the statement true.

- 1. The capital of Kansas is Wichita--Kansas City--Topeka
 --Emporia--Leavenworth.
 2. The winds that blow over Kansas are the westerlies--
 trades--doldrums--calms--monsoons.
 3. The chief industry of Kansas is mining--farming--
 manufacturing--grazing--building.
 4. Weir is in Crawford--Bourbon--Shawnee--Butler--
 Cherokee County.
 5. The chief mineral of Kansas is oil, coal, zinc, salt,
 gas.
 6. The chief crop of Kansas is wheat, corn, potatoes,
 oats, barley.
 7. The chief fruit of Kansas is peaches, plums, cherries,
 apples, grapes.
 8. The State University is located at Kansas City,
 Manhattan, Hays, Ellis, Lawrence.
 9. Kansas has 5, 6, 9, 4, 2 state colleges.
 10. The "gateway to Kansas" is Wichita, Dodge City,
 Junction City, Kansas City, Topeka.
 11. Kansas has 90, 105, 78, 150, 85 counties.
 12. Topeka is located on the Arkansas, Big Blue, Kaw,
 Republican, Smoky Hill River.
 13. Cherokee, Crawford, Neosho, Leavenworth, Wyandotte,
 county has the largest population in Kansas.
 14. Kansas ranks sixth, fourth, second, fifth, third in
 the production of oil.
 15. The exact geographical center of the United States
 is Ellis, Junction City, Dodge City, Clay Center, Salina.

Score: No. Right

TEST 3.

This is a single-answer test. Write the correct answer to the question in the space at the left of the number.

- 1. What is the capital of Kansas?
 2. In what city do we find the State Agricultural College?
 3. What river cuts the border of Kansas?
 4. What state leads over Kansas in the number of acres cultivated?
 5. What city is in the very heart of the wheat belt?
 6. At what town do we change time?

- 7. Around what city does the salt industry of Kansas center?
- 8. What county borders Cherokee on the north?
- 9. What direction from the Kaw River are the "Flint Hills"?
- 10. In what part of the Loess District is the land higher?
- 11. What is the coldest month of our year?
- 12. How does Kansas rank in the amount of sunshine?
- 13. What type of grain makes the best flour?
- 14. What is our leading livestock?
- 15. With what mineral is gas usually found?

Score: No. Right

TEST 4.

This is a matching test. In the spaces in front of the numbers in Column 1 put the proper letters from Column 2 which matches the number in Column 1.

A.

- | Column 1. | Column 2. |
|----------------------------------|----------------------------------|
| 1. High Barometer | A. Largest District |
| 2. Oil | B. Soft coal |
| 3. Terminal Moraine | C. Heap of dirt left by glacier |
| 4. Glacier | D. Mining District |
| 5. Residual District | E. Ranks sixth |
| 6. Anthracite | F. Ranks fourth |
| 7. Bituminous | G. Light air |
| 8. Residual Shale District | H. Sheet of ice and snow |
| 9. Low Barometer | I. Hard coal |
| 10. Salt | J. Heavy air |
| | B. |
| 1. Lansing | A. North of Kansas |
| 2. Pittsburg | B. Capital of Kansas |
| 3. Crawford County | C. Kansas State Penitentiary |
| 4. Missouri | D. Southeastern Kansas |
| 5. Kansas City | E. East of Kansas |
| 6. Cherokee County | F. Oswego |
| 7. Nebraska | G. Kansas State Teachers College |
| 8. Columbus | H. Columbus |
| 9. Labette County | I. Girard |
| 10. Topeka | J. School for the blind |

Score: No. Right

TEST 5.

This is a completion test. Fill in each space in the margin the one best word that will make the statement true.

- 1. may be called the largest bread basket in the world.
- 2. The first killing frost of Kansas usually comes during the month of

-
- 3. Thevalley is noted for its apple orchards.
..... 4. Dairying is especially important along the.....river.
..... 5. The largest meat packing plant in Kansas is located
in.....
..... 6.is the chief dairy product,
..... 7. The two kinds of mining in Kansas are.....and.....
..... 8. The Republican River is a tributary of the.....River.
..... 9. Wichita is located on theRiver.
..... 10. Greeley County borders the state of.....

