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THE TECHNE

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



America's Creed.

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

Carry On!

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

VOL. 1.

JUNE, 1918.

No. 6

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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.

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Flying the Flag.

1. The proper time for raising the flag is sunrise or after, never before.

2. The flag must be lowered at sunset.

3. In draping the flag against the side of a room or building, the proper position for the blue field is toward the north or toward the east.

It is a mark of disrespect to allow the flag to fly throughout the night.—*Harry Lee King, Dep. Com. of Boy Scouts.*

There are no regulations prescribing the method of utilizing bunting for decorative purposes, but good taste requires that the order shall be red at the top, followed by white, then blue, in accordance with the heraldic colors of the national flag.—*Lt. Col. John T. Knight, Dep. Qm. Gen., U. S. A.*

Kansas Flag Law.

§ 3706. Any person who in any manner for exhibition or display, shall place, or cause to be placed, any word, figure, mark, picture, design, drawing, or any advertisement of any nature, upon any flag, standard, color or ensign of the United States of America, or shall expose or cause to be exposed to public view any such flag, standard, color or ensign upon which shall be printed, painted, or otherwise placed, or to which shall be attached, appended, affixed, or annexed, any word, figure, mark, picture, design, or drawing, or any advertisement of any nature; or who shall expose to public view, manufacture, sell, expose for sale, give away, or have in possession for sale or to give away, or for use for any purpose, any article or substance, being an article of merchandise or a receptacle of merchandise, upon which shall have been printed, painted, attached or otherwise placed a representation of any such flag, standard, color, or ensign, to advertise, call attention to, decorate, mark or distinguish the article or substance on which so placed; or who shall publicly mutilate, deface, defile, or defy, trample upon, or cast contempt, either by words or act, upon any such flag, standard, color, or ensign, shall be deemed guilty of a misdemeanor, and shall upon conviction be punished by a fine not exceeding \$100, or by imprisonment for not more than thirty days, or both. [Gen. Stat. Kan., 1915; L. 1905, ch. 208, § 1; March 4]

§ 3708. This act shall not apply to any act permitted by the statutes of the United States of America or by the United States army and navy regulations, nor shall it be construed to apply to a newspaper, periodical, book, pamphlet, circular, certificate, diploma, warrant or commission of appointment to office, society or lodge emblem, ornamental picture, or stationery for use in correspondence, on any of which shall be printed, painted or placed said flag, disconnected from any advertisement. [Gen. Stat. Kan., 1915; L. 1905, ch. 208, § 3; March 4.]

The War and Literature.

FRANKLIN P. RAMSEY, Department of English, S. M. T. N.

Indeed are we living in a great day—a day that makes tragically glorious the pigmy efforts of men in every sphere of their activity. For the monstrous God of War is now on the throne, and thunders forth his dread commands that we all obey, whether we will or no. Even at this moment a paralyzing rumor is abroad that this tyrant who now rules our world has let loose a yet more ferocious demon, to hasten and to fulfill his destruction, than his now ancient sea-serpent, the submarine; a cannon that belches forth its death through seventy miles of space into the very heart of Paris—bleeding but stalwart Paris, one of Art's proudest citadels! Yet the tyranny of this mighty conflict, most paradoxically as always has been true in the history of the world, seems to have quickened the growth of that rare flower of the human heart and mind, the creative spirit—that spirit that hungers for expression, makes for great and revealing art—rather than to have killed its supposedly tender budding. Is it not mysterious, after all, that only in the midst of tragedy do we mortals glimpse our clearest vision of the sublimely beautiful and true, which must perforce translate itself through our tears into our best attempts at harmonious song? There is a passage in *The Trojan Women*, of Euripides, which Gilbert Murray has so masterfully translated into English, a passage that lingers in our memories, and that is frequently recalled during these days:

"All is well.
Had He not turned us in His hand, and thrust
Our high things low and shook our hills as dust,
We had not been this splendour, and our wrong
An everlasting music for the song
Of earth and heaven!"

Thus does Hecuba mightily console herself when death and war seem victors; thus does she rise unconquerable in the midst of utter desolation, with spirit sensing the wonder of the beautiful that we have feasted upon through the many years now, but which Greece could never have bequeathed us save for such Gethsemanes of many a Hecuba.

