

Pittsburg State University

## Pittsburg State University Digital Commons

---

The Techne, 1917-1937

University Archives

---

3-1-1923

### The Techne, Vol. 6, No. 3: State Manual Training Normal

State Manual Training Normal School

Follow this and additional works at: <https://digitalcommons.pittstate.edu/techne>

---

#### Recommended Citation

State Manual Training Normal School, "The Techne, Vol. 6, No. 3: State Manual Training Normal" (1923). *The Techne, 1917-1937*. 47.

<https://digitalcommons.pittstate.edu/techne/47>

This Book is brought to you for free and open access by the University Archives at Pittsburg State University Digital Commons. It has been accepted for inclusion in The Techne, 1917-1937 by an authorized administrator of Pittsburg State University Digital Commons. For more information, please contact [digitalcommons@pittstate.edu](mailto:digitalcommons@pittstate.edu).

# THE TECHNE

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

---

MARCH, 1923.

---

## THE SCOUT OATH.

---

On my honor I will do my best to  
do my duty to God and my country,  
and obey the Scout law; to help other  
people at all times; to keep myself  
physically strong, mentally awake and  
morally straight.



PRINTED BY KANSAS STATE PRINTING PLANT,  
B. P. WALKER, STATE PRINTER  
TOPEKA 1923  
9-0152

---

Published by  
**THE KANSAS STATE TEACHERS COLLEGE  
OF PITTSBURG**

Formerly State Manual Training Normal School  
**PITTSBURG, KANSAS**

# THE TECHNE

PUBLISHED BY THE KANSAS STATE TEACHERS COLLEGE OF PITTSBURG,  
PITTSBURG, KANSAS.

W. A. BRANDENBURG, *President.*

---

VOL. 6

MARCH, 1923.

No. 3

---

## EDITORIAL COMMITTEE.

ODELLA NATION.

ERNEST BENNETT.

EULALIA E. ROSEBERRY.

A. H. WHITESITT.

ADELA ZOE WOLCOTT.

EDGAR MENDENHALL, *Chairman.*

---

The purposes of this magazine are: To set forth the distinctive work of this College; 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 College are invited to send communications on such subjects as fall within the scope of the magazine.

Sent free to all alumni and students 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.

---

## CONTENTS.

---

	PAGE
Debating and Debaters.....	2
Boys, Scouts, and Scouting .....	6
Bernie L. Goodrum.	
Resolutions of the Department of Superintendence, Cleveland, Ohio.....	9
The Training of Teachers.....	10
Sample of Scouting .....	12
The Scout Law .....	13
Kansas State Teachers College of Pittsburg.....	14
About the Campus .....	14
There Was A Man.....	16

## Debating and Debaters.

I. G. WILSON, Head of Department of English.

All men, soon or late, are compelled to defend or deny the truth of alleged phenomena, and the ease and accurateness with which conditions are met often determine a man's position or reputation. If there is the least hesitancy it is conjectured to be a lack of definite knowledge, or that the truth is not on that side. Christ was accosted by "a certain lawyer," who was accustomed to the disputes of the court; yet his keenness of perception, his breadth of vision, his wealth of illustration, his well-timed questions, soon led the lawyer to see the truth. Then, as well as now, there is only one true end of argumentation—*truth*.

So long as the "Devil can cite Scripture for his purpose," so long will there be need of discussions to show the falsity of his conclusions, so long will there be need of pure, unadulterated truth to offset the perniciousness of his satanic majesty.

The great problems of the day demand careful, consistent and sequacious thinking if truth is to be the desideratum. Trickiness has no place in forensics, for it offers no truthful solution to momentous problems.

To think consistently requires much effort; to be so exact as to defy successful contradiction demands keenness of thought and vividness of expression; to be so thorough as to anticipate the weak points of one's opponent requires concentration; while to be investigative requires interminable industry; and these—effort, thought, expression, concentration, and industry—are the noticeable attributes of efficacious debaters.

