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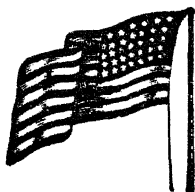
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THE TECHNE

Life without Labor is a Crime, Labor without Art
And the Amenities of Life is Brutality.—*Ruskin.*



Are YOU Saving?

A vast deal must rest with the individual. He must look over his income and outgo and save to the utmost of his ability for liberty bonds. If individuals do not do that, they will certainly experience a price inflation which will force them to economize, because their money will buy less. . . .

Almost any individual intelligent enough to earn an income can sit in judgment on his own case and solve it instantly.

There must be economy. We must cut down. If we do not do it intelligently, inexorable forces will compel it, and in a very costly way.

WILL PAYNE.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

PUBLISHED BY THE STATE MANUAL TRAINING NORMAL, PITTSBURG, KANSAS.
A COLLEGE FOR TEACHERS.

VOL. 1.

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No. 4.

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The purposes of this magazine are: To set forth the distinctive work of the State Manual Training Normal; to publish papers that will be of interest to its readers; to assist teachers to keep in touch with the development in their subjects; to foster a spirit of loyalty that will effect united action among the alumni and former students in promoting the best interests of the institution.

Alumni, teachers and friends of the Normal are invited to send communications on such subjects as fall within the scope of the magazine to the committee in charge.

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

Issued every month except August and September. Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

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A Message from Hoover.

To the Women in the Graduating Classes of the Colleges and Universities:

The United States Food Administration calls you to its service. Our need is so great that we appeal to you to prepare yourselves as best you can, and to enlist for the great work that must be done.

There will be diversity of tasks, and therefore diversity of talent and training can be used. All our questions now center in food; its production, its distribution, its use, its conservation. The more you know about these things the more valuable you will be, and the greater will be your service to humanity.

If you have not already done so, we urge you to pursue studies dealing especially with food, but these should be reinforced by courses in chemistry, physiology and economics. It will be well, too, if you have acquired the arts of public presentation of your knowledge to the people who so much need it.

Fortunately most of our educational institutions now offer courses which give the necessary training for this work, but to the others an appeal is being sent to provide such instruction wherever it is possible.

More detailed suggestions and directions will be published soon. To-day your country asks you to resolve to do what you can in this the hour of extreme peril to the democratic peoples of the world.

Faithfully yours, HERBERT HOOVER.

Food for School Boys and Girls.

What the child eats, the manner in which it is prepared, and when he eats it, are matters of the first importance.

His food may give him strong bones and sound teeth, plenty of muscular tissue, good red blood, and overflowing energy. It may leave him with bones that snap at a slight jar, with small, flabby muscles, with thin blood and a pale face, and an oppressive lassitude. It may be so prepared that he will always be well because his digestive organs perform their work as they should, or so prepared that he will be ill half his time because the digestive tract is clogged. His eating may be so timed that he will be alert when in the schoolroom and sleep soundly when in bed, or it may be so timed that he will sleep at school and have the stomach ache at night.

Many parents give little heed to what their children eat, because they themselves ate what they pleased when they were small and thrived on it. If they did thrive it was because in general only such foods as were wholesome for any one found their way to the table.

Every cause or combination of causes is bound to produce its effect.

One cannot build a hot fire in a stove by dumping in cinders. One cannot compel a horse that is fed on straw alone to do a season's plowing. One cannot nourish rosy-cheeked children on fried potatoes, pickles, pie and candy.

These are the danger signs: weak bones; flabby muscles; lack of energy, physical or mental. They usually point to undernourishment.

Food chemists have quite accurately analyzed the nourishment values of the various foods. The dieticians use this information for correcting their patients' ailments and weaknesses. The mother may use it to keep her child from needing the services of the dietician.

Some of the foods that help to develop strong bones and sound teeth are:

Milk.	Dried beans.	Olives.
Eggs.	Dried figs.	Lettuce.
Oatmeal.	Cauliflower.	Onions.
Cheese.	Almonds.	Oranges.

Foods that will build tissue are:

Eggs.	Peas.	Meat.
Fish	Cheese.	Peanuts.
Milk.	Beans.	