This noble philosophy, complementing finite reason with faith in the infinite, reaching the strangely true contradictory conclusion of life out of death; of beauty out of the hideous; of the final triumph of the eternal spiritual, out of the passing physical that alone can be the empty spoils of war and pain—this has been man's one and only consolation through the ages. And this has been always the underlying motive of his song when he has sought to wed his highest understanding of the meaning of life, wrung from its suffering and defeat, with rhythmic sound and symbol; and surely,

"If ever the gods do not laugh—it is
When a little man sits him alone
To make music."

Has not that paragon of all artists, our very Christ himself, has He not taught us to sing at the grave, to rejoice at the opportunity for sacrifice of all that we are and have of life for the establishment of His

Kingdom that is to be—that perfect society, toward the attainment of which all wars and conflicts can but bring us the nearer!

It would be most strange, then, if the great World War were not producing for us a written record to match our heroism of deed; strange, if our artists who strive to transmute beauty and truth into words were not spurred on to a masterful achievement in literature by this stupendous experience of the race in its greatest of all wars, this present death grapple between Force and Idealism. Especially would such an absence of war literature be hard to account for as we look back upon the long era of peace that was ours and that had deceived us into believing war almost as much an anachronism of our day as feudalism or monasticism, into a confidence that war and its terrors had passed forever with the passing of what we were pleased to think humanity's childhood. For during this peace time we had, by all means, developed great skill in writing. Of the making of books there was no end. And a goodly number were literature, too, in the highest sense. What has the war done to the great writers we had produced; what has it done to the youngsters who were just beginning to fly their literary wings?

There could be but one answer. The war has, assuredly, produced literature that will live for all time.

Among the multitudinous writings of the war, two slender volumes of poetry draw our attention irresistibly. These are the work of two of the more notable of our younger men of letters: Rupert Brooke and Alan Seeger, poets of splendid promise, whose song the war has hushed for us, but whose virile and fresh melodies are echoing back to us through the roar and boom of the great guns that accompanied their going. Sweet-voiced singers ye were, brave lads! Yea, ye have harmonized this insane and deafening noise of our mad world into a truly more understandable meaning for us whom ye have left behind in your glorious flight to immortality! And ye have—ye blessed soldier poets—how ye have heartened us to an undying nobility till the struggle end; surely it must end in victory this time for a better organized society, that will indeed make war forever after an impossible anachronism.

These men were both university graduates who had prepared for literary work—the one, Rupert Brooke, an Englishman, at King's College, Cambridge; the other, Alan Seeger, an American, at Harvard. They both had started out with high endeavor to produce literature. They both had a very exalted ideal, a romantic ideal of that in which they conceived literature to consist. And each, true to his own individuality, had actually begun to sing himself and his experience with charming candor and the joyous sadness of youth. The war, in its early days, challenged each of these peculiarly gifted ones in a way that left them no choice but to volunteer for the active service of the soldier; else would they have chosen—for them the impossible—the ignoble part. And so literary history will forever record the death of Rupert Brooke, in 1915, on board a French hospital ship in the *Ægean*, he having set sail, at the age of twenty-seven, with the British Mediterranean expeditionary force bound for the Dardanelles; and the death of Alan Seeger, in 1916, who fell in the front ranks of a brilliant charge on the western front—a member of the Foreign Legion of France, at the age of twenty-eight years.

The slender volume of poetry that each of these soldier poets has left behind is yet in each instance a considerable volume. Their work is already ranked by able critics as of unusually high literary merit, both in form and in substance. They were brought to a swift maturity by the war with its intensive education of their ripening young spirits. And particularly does the small group of the last poems of each of these two—written in lulls of the fighting, under the very nose of the cannon—impress one as even an arrival at perhaps as great perfection as they might ever have attained in old age. The following two more widely quoted of their poems—poems that anticipate their own deaths—are representative of the excellence, beauty and inspiration of their work:

THE SOLDIER.

If I should die, think only this of me:
 That there's some corner of a foreign field
 That is for ever England. There shall be
 In the rich earth a richer dust concealed;
 A dust whom England bore, shaped, made aware,
 Gave, once, her flowers to love, her ways to roam,
 A body of England's, breathing English air,
 Washed by the rivers, blest by the suns of home.
 And think, this heart, all evil shed away,
 A pulse in the eternal mind, no less
 Gives somewhere back the thoughts by England given;
 Her sights and sounds; dreams happy as her day;
 And laughter, learnt of friends; and gentleness,
 In hearts at peace under an English heaven.

—*Rupert Brooke.*

I HAVE A RENDEZVOUS WITH DEATH.