Thirty-five years ago a farm which had been bought for six dollars an acre was permitted to go back to the original owner after one payment had been made—"for," said the buyer, "it will never make it." The land in question, exactly thirty-five years later, sold for \$150 an acre, and the same man remarked, "Well, see what I would be worth now if I had held on to that piece of land." Here is an instance of snap judgment so often used by young debaters. Young people who are prone to hasty conclusions soon learn, in "give and take" debates, to place emphasis on the value of ideas, to adjust them to fit the issue, and to amass them properly where they will have a telling effect. The analysis of the question develops broad views of peculiar situations, lends interest in the relations of different aspects, and promotes investigation. Here again the debater finds that sound judgment must be used, for he must in this analysis carefully eliminate all irrelevant and extraneous material.

The questions of the hour demand solution; and there is, in nearly all cases, a great deal of truth on both sides. The real problem, then, is to find the probabilities of a solution, weigh the evidence in regard to its advancement of human interests, and find justification from biography and history for the support of the basic principles which underlie the foundation of the conclusion.

Mere gossip finds no place in a debater's storehouse, and he soon learns to say only those things for which he has proof. This naturally leads him into research, and while he is searching for evidence he stores facts, which others, not interested in proof, fail to remember. His mind thus becomes a store-

house of facts, and he stands on firmer ground by his disapproving of gossip and his approving of truth.

The debater gains in self-confidence with each debate he wins, until he reaches his Waterloo; for he values the favorable opinion of three men more than having offered a truthful solution. His first defeat never has the effect of lowering the mark of his self-confidence, but of increasing his ambition to succeed along more rational and permanent paths. He polishes his speech, improves his personal appearance, trains his voice, practices graceful positions, and by increased devotion to courtesy, sincerity and honesty, he generally reaches the place of eminence in the minds of his friends that he had in his own before the defeat.

The debater finds that one of his greatest problems is to organize his material, after he has done his reading; and the discipline is so great and so difficult of attainment that the methods of the debate are sure to be made a part in the acts of his business career. It would seem strange indeed to see a good debater slovenly in his work. In the recitations he stands erect, alert, open to conviction, and ready to convince. He cannot be passed by without a reason, and is not satisfied to sit quietly by, and, spongelike, absorb. Soon the awkward boy, who begins to debate, is not recognized, for he commences to make a complete speech in each recitation, takes a more active part in all discussions, and organizes his thoughts in such a way as to produce respect in the minds of his instructors and admiration in the minds of his mates.

In almost all cases the debater is the leader in the school activities. He is elected class president by a large majority; he is the editor in chief of the college paper; wins out in the election to the position of manager of the College Annual, as well as editor in chief; is president of the large literary societies; gives the announcements in chapel; represents his class in the practical talks; is president of the Christian Societies; and is the ambassador of the class on all important occasions. Not content with these eminent honors, he has commenced to invade the field of athletics, and when he wrestles he brings his mind to act with his muscles, puts real science into the contest, and uses his head for rebuttal. If he has time to compete in football he wins a place on the team—for his quick wit and ready mind cause him to anticipate the argument before it is made, and again his discipline in the organization of his material allows him and has taught him to give argument for argument. He refutes the argument that he is slow, and in brief time wins a place on the college basket-ball squad.

In life he takes just as active a part as he takes in his college course. He makes speeches from the schoolhouse to the senate; from the justice of the peace to judge in the supreme court; from school teaching to the presidency of the Union. He is the representative from the county, the senator from the district, and the governor of the state. He is the greatest lawyer, the most earnest advocate, the ivy-day orator, and the autocrat of the pulpit. He is in evidence everywhere. Hearing of the great success of some man, we are ardently told that he was able to meet people; that since his high-school career it was noticeably greater than before. Was it attributable to his Greek? Yes, but only in the relation of Greek meet Greek, which he acquired in "give and take" debates.

Having said so much in behalf of the debater's prowess, in seriousness it

should be said that this greatness does not come from the little training received in the debating class; however, this in many instances develops a germ that otherwise might remain latent. It may be that only those who are exceptionally bright have the temerity to enter this contest for blood; however, be this as it may, every college is proud of the names of her illustrious debaters, whose praises we hear sung continually.