Foods that will help to make good red blood:

Eggs.	Dried peas.	Grapes.
Dried figs.	Spinach.	Dried prunes.
Raisins.	Peanuts.	Dried Dates.
Olives.	Dried Lima beans.	Milk.
Dried beans.	Lean beef.	Oatmeal.

Foods that will give energy:

Cheese.	Butter.	Sweets.
Milk.	Yolk of egg.	Vegetable oils,
Cream.	Nuts.	as olive oil.

In these days when every conceivable food is prepared in every conceivable fashion, it is likewise imperative that the mother know what the children should not eat. This is the list, ominous in its possibilities, that should be placed on the *index expurgatorius* of every home where there are children:

- Fried foods of any kind.
- Pork and other meats rich in fat, as ham, sausage, corned beef.
- Rich gravies and sauces.
- Such vegetables as cabbage, cucumbers, and green corn.
- Tea and coffee.
- Hot bread, fresh rolls, and pie.

The makup of the school lunch box is a serious problem for the mother who tries to apply sound principles in preparing her children's food. The limitations and inconveniences of the school lunch are many, and there is the constant temptation to include too many delicacies that are toothsome and portable rather than wholesome. A few suggestions, therefore, will not be out of place.

In the first place, the child should have at least one hot dish at noon if it is at all possible. Many city schools now provide for it. It is

altogether practicable in the rural school if the teacher is willing to make use of the heating stove.

However, the child must be content sometimes with a cold lunch. The sandwich is the never-failing resource in this case. A very nutritious sandwich may be made from stale bread and finely chopped boiled eggs. Many children like the peanut butter sandwich, which should be moistened with milk or cream. Another they would like can be made from a dried-fruit paste of chopped figs or dates. For older children, chopped meats, cheese and jellies are good sandwich materials.

Fruit should always be a part of the school lunch. Oranges and apples are usually the most convenient, but stewed fruits may be used when they can be carried. Some simple sweet, as baked custard, sponge cake, or plain cookies, will help the lunch taste like it came from mother's kitchen. Milk or fruit juice should be included if possible.

When the children are at home it is the little tot somewhere between five and eight years old for whom the most thought should be taken. When its wants are provided for, those of the older children are filled by slight adaptations in the menu. The following suggestions, therefore, were prepared with the smaller child in mind.

The right kind of a breakfast helps the child start the day right. This meal should be served early enough that the children will not have to eat it hurriedly for fear of being tardy at school. Incidentally, the children should never be permitted to go to school without their breakfast. The following makes a good breakfast:

A mild fruit, as orange, fresh ripe or baked apple, baked banana, stewed prunes.

A well-cooked cereal. Rolled oats cooked three or four hours is best. Serve with milk but not sugar.

Some amount of dry, hard bread, as toast or zweibach.

Milk to drink.

Whenever possible, children under twelve years of age should eat their dinner, *i. e.*, the heavy meal of the day, at noon. When they are in school it may be necessary, of course, to serve the dinner at night. The meal should then come early enough not to interfere with early sleep. Some such plan as the following should be followed in its preparation:

Soup, made with milk and vegetable juice or pulp; or mild broth containing vegetables or cereals.

An egg, poached, scrambled or made into an omelet, but never fried. For variety, a little bacon, creamed macaroni, or baked rice with a little cheese. It is best not to give meat to children under eight years of age.

Stale bread or crackers with butter.

Vegetables of mild flavor and delicate texture, mashed or finely chopped for the younger children. Spinach, carrots, cauliflower, peas, asparagus, baked potato, and boiled onions are good.

Dessert: Junket, baked custard, rice or other cereal pudding, blancmange. A little candy can be taken at the end of a meal without harm.

Milk to drink.

If dinner is served at noon, then the evening meal should be a true luncheon. For children under eight it should be very simple. These are

the more desirable possibilities for the main dish: bread and milk, milk toast, creamed egg on toast, or thick soup with bread. The dessert should be either a stewed fruit served with plain cookie or cake, or a cereal pudding. Milk is always the best drink.