I have a rendezvous with Death
 At some disputed barricade;
 When Spring come back with rustling shade
 And apple-blossoms fill the air—
 I have a rendezvous with Death
 When Spring brings back blue days and fair.

It may be he shall take my hand
 And lead me into his dark land
 And close my eyes and quench my breath
 It may be I shall pass him still.
 I have a rendezvous with Death
 On some scarred slope of battered hill,
 When Spring comes round again this year
 And the first meadow-flowers appear.

God knows 'twere better to be deep
 Pillowed in silk and scented down,
 Where Love throbs out in blissful sleep,
 Pulse nigh to pulse, and breath to breath,
 Where hushed awakenings are dear

But I've a rendezvous with Death
 At midnight in some flaming town,
 When Spring trips north again this year,
 And I to my pledged word am true,
 I shall not fail that rendezvous.

—*Alan Seeger.*

Yes, inevitably, the war has produced writing that will live—literature. There is not the space here to discuss at length the oratory—that form of literature that is first cousin to poetry and somewhat a sharer in her glory of rhythm—that has been born of war. The orators have had something to declaim about in this present momentous day in the world's history. Never before has there been more urgent need for moving and effective speaking on the part of the leaders of the nation's policies and actions. And all have listened in wonder to the inspiring utterances of our own vision-seeing President, Woodrow Wilson; and to that eloquent spokesman of England's purpose and high hopes, that mighty little Welshman, Lloyd George. Let us be aware that these men, as many others, both in the English tongue and in all the other tongues of the world, have been delivering some of the greatest oratory of all time, oratory that cannot but endure forever. For, after all this is not merely a conflict of guns and powder, but a world debate such as man has never heard before.

Fiction has also felt the impetus of the stirring times. Especially has that form of fiction, the short story, which has developed to a position of such importance in our modern literature, accomplished noteworthy things. Likewise, the biographical, autobiographical, and epistolary writing of the day is most remarkable in its attainments, a fact to which the current magazines and newspapers bear ample witness.

This article was undertaken to justify the course, entitled "Current Prose and Poetry," that is being offered by the English Department for the coming Summer Session at the State Manual Training School. As suggested in the Quarterly Bulletin for March, the course will devote itself to an intensive study, that aims at an appreciation and criticism of some of the current war literature. Any justification of such a course would seem superfluous. But in our hurry, and lack of leisure for contemplative study, these restless days of anxiety, we are likely to fail to realize the fact that we are living in an age remarkable for its literature; and we are likely to deny ourselves needlessly the great strength and consolation that the current literature has to offer. That literature is available for all to read and enjoy and possess, remember, whether this particular course comes conveniently their way, or does or does not recommend itself to them as worth while.

When the great guns are stilled, and peace has come again with justice and righteousness, and we can sit down to count up the treasures we have won out of this mighty experience, by no means the least valuable will be rich additions to our store of literature.

When the Captains and the Kings Depart.

When fighting has ceased—and I cannot feel sure it will cease either soon, or in any complete, definite, mutually agreed way—there will be a wholly new social order, as different perhaps from ours as when the catholic and feudal order superseded that of Polytheism, slavery, art, and luxury. There will be no special ruling class, no select educated class, no idle class.—*Frederick Hamson, in Fortnightly Review.*

Current Events in the High School: Its Use and Misuse.

GEDDES W. RUTHERFORD. Department of History. S. M. T. N.

It was, I think, Sir John Robert Seeley who said that history was past politics. Whether the historical purist is ready to accept this definition is of small concern for my present purpose. Certainly, the economic, social, political and military movements which are shaking the earth to-day, and are making it groan and creak as it has never done before, are the materials out of which the history of to-morrow is made. This study of current history is, in short, a duty which student and teacher alike cannot afford to delay one minute longer. But there is another reason for making current events a topic for discussion in the high school. It is a truism, which only needs to be stated to be realized, that a democracy succeeds in direct proportion to the amount of interest which its members take in its problems, and as President Wilson has significantly added, in the problems of humanity. How necessary it is, therefore, to generate and nurture such an interest amongst high-school students, who are the stuff out of which the democracy of to-morrow will be hewn, and who will determine its safety.

But I am keenly aware of the fact that my purpose in this discussion must be immediately practical. What I desire to do, therefore, in this paper is to present suggestions not only, but cautions which will enable the high-school teacher to conduct his students through the mazes and intricacies of everyday history in the most effective manner possible.