Score: No. Right

ABOUT THE CAMPUS

Four fellowships, valued at \$400 each, have been awarded students in K. S. T. C. for 1933-34. The students are: John Darling, Cherryvale, education; Clyde Bailey, Pittsburg, chemistry; Russell Osborn, Pittsburg, biology; and Mildred I. Dail, Fulton, music. These fellowships are available only to those who are prepared for graduate study. The students are required to do assistant teaching ten hours a week.

The K. S. T. C. band with a membership of 72, is the largest in the history of the College. According to Harold Mould, director, approximately half of the players are new members. The band plays at all the football and basketball games, and furnishes music for about half of the assembly programs.

Kansas State Teachers College of Pittsburg, in co-operation with public high schools, is offering a one-year, temporary, tentative program for the further education of high school graduates who are unable to attend college. The instruction, under the supervision of the college, will be managed by the high schools. A limited number of college freshman and sophomore courses are offered. The other state institutions of higher education are offering similiar courses.

Six members of the faculty are on sabbatical leave this year. Prof. Claude McFarland of the Geography Department is traveling this fall and will attend Chicago University the second quarter. Prof. Oren Barr of the History Department is attending Kansas University to work on his doctor's degree. Miss Marjory Jackson, voice, is studying in Paris. Dr. O. P. Dellinger, head of the Biology Department, is doing research in eastern universities this fall and will travel in Europe later in the college year. Miss Esther Stewart, instructor in piano, and Prof. Margaret Haughawout of the English Department are also on sabbatical leave.

The Interchurch Youth Council, a newly organized group, sponsored a student party Sept. 17 at the First Baptist church, where 180 students were in attendance. The council is composed of two representatives from each of the following churches: Christian, Baptist, First, Presbyterian, Methodist, and United Presbyterian. All are present or former K. S. T. C. students.

The Greek sororities held rushing activities on Sept. 29 and 30. Sororities participating in the rushing were: Phi Mu Gamma, Alpha Sigma Alpha, Sigma Sigma Sigma, Delta Sigma Epsilon, Theta Sigma Epsilon, Pi Delta Theta, Sigma Alpha Iota, and Pi Kappa Sigma. They have since pledged 87 women.

Prof. J. A. G. Shirk, head of the Mathematics Department, and Dr.

C. B. Pyle, head of the Department of Psychology and Philosophy, were recently elected fellows of the American Association for the Advancement of Science, an honor given those whom, in their fields, are making notable efforts to advance science. Other K. S. T. C. faculty members who are also fellows are Dr. J. A. Yates, head of the Department of Chemistry and Physics, and Dr. O. P. Dellinger, head of the Biology Department.

The Kwaks, women's swimming club, has its meeting in the college swimming pool. Contests and novelty stunts are features of the meetings which are open to any woman student who can swim. The club plans to sponsor a water pagant later.

Dr. Richard L. Sutton, Jr., of Kansas City spoke to the local chapter of the American Association of University Women Oct. 5 in the College Auditorium. His talk was in the form of a lantern-slide lecture on the subject, "Snapshots from the Arctic—With Camera and Rifle in the Land of the Midnight Sun." K. S. T. C students were guests of the University Women at the lecture.

The fall Y. W. Y. M. retreat was held this year at Joplin Sept. 9-10. The program, which was directed by the presidents of the two organizations, had as its principal speakers Miss Jennie C. Walker, Y. W. C. A. secretary, George Small, Y. M. C. A. secretary and Prof. J. A. G. Shirk, Head of the Mathematics Department.

The College band played for the Shrine ceremonial held in Coffeyville Sept. 28. The band broadcast a fifteen-minute program of marches from the Coffeyville Journal station, KGGF, the same day, opening with Walter McCray's "K. S. T. C. March."

The Gorilla Club, official pep organization of K. S. T. C. men, re-organized Sept. 25, electing as president Irwin Luthi, former Student Council president. An inner circle, composed of upperclassmen within the organization, to be called the "Howling Fifty," was planned. Cheer leaders elected were Wayne Campbell, George Wheat, and William Payden.

China and the Philippine Islands have representatives in K. S. T. C. Ignacio Briones, a major in philosophy and psychology, is from the Philippines and Miss Margaret Graham, majoring in English, was born in China, where her father is still a missionary and research worker.

The K. S. T. C. alumni reunion dinners held annually in connection with the state teachers convention meetings will be held this year Nov. 3 in Dodge City, Hays, Lawrence, Manhattan, Parsons, and Wichita.