Debaters are not born; they are evolutionized. It seems possible to develop into a fairly good speaker as a result of effort. The ability to reason well and to analyze is more remarkable in some than in others, to be sure; but the amount of practice given by those who are eminently leaders in the field is seldom known. The eminent examples of Demosthenes and Cicero, as developed products, are conspicuous. Webster, Clay and Phillips became great debaters only as a reward of wide reading and constant practice. We are told that Lincoln had an analytical mind, that he sought the causes of all things, and was not satisfied with an idea until he was able to clothe it in proper words. This, it is plain to see, was a developed characteristic. Persistency and originality were peculiar to him; but his power of expression, his comparisons and analogies were developed by constant practice.

The two movements of the mind seem to be impression and expression. That many try to express what has never been impressed is certain, but the failure is inevitable. But we are told by the psychologists that it is just as erroneous to have an impression without expressing it. In the field of forensics there is certainly a great opportunity for the expression of all impressions, and one is only hindered by the fewness of his impressions.

We are told that a fact is a fact, and that it is worth just as much if whispered as if yelled; that it isn't noise, but light, that affects judges. Most debaters are fully aware that it is the lightning that does the work and not the thunder. However, it is certainly false reasoning to think forcefulness, excellence of diction, pleasantness of expression, ease and gracefulness of carriage are not to the debater the "apparel that oft proclaims the man."

There are a number of shortcomings—getting prepared articles, giving quotations without credit, misquoting, etc. In the *Pathfinder* of January, 1923, there are three advertisements which inform us that for a small sum of money outlines for debates can be obtained either for the affirmative or the negative. The only one who would buy this cheap "stuff" is a fellow who need not worry over victories.

It is true that the art of oratory is only the art of conversation raised to a high level, and it is this latter art that debating seeks to cultivate in the attainment of the former. The man whose conversation is so dull and listless that he himself is forced to yawn in the midst of it, has no more right to carry this style into his formal discourse than has the man whose speech is fustian-loaded and bombastic.

Not all of us can become Emmets or Burkes or Websters—men who by their ebullient and soul-stirring orations could change the course of action of nations and the history of the world. Nor, indeed, will the voice of many of us ever be heard in the halls of congress, pleading with a stubborn opposition against the iniquities of a protective-tariff system; not many of us can ever hope to be a Reed, a Beveridge or a Davis.

Our criterion of what constitutes effective public speaking has radically changed in the past fifty years, as is evidenced in the type of speech found in the *Congressional Record* of these two respective periods. It is said that the speech of Webster, "When my eye shall last behold," would provoke a titter if delivered in the Senate to-day. Much has been said of physical presence and personal magnetism, voice and gesturing, but we have come now to believe that the person who can speak effectively is he who has for the foundation of his discourse sound information, condensed and lucid, pure logic, and an interest in the subject at hand.

These latter things—information, analysis and logic—the young debater gains. By meeting crowds time after time he develops an easy, graceful and effective speaking attitude; with each debate his style becomes more simple, more direct and vivacious. When he leaves college he finds the formal debate a thing of the past, but as an educated citizen other forms of address are demanded of him on numerous special occasions. As a result of his college debates he is enabled to make his point and stop, rather than to bore his listeners with the prolix effusion that ordinarily characterizes such speeches. In the business or professional world his conversation is forceful and convincing, and he soon develops that mysterious element that the world, for want of a better term, calls personality, and he takes his place among first-rank citizens.

---

### Boys, Schools, and Scouting.

BERNIE L. GOODRUM, Scout Executive 689, Pittsburg, Kansas, Council.

The days of the swimming hole are approaching—and how much similarity in the way a boy takes to swimming and to school. Some with a "whoop" plunge in and thoroughly enjoy the sport; others take it more slowly, with less enthusiasm, walking in gradually until they are entirely in—but the same zest is not there. The latter type is the one that has lost all his enthusiasm after he has stood shivering on the bank and stuck in his toe to feel the temperature of the water. Finally he remembers that he was cautioned not to go in; so he watches the gang and their fun; and, tiring of this, usually spends his time secretly tying knots in the other fellows' clothes.

So in schooling, some enter with an enthusiasm that lasts through a lifetime of constant study and preparation; others never get the big inspiration, and only are there through compulsion or because it is the popular thing to do, and never tax their brains in preparation to meet the problem ahead. The third type is the "all too prevalent" kind that makes the approach, but has never gotten into the stream of life, and consequently is unable to take his place in the world because he lacked the baptism of education, with its accompanying vision, ideals and training for a place of leadership in the world.