For older children the food should still be simple but increased in amount. The dinner given the smaller child at noon may well serve as their luncheon. There is no reason why the evening meal should not be as substantial as that at noon. It may include a small serving of meat or fish and a simple salad of fresh fruit or vegetables. There should always be plenty of bread and butter on the table.

Besides an abundance of bread and butter, the child always needs cereals, eggs, and milk. He is not likely to overeat of such fare, especially if he is taught to chew his food thoroughly.

There is little or nothing to be gained by not permitting children to drink while eating. The thing to be guarded against is their washing down their food with a big gulp of water. Induce them to drink what they wish before they begin eating and there is little danger of this. Children always must drink plenty of water if they are going to be healthy. A glass the first thing in the morning is very desirable.

Just because the child cries for something he sees an adult eating is no sign he should have it. It is well for him to be made to understand while quite small that his food is different in kind from that of adults, that he cannot expect to taste of everything. Common-sense principles in planning the child's eating do not pamper his appetite, but train him to like what is good for him.

It will be noted that planning the child's diet according to the outline here given does not work any awkwardness in complying with the regulations of the National Food Administration. Where a menu calls for bread, or even cake, one of the wheat substitutes is usually as good and as nutritious as wheat. Although the principles here laid down were worked out before the war, the fact that they do not conflict with the food regulations shows how well the Food Administration has kept in mind the requisites of a wholesome diet.

Carney Hall.

The work of excavating for the foundation of the Normal's new science building, Carney hall, is progressing rapidly, and will be completed soon if good weather continues. Carpenters are busily engaged in preparing forms and getting things ready for the pouring of concrete.

Ties and steel to complete the J. & P. extension to the site of the building are now on the ground and trackmen were putting them in place yesterday. This extension will make it possible to unload material with a minimum of handling expense. A sufficient amount of material is now on hand to keep a large number of workmen busy for a considerable length of time.

Bunny Cottontail and His Relatives.

By W. E. RINGLE, Department of Biology, S. M. T. N.

Bunny Cottontail, who figures so largely in juvenile story books, well deserves his popularity. He is the very personification of the qualities the little tots like. He makes a good pet, is the picture of innocence, is graceful and alert, never fights unless cornered, is skilled in the hiding part of the old game of hide-and-seek, and with a few long bounds can disappear from view in a delightfully tantalizing manner.

Men have made pets of rabbits further back than history records. Children probably can take care of them to better advantage than they can of any other wild animal. Their habits make for the child an interesting study in natural history, and he comes to feel a responsibility for his acts toward dumb animals that is altogether desirable.

The ages of domesticity that rabbits have enjoyed have resulted in an amazing variety of species. They range in color from the pure white to the blackest black. They present every texture of coat from a short, thick fur to long, silky hair. Some have small ears that are stiff and erect; others have large, loose ears that touch the ground. The White Angora, which is a native of Asia Minor, is usually considered the finest domestic variety.

The American Fur Fanciers' Association lists ten varieties of the domestic rabbit that produce valuable furs. They are the Belgians, Flemish Giants, Dutch Marked, English, Himalayan, Silvers, Tans, Polish, Laps and the Angoras. Europe does a large trade in skins, practically all of which are saved. They are sold by weight. The better skins go into the manufacture of costly furs, while the hair of the others is used for making felt and other cloths.

The Belgian hare, which is really a rabbit, though called a hare because of its resemblance to the wild hare, was introduced in the United States about twenty years ago. Its popularity for some years was great, although in recent years the raising of the domestic rabbit has been badly neglected. The Belgian hare originated either in Belgium or northern France.

North America has about thirty species of rabbits, the most of which are found within the United States. That they are no recent importation from Europe, as is true of some other animals, is shown by the fact that fossils of several species have been discovered. Nearly all parts of the United States, including the mountains and deserts, have rabbits. The cottontail is more numerous than any other species. In Kansas three species are found—the cottontail; the large, long-eared jackrabbit; and, in the western part of the state, a large brown rabbit.

The western half of the Mediterranean basin is supposed to have been the original home of the rabbit. They are still found in great numbers in that part of the world, including the islands of the Mediterranean. Man is believed to be partly responsible for the fact that they have spread over so great a part of the world's surface. They first moved into western and central Europe, and they are spreading still.