The building of boyhood carries a challenge to the schools of to-day to get away from mere routine instruction and develop resourcefulness, responsibility, coöperation, ideals and character.

There has developed in the last thirteen years an organization that assists the permanent institutions of a community in meeting the need of boy life in the time that the home, church and school many times do not fill—and that is their leisure time. This great organization—the Boy Scouts of America—

has as its great goal, character building and citizenship training. And are not these two the same toward which the educators to-day are striving?

An educational program is judged not by how well it looks on paper, but how it can "educate," or lead out—to cause the pupil to be able to cope with the situation as it may arise in the days ahead. Scouting actually "works" in reaching boys, because it is built around boy interest and all the characteristics of boyhood have been taken into consideration. It is well, perhaps, that a few of the dominant characteristics should be considered and note made as to how Scouting fills the need.

"Growth" is the outstanding characteristic of the adolescent age, and from eleven years of age to seventeen a boy's heart develops in weight from 115 grams to 230 grams. His arteries enlarge, his spine lengthens, his limbs grow rapidly, his voice deepens, and a change takes place in his entire body—and we say that he has reached the stage of manhood. The Scout program, too, has as a main characteristic "growth," and from the tenderfoot test through the various examinations to the Eagle Scout rank, a Scout is growing physically, mentally and morally.

The second characteristic is "activity," and the A-I-M of a boy's life might well be said to be "Adventure, Imagination, Migration," and Scouting fills this aim with its vigorous outdoor activity, its pageantry romanticism, its hikes, organized camps, and world service.

Another characteristic is the "gang," and every man, if he were a real boy living in even a sparsely settled community, has at some time in his life belonged to a gang. Too many gangs, however, are undisciplined, lacking real leadership. Scouting assists the boy there by its troop and patrol system, which is in reality only a "gang," but it is well organized with real purpose, and is under real adult leaders of fine character and high ideals.

How the adolescent boy loves heroes! and his ears are filled with stories of adventure, daring, chivalry, as he reads of the knights, the pioneers, and our present-day leaders. How splendid it is that there can be adults, living models, in every community who will take the time as Scout leaders to fire the imagination of a boy to dream dreams of the days when he will take his place in a world of service!

All people who work with boys will agree that "noise" is a predominant characteristic of boyhood. Scouting recognizes this fact and builds a program which includes enough live activity to give vent to a boy's pent-up enthusiasm. Someone has said, "Every boy is 150 pounds of available steam." Scouting, recognizing this fact in its program of service to the community, is using this boy power in constructive community "good turns," instead of allowing it to be spent, as we find it in many communities, in rowdiness and undisciplined, boisterous play.

All boys love to "construct" things, and Scouting has made this characteristic the background of its merit-badge system, and here a boy has an opportunity to ride his "hobby" to the limit, whether he might be interested in automobiles, aviation, chicken raising, athletics, horsemanship, scholarship, arts and crafts, or many others comprising the sixty-seven merit badges that a boy may be examined for and achieve.

This also speaks of another characteristic of boyhood, which is "changeableness," for many a boy one week has decided to be a fireman, the next



week a civil engineer, the third a doctor—constantly shifting, constantly changing his mind as to what he will become as various vocations are brought to his attention; so in reality the merit-badge system is a training in vocational guidance, with an opportunity for a boy to study many different callings, and it is the hope of Scout leaders that during these formative times he will choose a vocation in which he is interested, for which he is fitted, in which he may be of service in later life, instead of choosing a "blind alley" job and merely falling into a job that will pay a living wage.

So the characteristics of boyhood find expression in the unexplored world about him, with its woodcraft, world-craft, and life-craft of character and right living.

The need to-day is for real Americans, and Scouting is building this through the ideals of the Scout oath and laws, and boys of all nationalities of the world have stood together and solemnly pledged the Scout oath and law. This Scout spirit is reflected on the playground and in the schoolroom, and an instructor soon learns that Scouts are dependable, and instead of merely "getting by" in their studies they conscientiously try to get the most that the school has to offer. Scouting is contributing to the school a desirability of forming the right kind of habits, in being trustworthy, dependable, loyal, reverent, with a desire to serve. Scouting, with its emphasis on citizenship, gives a new meaning to a class in civics and takes away from a book study to a community study.