The rapidity with which they take possession of a new country is sometimes alarming. In 1850 three pairs were imported and turned loose in New South Wales, Australia. Within a few years they were driving the farmers nearly to despair, who had to build rabbit-tight wire fences around all their fields and organize big hunts in which the animals were slain by the thousands. In 1875 the rabbit gained a foothold in New Zealand. Before long the farmers of those South Sea Islands were talking of abandoning certain districts altogether.

Early in the nineteenth century the rabbit was almost unknown in Scotland. Now they are found in almost all parts of the country that are adapted to them, even in the extreme north.

In their wild state all rabbits wore brown coats. The large and brilliant variety now seen is due to the careful selective breeding men have given them. The wild rabbit is usually smaller than the tame, and has slender limbs. Contrary to the popular notion, rabbits are strong and hardy, built to endure bitter weather. They have more endurance than their enemy, the dog.

Some of the dozen varieties attain a considerable size. The Flemish Giants sometimes weigh eighteen pounds, and other varieties vary in weight between the Giant and the little cottontail.

And a rabbit can fight if he has to. He does not do it by biting; he kicks. If the blow of so comparatively small an animal seems contemptible, remember what powerful muscles he has in his hind legs in order to run and leaps as he does. A rabbit can strike as hard a blow with his leg as a man can with his fist.

When a rabbit kicks its claws protrude and spread. The result is, quite often, a severe wound covering a large surface; and the blows are delivered with distressing rapidity.

But, as everyone knows, the rabbit never fights if it can run away. Few animals are better fitted for finding safety in this manner. Their hind legs are long and can furnish powerful leverage for their great leaps. They use their short front legs about as a boy does a vaulting pole. They can run up or down hill with about equal speed, and it is a swift greyhound that can overtake one of the larger species. Every country boy knows how great a local reputation among the boys any ordinary dog gains who catches most of the cottontails it starts after.

When one studies a rabbit's tracks in the snow in order to ascertain in what direction it is going, one must remember this peculiar fact—the tracks made by the hind feet are always in advance of those made by the front feet. These tracks are rather wide and far apart. Behind and between them and close together are the smaller imprints of the front feet. The rabbit's method of progressing by long bounds accounts for the track.

It was formerly believed that the rabbit set both front feet down at the same instant. But the degree of perfection to which the camera has been brought shows that one foot strikes after the other. So swift are the movements of running made, however, that it requires a very keen eye even to detect that the front pair of imprints is made by the hind feet.

Nature has provided the rabbit with apparatus that supplements its

legs most helpfully. Its eyes are large and prominent, so that it can see an enemy that is approaching from any other direction than directly from the rear. Its sense of smell is wonderfully keen, and its ears are long and erect, set so as to catch the least sound of danger.

The rabbit's frame of mind may be read pretty well from its ears. If they stand back to back and point to the rear, the rabbit is at peace with the world, yet realizes it must not relax vigilance. If they stick straight up, they show their owner is attentive, and even anxious. And the puzzled rabbit that cannot ascertain from which direction an unwonted sound is coming thrusts one ear forward and the other backward.

The pedestrian usually does not see a rabbit until it is only a streak of grayish brown rapidly receding. This is because of another means of protection that is nearly always invoked. It is the trick known as "freezing." To escape detection, the rabbit will crouch close to the earth and hold itself as still as though it were dead, hardly breathing, and not even winking. People have no idea of the large number of rabbits they overlook because of this bit of strategy. It is only when the intruder comes so close to the rabbit that it is in danger of being trampled upon that it takes to flight.

The color of the rabbit's coat, in which the color of the earth and of much vegetation is imitated, accounts in a considerable degree for the success of this trick. Some rabbits even change their color with the seasons, turning white in winter, making it difficult to see them in the snow.

Not being much of a carpenter, the rabbit usually makes its home in some natural depression that is more or less sheltered. A hole under a rock or stump is lined with leaves or grass, to which the female adds fur from her own body. Sometimes she merely digs out a shallow hole in a clump of grass or weeds. Sometimes burrows abandoned by other animals are taken possession of.