Scouting should not be an intraschool activity. It is a leisure-time activity which a school can use and find its influence permeating into the classroom, into the shop, and on the athletic field. Scouting offers a means of contact, and an instructor in industrial arts or athletics can reach his boys in a far wider, more interest-gripping program than his classroom may offer; while a lady teacher in a community can be of great service to boyhood by the interest she displays in aiding the boys in their preparation for examination, or even going so far as to assist in securing some responsible person in town, through her board of education, or the church with which she is connected, to lead such a group.

The Boy Scout program finds a place in the city school or in the rural community; and to the latter type it offers a program of activities and clean living which will help the boy of the farm to see his opportunities in his town community and to be of service there.

Service to others—what a challenge! And Scouting is just that; and a Scout takes his oath "to help other people at all times," and he goes forth every morning with one idea uppermost—"to do a good turn daily"—and so it is training the boy to help the community, and at the same time it is training the community to serve her boys; for what shall it profit a community that it gain a whole world and lose the young life that is developing in its midst? A new day, an ideal vision, is opening to the boyhood of to-day; and Scouting, with its mind-releasing program, with its real men of firm conviction for the right, is training boys to think and to think right. And what more can a school desire but that it serve a community and build its boyhood and girlhood to be "physically strong, mentally awake, and morally straight," 100 per cent Americans, knowing their "duty to God," and playing the game of life, happy in serving others.

## Resolutions of the Department of Superintendence.

CLEVELAND, OHIO, MARCH 1, 1923.

Unanimously the department of superintendence reindorsed the Towner-Sterling bill in a resolution that admits of no doubtful interpretation. This is the fifth successive time that the educational bill has been indorsed by the department. The bill has also been indorsed by every summer meeting of the association since it was formulated. There should be no question of the intention of the educational workers of America to continue their fight until the excellent provisions of this bill have become law.

The resolutions committee was composed of Dr. William M. Davidson, superintendent of schools, Pittsburg, Pa., chairman; Mr. L. P. Benezet, superintendent of schools, Evansville, Ind.; Mr. J. S. Hoffman, county superintendent of schools, Flemington, N. J.; Dr. William B. Owen, president of the National Education Association, Chicago, Ill.; Miss Belle M. Ryan, assistant superintendent of schools, Omaha, Neb.; Paul C. Stetson, superintendent of schools, Dayton, Ohio; and Mr. Ernest A. Smith, superintendent of schools, Evanston, Ill.

"1. We sincerely commend the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the states and territories as American Education Week. We likewise commend the governors of the several states and territories and the mayors of all cities who promptly supplemented the President's proclamation by similar appeals. By this nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

"2. We gratefully acknowledge the enlarged support that has been granted education by state and territorial legislatures, by boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rests the control of the public schools, to provide for a continuance of the educational advance, to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best possible investment, and rejoice that every attempt at reaction against a proper and adequate provision of funds for public-school purposes, whether made by a single individual or by a backward-looking group, is met in every state and territory in the Union by a wall of men and women who stand insisting that the American dollar shall never be placed above the American child. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting, to the end that the schools may become ever better instruments in the production of an improved citizenry.

"3. We note with satisfaction and heartily indorse the expressed intention of congress to make the school system of Washington the model school system of the country. We pledge to congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the nation's capital a system of public education which shall exemplify to the nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the teachers' salary bill now pending before congress.

"4. We recognize that a department of education is necessary in order that the educational activities of our national government shall be efficiently and economically administered. We believe that national sanction and national

leadership can be provided only in the person of a secretary of education in the President's cabinet. Federal aid for the purpose of stimulating the several states to remove illiteracy, Americanize the foreign-born, prepare teachers, develop adequate programs of physical education and equalize educational opportunities is in accord with our long-established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling bill.

"5. The welfare of the nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We indorse the movement which contemplates placing a competent and professionally trained county superintendent of schools, directing a professionally trained body of teachers genuinely interested in country life, in every county in every state and territory of the republic. To this end we urge that the burden of raising funds in locality, state and nation shall be so justly and equitably distributed between the stronger and the weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city school system in the land.