During the warmer months it is not long that a rabbit's nest is without its young. Three or four litters are frequently born between April and September, and these litters number from two to seven tiny rabbits. If the mother cared for her babies through the whole season she would soon have more duties than she could attend to. Consequently the young begin to shift for themselves when about three weeks old.

The rabbit is a strict vegetarian, much to the regret of the farmer and gardener. After a day of sleep in its nest, it likes to move about at night-fall, nibbling upon the growing things in the garden or browsing in the clover. In the fall it feeds upon cabbages, apples and turnips that have not been gathered in. It is in winter that the rabbit is apt to work men the greatest loss. When snow covers the ground about all there is left for it is the corn standing in the shock or the bark and twigs of young trees. These trees are apt to be badly damaged if not protected by a wire fence or by wrappings.

But if the rabbit eats much, it can also be eaten. People are going to realize, now that the day of cheap meat is past, what a resource they have in the rabbit. Its flesh is most excellent when properly prepared. Undoubtedly the time will soon come when they will be raised in great

numbers for the sake of their meat. At this time, the winter of 1917-1918, with our armies and those of our allies calling for our beef and pork, more rabbit meat is being eaten than ever before. A western Kansas man contracted to furnish the government with ten carloads.

Europe has long used the rabbit in great quantities for food. In Great Britain they are about as common as fowls for table purposes and they are a common article of food in France, Belgium and Holland.

In this country rabbits should be eaten during the late fall and winter months. In spring and summer they are troubled by parasites that often make them unfit for meat. It is better to buy the rabbit unskinned, for in this shape the presence of a parasite or other blemish is more readily detected.

It is curious that none of the rabbit's enemies is good for meat. So when one makes war on hawks, coyotes, wolves, foxes, minks, weasels and cats, he is increasing indirectly the possible meat supply through protecting the rabbit. The dog is another of the rabbits enemies. Whether he is worth more than the rabbits he eats depends upon the individual dog.

History of Arbor Day.

From by the late E. T. FAIRCHILD, former State Superintendent of Kansas.

An old Swiss chronicle relates that away back in the fifth century the people of a little Swiss village by the name of Brugg determined to secure a forest of oak trees on the common. More than a dozen sacks of acorns were sown, and after the work was done each participant received a wheaten roll as a reward for his labor. For some reason unexplained the acorns refused to sprout, and the next year another effort was made, but again the acorns refused to grow. The people, however, were determined to have an oak grove, so a day was appointed and the entire community, men, women and children, marched to the woods, where each very carefully dug up a sapling and transported it to the common, where a competent gardener superintended its transplanting. At the close of the tree planting each boy and girl was presented with a roll, and in the evening the grown people had a merry feast and frolic at the town hall. The saplings were well watered and cared for by details of citizens under direction of the gardener, the work being voluntarily done, though every one was expected to do his share. In the course of years a fine grove was the result, which furnished a place for shade, rest and recreation for the citizens and their descendants. For years the anniversary of this tree planting was observed by the people of this town with appropriate exercises, among them being a parade of the children carrying oak leaves and branches, at the close of which rolls and other eatables were distributed in commemoration of the event. It is said a similar festival still exists in this and other Swiss villages. This seems to be the first recorded effort at organized tree planting, and this custom instituted so long ago finds a happy revival in our modern Arbor Day exercises.

The rapid destruction of the forests in our country called attention of students of forestry to the dangers which confronted us and brought forth numerous publications on the topic of forest preservation. In 1864 a work on "Man and Nature," by Geo. P. Marsh, aroused considerable public interest in tree planting, as did also later books by Dr. Franklin Hough and others.

The Hon. B. G. Northrup, secretary of the Connecticut board of education, in his official report of 1865, made the suggestion respecting the annual planting of trees by children, but so far as recorded the suggestion was not acted upon. Notwithstanding this fact, and also that Mr. Northrup does not claim the honor of originating the idea, yet much credit must be accorded him, as chairman of the American Forestry Association, for his persistent effort to encourage tree planting by children and to interest governors and legislatures in the plan. His last words to several governors were: "This thing is sure to go. The only question is, shall it be under your administration or that of your successor?"

It devolved, however, upon "Treeless Nebraska" to institute systematic tree planting on a given day through the organized effort of schools and citizens. The Hon. J. Sterling Morton is generally credited with originating the idea. In 1872, acting upon his suggestion, the governor of the state issued a proclamation designating Arbor Day and asking that the schools and citizens generally observe the day by appropriate exercises and tree planting. The setting April sun saw over a million trees planted in Nebraska soil as a result of the first Arbor Day celebration. In 1885 Arbor Day, April 22, Morton's birthday, was made a legal holiday in Nebraska. Careful statisticians claim that more than 1,000 million trees are now in a thriving condition in this one "treeless state" through the united efforts of the school children and their parents on Arbor Day.

The originator of the idea lived long enough to see Arbor Day adopted in more than forty states and territories, to record millions and millions of trees added to the growing prosperity of the states, to note thousands of schoolhouses change cheerless surroundings for those of comfort and beauty, and to feel that in stimulating the planting of trees he had been an active factor in fostering a love for the school, the home and our country.

Minnesota is given the credit of being the first state to follow the lead of Nebraska, with Kansas and Tennessee close seconds. Ohio, Iowa, Illinois, Michigan and West Virginia followed a few years later. The influence of the idea has spread until Arbor Day is celebrated in nearly every state and territory in the Union. While the schools have been the strongest factor in this forward movement, due credit must be given to the G. A. R., the grange, civic improvement associations, women's clubs and forestry associations that have all worked for the common good.—*Illinois Arbor and Bird Day Manual.*

Every day in our life is a day in our history.

Tree Planting.

Select straight, thrifty young trees from the nursery, or from open places, such as the seedling trees along fences. Secure as much of the tap root and its main branches as practicable. Those having an abundance of the small fibrous roots are best. More trees die from injury received in digging them than from any other cause, and the very greatest care must be exercised in digging the tree, as so much of the success in transplanting depends upon how well the work is done.

In digging the trees, remove the surface soil down to the roots and then cut a trench around the tree from one to four feet, according to its size. With the young trees, cutting down with a sharp spade in a circle around the tree will be all that is necessary. Great care should be taken to keep the roots from the sun or wind, for their vitality is soon lost by exposure. Retain as much soil as possible around the roots. If the saplings are brought any distance they may be bound around by a strong sheet of canvas or packed with dampened straw or moss. In transplanting a tree a part of the roots will be left in the ground, and it may be necessary to thin the branches so as to maintain a balance between branches and roots.

In planting let the roots retain about the same position as they had originally.

The holes for the trees should always be made before the trees are brought to the grounds. Make the holes wide enough so that the roots need not be doubled back upon themselves, and deep enough so that the tree shall stand little deeper than originally. The surface soil being generally the best, should be thrown to one side and the poorer soil from below to the other side. In filling in, the better or surface soil should be returned first, so as to be nearer the roots. If the ground be poor, partly fill the hole with rich loam from the forest, or manure. In applying manure care should be taken to keep it from direct contact with the roots.

In setting the tree, place it a trifle deeper than it stood before, spread out the roots so that none are doubled, and sift fine, rich soil carefully among them so as to fill every space. Pack the soil gently but firmly about the roots, and when these have been covered deeply enough to secure them from injury and give them a firm hold, pack the ground firmly by stamping. The trees should be well watered as soon as planted, and the watering should be continued during the dry season for the first two years. The surface should not be rounded up around the trees, but the hole filled to the level of the surrounding surface. The fresh surface around a newly planted tree should be mulched by a covering of straw, leaves or wood chips to the depth of about ten inches.—*Selected.*

With the "Y" in France.

These are the songs that the Sammies and the Tommies like best:

"Pack up Your Troubles in Your Old Kit Sack."

"Hello, Hello, Who's Your Lady Friend?"

"Take Me Back to Dear Old Blighty."

"I Want to be in Paris."

"They are a Ragtime Army."

"I Once Had a Girl, Her Name was Arabella."

"Down Where the Suwanee River Flows."

"There's a Ship that's Bound for Blighty."

"Keep the Home Fires Burning."