"6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America and whose recognition of the principle of obedience to established law shall guarantee the security and well-being of the republic.

"7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland, of the untiring efforts of the local committee, and of the coöperation of the Chamber of Commerce and the public press. We especially thank the members of the board of education, the officers, teachers and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities—all of whom have helped to make this convention one of the most successful in the history of the department."

---

### **The Training of Teachers.**

From the Carnegie Foundation for the Advancement of Teaching.

The desirability of providing public schools with well-educated and professionally expert instructors has been emphasized with steadily increasing insistence ever since such schools were established. Where a centralized administration became impossible, as in the larger cities, progress in this regard has usually been marked and sustained, although even here in the minor but more showy elements of organized education have often filled the eye to the exclusion of excellence in the one great essential—the teachers.

State administration of education, on the other hand, has maintained a slow pace in the improvement of its qualifications for teachers in rural and smaller urban communities. Until recently it has seemed to be either a powerless organization responsive chiefly to political considerations, or a timid soul, fearful of asserting its conviction and authority lest it "go too far." There have been striking exceptions and these are responsible for what progress there has been up to the present time.

A precise measure of this progress is exceedingly difficult to secure, owing to the absence of reliable statistics. Most states simply do not know ac-

curately the extent of the education of the teachers whom they employ: the real pressure-gauge of their educational boiler, which should be followed with hourly concern, has never been discovered.

In making a recent examination of the conditions governing the certification of teachers in the various states, it appeared that some light might be thrown on the present training of teachers by comparing these conditions in a general way from state to state, and a table has been prepared to illustrate the results. This table shows for each state (a) the proportion of teachers holding certificates which in 1921 required at least four years of high-school training or their equivalent, and (b) the same for certificates requiring at least two years of college training.

It is evident that, as an index of training, such a table must be used with caution for two reasons. First, the amount of training now required may apply only to those recently receiving the certificate. If the requirements of the certificate have been increased, as is frequently the case, a large number of teachers may continue to teach under the previous conditions of issue. Hence in this respect the table would show a better condition than actually exists. Secondly, the formal requirements for certificates may have lagged behind the actual conditions. This is not so likely to occur as is the first situation, but in the case of one state, New Jersey, it is strikingly true. It should be remembered, therefore, that the table does not purport to show the amount of training, but only the proportion of teachers holding certificates which in 1921 required at least the given amount of training.

CERTIFICATION REQUIREMENTS OF PUBLIC-SCHOOL TEACHERS.

	Per cent holding certificates requiring at least four years high-school training.	Per cent holding certificates requiring at least two years collegiate training.
Alabama .....	40.8	10.4
Arizona .....	100.0	89.4
Arkansas .....	12.5	11.7
California .....	99.6	85.5
Colorado .....	....	....
Connecticut .....	100.0	89.8
Delaware .....	65.8	44.5
Florida .....	5.5	1.3
Georgia .....	26.0	25.0
Idaho .....	100.0	42.3
Illinois .....	....	....
Indiana .....	100.0	43.0
Iowa .....	100.0	30.0
Kansas .....	73.6	42.0
Kentucky .....	....	....
Louisiana .....	84.7	67.1
Maine .....	100.0	39.0
Maryland .....	86.4	53.0
Massachusetts .....	99.1	85.9
Michigan .....	71.3	53.4
Minnesota .....	....	....
Mississippi .....	23.6	4.3
Missouri .....	70.0	34.0
Montana .....	76.9	33.8
Nebraska .....	60.7	3.8
Nevada .....	....	....
New Hampshire .....	93.5	48.5

	Per cent holding certificates requiring at least four years high-school training.	Per cent holding certificates requiring at least two years collegiate training.
New Jersey .....	98.0	22.2*
New Mexico .....	27.4	17.9
New York .....	100.0	82.0
North Carolina .....	48.5	27.8
North Dakota .....	61.7	38.3
Ohio .....	91.8	41.9
Oklahoma .....	26.7	21.6
Oregon .....	89.8	78.7
Pennsylvania .....	76.9	57.3
Rhode Island .....	99.6	84.5
South Carolina .....	60.1	35.4
South Dakota .....	61.1	34.3
Tennessee .....	....	....
Texas .....	....	....
Utah .....	100.0	79.0
Vermont .....	94.4	28.6
Virginia .....	....	....
Washington .....	100.0	49.9
West Virginia .....	32.5	18.1
Wisconsin .....	67.2	50.5
Wyoming .....	....	....
United States .....	74.8	45.6

### Samples of Scouting.

*From The Survey.*

As we go to press the Boy Scouts are trying to "round up" new Scouts, to make a total of half a million. Here are three reasons for hoping they will be successful:

BOY NUMBER ONE was slack, untruthful, and downright mean. His parents had lost control, and knew it. He was twice suspended from his Scout troop for discreditable escapades. He was allowed three chances, and took the third. He forfeited his Scout membership. For three months he watched the troop from the outside; then he applied for reinstatement. The boys to whom the application was referred agreed to admit him on trial. Since then there has been so great an improvement in his conduct and outlook on life that he is often pointed out as a good example of Scouting.

BOY NUMBER TWO came from a prosperous home. He became a patrol leader, but at a critical age he began imitating older boys of doubtful habits, and started drifting. With a totally unexpected bang he was reduced to the ranks. The next night his entire patrol walked two miles to the scoutmaster's house to plead his case. He was "paroled" to them. After two weeks the scoutmaster hearkened to persistent persuasion and made the boy acting patrol leader under observation. Four months have passed, and it looks as though he would be the next senior patrol leader. He's cured.

BOY NUMBER THREE was a spoiled darling. He got whatever he wanted. The uniform attracted him; the hard work of scouting repelled him. He was as destructive as a boy could be, and there was no laziness in his rascality.

\* From other data it is clear that 85 per cent of New Jersey teachers have two years or more of college training.

He lost his Scout badge. That was a novel experience; and though he swaggered and said he didn't care, he did. He reached the surprising conclusion that he was on the wrong track. He has applied three times for reinstatement, but the boys feel he will profit by a little longer waiting. Already he has lost his former ambition to destroy everything breakable; he has acquired some courtesy; he declares he is willing to work. Probably in three or four months the boys will take him in again—a good Scout.

---

### The Scout Law.

1. A SCOUT IS TRUSTWORTHY. A Scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout badge.

2. A SCOUT IS LOYAL. He is loyal to all to whom loyalty is due—his Scout leader, his home, and parents, and country.

3. A SCOUT IS HELPFUL. He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one good turn for somebody every day.

4. A SCOUT IS FRIENDLY. He is a friend to all and a brother to every other Scout.

5. A SCOUT IS COURTEOUS. He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A SCOUT IS KIND. He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A SCOUT IS OBEDIENT. He obeys his parents, scoutmaster, patrol leader, and all other duly constituted authorities.

8. A SCOUT IS CHEERFUL. He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

9. A SCOUT IS THRIFTY. He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need, and helpful to worthy objects. He may work for pay, but must not receive tips for courtesies or good turns.

10. A SCOUT IS BRAVE. He has the courage to face danger in spite of fear and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.

11. A SCOUT IS CLEAN. He keeps clean in body and thought, stands for clean speech, clean sport, clean habits, and travels with a clean crowd.

12. A SCOUT IS REVERENT. He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

## Kansas State Teachers College of Pittsburg

(Formerly State Manual Training Normal School.)

### Pittsburg, Kan.

#### ANNOUNCEMENT OF SUMMER SESSIONS FOR 1923.

1. The first session opens Monday, May 28, and closes Friday, July 27.
2. The second session opens Monday, July 30, and closes Friday, August 24.

In this brief announcement we can only call your attention to the following facts:

1. The change in name from the State Manual Training Normal School to the Kansas State Teachers College of Pittsburg will in no wise affect the fine, democratic spirit which has actuated this institution at all times; neither will the change in any way decrease the attention which we are giving to the great technical, industrial and vocational fields of work in home economics, industrial arts and industrial engineering. However, the change in name will give to all our graduates and our students the added advantage of the title "college" on every credential, indicative of the rank and scholastic standard which is being and has been maintained for several years.