This list is authoritative, for it is furnished by a man who sang the songs for the soldiers hundreds of times in England and France. He is J. D. Barker, of Girard, Kan., who returned from Europe the first of the year, after having spent nine months in the service of the Y. M. C. A. as an entertainer. Mr. Barker, who has been a member of the Normal's summer school faculty, and was bass soloist in "The Messiah" two seasons, sang these songs and told of his experiences at the front in assembly January 31.

Mr. Barker's apparently impromptu program was one of the most thoroughly enjoyable events the Normal has seen in a long time. He described the first time he sang for American soldiers in France. Summoned unexpectedly from England to that country, he found that he was one of two men who were expected to entertain 20,000 soldiers, the advance guard of the American expeditionary force. The assembly hall was a tent about fifty feet long, situated atop a bleak, wet hill. When he entered, he found about fifty men sitting and thinking because there was nothing else for them to do. The only musical instrument on the platform was the chaplain's little folding organ, which had a dozen or so keys that would sound. The lighting system consisted of four candles. Mr. Barker placed the organ on two boxes, set his hands and feet going, and began to sing. A few more ventured in to learn the source of these unwonted sounds. They were soon followed by others, and before long a large audience had gathered. So successful was the entertainment that five men were put in the guardhouse next morning for persisting in harmonizing that night, after "lights out" had sounded, one of the tunes Mr. Barker had taught them.

Mr. Barker's partner for four months in England and for a few days in France was Dr. Burris A. Jenkins, of Kansas City, whom Pittsburgers and Normal students heard in important addresses late last fall. Mr. Barker's task was to put the men, by means of music, in the proper mood to listen to a clean-cut talk from Doctor Jenkins. Their daily program was an hour at a munitions factory at noon, entertainments in the hospitals of afternoons, and the evening with the soldiers in the training camps. Mr. Barker's first program was given before several thousand British naval reserves in Crystal Palace, London. The men in the hospitals, he found, were the heartiest singers. At such occasions as these, a considerable part of the auditorium's floor space was occupied by the cots of men who, if not brought in that way, could not have been present.

Over the Top.

Chester M. Clark, jr., is in France, having arrived there January 11. He belongs to the trench mortar battery of the second brigade, second division, regular army. After being in camp at Gettysburg, Pa., all fall, his battery was sent to a coast city early in the winter preparatory to its sea voyage. The crossing was made in a large passenger steamer on which the men were perfectly comfortable. They passed through England January 9, stopping for a short rest only. Mr. Clark was one of the first S. M. T. N. men to enlist after the declaration of war, leaving school in the spring semester in order to do so. He was soon made a corporal.

Lieut. Edward Dudley, who is still at Camp Funston, was married to Miss Catherine Doty, of Emporia, December 31. He visited the Normal January 8 and made a talk at assembly. Lieutenant Dudley was president of the class of 1917.

Homer Johnson enjoyed a furlough early in January. He was at the Normal January 7 and 8, making an assembly talk the latter date. Homer belongs to the naval hospital corps and is stationed at the Great Lakes Training Station.

Lloyd Hartman, also a member of the naval hospital corps, was home at Monmouth on a furlough the first week in February and also visited his alma mater. He had been on duty at the recruiting station in Milwaukee for some time, but expected to smell salt water before many weeks.

Members of Batteries C and D, 130th heavy field artillery, have been dropping in at home at Pittsburg and vicinity on leave from Camp Doniphan ever since the holidays. Only four or five come at a time, however, and their stays are short. A number of the men have not yet been back. As about fifty S. M. T. N. men are in these batteries, the Normal follows the batteries' fortunes with more than usual interest. A basket-ball team from the two batteries played the game here against the 'Varsity five January 5 and 6, winning the first contest and losing the second. This team consisted of Blaine Walker, Fremont Dixon, Joseph R. Burnett, Charles Hussey, and Clay Cockerill. President Brandenburg visited Camp Doniphan at New Year and made an address to the men at a Y. M. C. A. gathering. He reported an unusually good time and a royal welcome. Friends and relatives of the men have been frequent visitors at the camp all winter. The 130th heavy field artillery is expected to go to France at an early but as yet indefinite date.

Lieut. John N. Broadlick, of Battery C, was transferred the middle of the winter to the aviation service of his own regiment and made an observer. He is still at Fort Sill, and is making flights almost daily. His transfer promoted him from second to first lieutenant.