2. COURSES. Arrangements have been made to meet the needs of all classes of students in all lines of college, technical and vocational courses, with special emphasis on home economics, industrial arts, and general teacher preparation.

3. Special features, such as lecturers of national and international reputation, inspection tours, and a day of outing in the Ozark mountains.

4. You may be able to complete two-thirds of a semester's work.

5. Unexcelled cafeteria service.

6. A brand-new gymnasium with ample teaching staff to do most excellent work in physical education. Special attention given to courses in all phases of athletic coaching.

7. Special attention to preparation of Smith-Hughes teachers.

8. We make your summer's work with us practical, profitable and recreational.

9. EXPENSES. Your expenses at this institution will be no more than at any other of equal rank, and not nearly so much as in many such institutions.

Write for our special bulletin and any other information you may desire.

---

### About the Campus.

An outstanding entertainment of the school year was the concert of Gall-curci, with Homer Samuels, pianist, and Manuel Berenger, flutist. It was a capacity house.

---

The College has the largest and best orchestra it has had for years. There are eighteen musicians in it. Some of them will be given place in the Festival orchestra.

A new course—child care and welfare—is offered this spring. It is for Senior College home-economics girls. It consists of from six to eight units of work.

---

The proposed College stadium will probably be built in the form of a horse-shoe. Its cost will be approximately \$100,000. It will have a seating capacity of 10,000.

---

Probably the largest college print shop in any Kansas school is located here. Every week the large cylinder press turns out 1,200 *Manualites*. The job presses and other equipment makes it possible to train large groups of prospective printers.

---

The Kansas State Teachers College of Pittsburg ranks third in enrollment among the institutions of higher learning of the state, according to statistics furnished the state legislature by C. W. Myers, acting business manager for the State Board of Administration.

---

The College "basketeers" on a recent road trip won three out of four games, coming home with the scalps of St. Benedict, Washburn, and Emporia State College. Emporia had its turn, however, at Pittsburg later.

---

Professor Wasser's class is making a large amount of school furniture. At present the class is working on sixty dressers for the new dormitory and will begin the construction, in June, of sixty library tables for the same building.

---

The College furnishes employment for forty of its students. The larger number of these are employed in the cafeteria. Seventeen are employed as janitors, and the rest at such odd jobs as present themselves.

---

The Spring Festival will be held April 23 to 27, inclusive. Professor McCray, head of the Music Department, says the orchestra will be the largest ever used here. The program for the week is as follows:

Monday night, Eureka Morina, violinist.

Tuesday night, pageant by women, Physical Education Department.

Wednesday night, Skilton's "The Witch's Daughter," and Rossini's "Stabat Mater," by the Festival chorus and orchestra.

Thursday night, recital by Anna Case.

Friday morning and afternoon, interstate high-school music contest.

Friday night, "The Messiah."



## THERE WAS A MAN.

---

There was a man who saw God face to face:  
 His countenance and vestments evermore  
 Glowed with a light that never shone before,  
 Saving from him who saw God face to face.  
 And men, anear him for a little space,  
 Were sorely vexed at the unwonted light.  
 Those whom the light did blind rose angrily;  
 They bore his body to a mountain height  
 And nailed it to a tree; then went their way.  
 And he resisted not nor said them nay,  
 Because that he had seen God face to face.

There was a man who saw Life face to face;  
 And ever as he walked from day to day,  
 The deathless mystery of being lay  
 Plain as the path he trod in loneliness;  
 And each deep-hid inscription could he trace;  
 How men have fought and loved and fought again;  
 How in lone darkness souls cried out for pain;  
 How each green foot of sod from sea to sea  
 Was red with blood of men slain wantonly;  
 How tears of pity warm as summer rain  
 Again and ever washed the stains away,  
 Leaving to Love, at last, the victory.  
 Above the strife and hate and fever pain,  
 The squalid talk and walk of sordid men,  
 He saw the vision changeless as the stars  
 That shone through temple gates or prison bars,  
 Or to the body nailed upon the tree,  
 Through each mean action of the life that is,  
 The marvel of the Life that yet shall be.

—David Starr Jordan, in the *Indiana Alumnus*.