Wesley Golden, after having enlisted for balloon service at Omaha, was transferred in January to the aviation service as a flyer. He had been teaching in manual training in the Chicago schools.

Percy Weathers is with Pershing's army in France. His home is in McCune.

J. W. Baugher belongs to a supply company which, at the last word, was stationed at Fort Sill.

E. B.

Schumann-Heink.

Madame Schumann-Heink sang to an audience of more than 2,000 persons in the Normal auditorium the night of February 2. The concert was one of the most notable events in the history of the school. The famous artist was greeted not only as a singer, but also as an American mother whose devotion to the land of her adoption is measured by her having three sons in its military service. Schumann-Heink sang some of the songs she is singing in the army camps this season. She was given a most cordial welcome, but there was a pensiveness, even a suggestion of sadness, in her mood and her program that was reflected in her audience. For Normal students her concert was one number in the season's lyceum course and their holding students' activity tickets entitled them to admission and a seat.

E. B.

Some Articles Worth Reading.

Atlantic Monthly, February:

"Loyalty Once More." (p. 212.) Loyalty, "the secret of human fellowship that gives driving force to human ideals—a spirit, a temper, and a power."

"Why Teach?" (p. 218.) Is it worth while? If you are discouraged read this article and cheer up. How to be happy though teaching.

"The Case of Humility." (p. 222.) Modern vs. Humanist in education. "To be or not to be." We don't know where we are going, but we are on our way.

Saturday Evening Post, Feb. 9:

"What is the Use of Saving?" (p. 56.) We in America are only beginning to realize the necessity of "saving" and "thrift." Older civilizations have been forced to save. We are just beginning to learn. Read this article, several times.

L. B.

The purpose of this periodical is to help the teacher in his or her daily work. If it does not do that it is a failure. It is here to serve. Consequently, let the editorial committee know what you need. Don't hesitate to jot down your suggestions and mail them to THE TECHNE, care of the State Manual Training Normal, Pittsburg, Kan. Every effort will be made to fill these pages with reading matter that will be informing and usable.

Tell us how we can serve you.

Let's Get Together.

If you encounter a knotty point, or are working against the grain, refer the trouble to the S. M. T. N., and your letter will be referred to the proper department for the answer.

The following letter is one of the kind THE TECHNE's editorial committee likes to get:

MEADE CITY SCHOOLS, MEADE, KAN., Feb. 2, 1918.—I must write you a line or two to thank you for THE TECHNE. The "stuff" in the little pamphlet is just the kind that helps solve problems and gives inspiration. You may send as many as you please. Thanks in advance. . . . We are moving here as usual, only a little faster. Will be here next year. They haven't gotten acquainted with me yet. Six S. M. T. N. teachers here and two S. M. T. N. wives and one S. M. T. N. youngster. THE TECHNE is the most representative S. M. T. N. object in the bunch. Yours respectfully,
(Signed) STEELE.

Andrew B. Steele is the writer's full signature. He is superintendent of the Meade schools, having resigned the principalship of the Girard high school to go there.

Here is another note of appreciation that came to the editorial desk from the superintendent of the Conway Springs public schools:

"I have received the November and December numbers of THE TECHNE, and have enjoyed reading them. Will you please enter my name on your mailing list. Yours very truly,
(Signed) ALBERT BOWLING.

ALUMNI.

Harold Davis was back in Pittsburg last summer, at which time he planned to return to the Gallup, N. M., schools this fall.

R. V. Hart, better known as "Bob" Hart, is teaching science in the Fort Scott high school. This is his second year there.

Frank M. Burton and Patricia De Yeo were married in Pittsburg late last spring and are now living in Santa Fe, N. M., where Frank is supervisor of manual training. Prof. G. W. Trout officiated at their wedding.

Miss Lola Brandenburg, who had taught domestic art in the Pittsburg high school two years, went this fall to a position in the North Texas Normal College at Denton. She is still teaching domestic art.

If you wish to receive this magazine regularly, without cost to yourself, mail us your address written on this blank, and your name will be placed on THE TECHNE's mailing list.

Name.....

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