There are two chief ways of using current events in history classes. On the one hand, the study of ancient, or medieval, or modern European, English or American history may be supplemented by the systematic use of current events. On the other hand, a course may be constructed around current history as a nucleus. The former plan consists essentially of referring to the happenings of a day when they have any real and actual connection with the subject matter of the course. But it is necessary to observe a very important principle in this connection which, if not carefully followed, will lead to distressing results. Professor Johnson states the caution clearly and shortly. "The past," he says, "can be explained only in terms of what is important in and to the past, and the past itself must be explained if the past is to be of any service in explaining the present." Accordingly, the high-school teacher should not allow himself or his students to drag in current references whose analogy with past events is but a fiction of the mind. Current history brought into history classes challenges comparisons, very tempting comparisons, it is true. But to put Joffre beside Wellington or Washington, the Battle of the Marne over against Gettysburg, the Russian with the French Revolution, are pleasant indulgences which will but lead to intellectual and historical slipshoddiness.

But such pitfalls can be readily and easily avoided by bearing in mind Professor Johnson's thesis. If the teacher is certain that an analogy is real, that it is based upon substantial evidence, and that he has not made history shape itself to suit his convenience, he need not fear the results of using illustrations from current events to stimulate the interest of his

students in past ages and in the upheavals that surround him on every side. For instance, Professor Dodd, in reviewing Doctor Ogg's recent contribution to the American Nation Series on "National Progress, 1907-1917," asserts that he sees a clear analogy between the character and policies of Woodrow Wilson and Abraham Lincoln. I am able to conceive of no more profitable class exercise in American history than an attempt by the students to study carefully the activities and personal characteristics of the two presidents in order to ascertain the accuracy of the analogy.

The second method of teaching current history in the high school is to make of it a separate course, or to devote, say, one period a week of a regular history course to its study. Here again the discussion of current events on a large scale obviously contains real, but not insuperable, dangers. My caution may be better understood by a concrete example. The Russian Revolution gives us one of those periodical upheavals and tragic protests of humanity against economic and political injustice and insincerity. Yet this eruption can be understood only through a thorough knowledge of its causes and preliminaries. One has only to refer to the translations of the Russian historians to realize that there is a plethora of opposing theories as to its origins, many contradictory accounts of its progress, and many different statements as to the purposes of its leaders. The trouble is that we are too near the terrific event to get the right perspective. In a word, it is here impossible for us to distinguish between a happening and a historical event.

After all, the common sense of the history teacher, with his admitted ability to make proper evaluations, must be relied upon to steer clear of the Scylla of insisting that his students learn current happenings for historical events and the Charybdis of entangling their minds in a maze of contemporary happenings.

Another caution should be regarded by the teacher in making of current events the basis of a course. It will be necessary for him to make of it a study, so far as possible, of continuous development. Imperative it will be, therefore, not to allow the class exercise to degenerate into gossip over unrelated bits of yesterday's politics. Furthermore, the teacher must guard against the danger of pulling the student through the meticulous array of national movements. For example, the study of Germany's present policy of blood and iron is the story of a nation who has made selfish and deceitful statecraft her moral and political ideal. Such a study is full of baffling diplomatic complexities with which the high-school student should not be burdened. And yet much may be done by the teacher to make stand out in bold relief in the students' minds what has made German imperialism the sinister thing it is.

In order to give the teacher some concrete assistance in dealing with German imperialism, and more generally in putting into practice the principles which I have stated above, I am taking the liberty to refer him to some bibliographical tools, rich, I believe, in their suggestiveness. Most of the references deal with the war, since that topic will afford abundant material for current-events classes. In the first place, *The Literary Digest* and *Current Opinion* contain every week topical outlines

with suggestive questions for class use. Furthermore, the *History Teacher's Magazine* has been fortunate enough to secure the services of Professor Harding in constructing a "Topical Outline of the War." This Outline is divided into convenient sections, making it possible for the teacher to deal with each problem in one class period. Sample copies of the outline may be had from the McKinley Publishing Company, Philadelphia, and special rates are given for class orders. These rates are considerably below twenty cents a copy. Finally, "The War Information Booklet," published by the Committee on Public Information, Washington, gives everyone an opportunity to learn without cost the facts regarding the causes for America's entering the war, to see clearly our motives and aims, and to learn why this conflict must continue until our aims are achieved. The committee is glad to send sufficient copies of its several publications to enable the teacher to supply each student. The most suggestive of the pamphlets are "The War Message and the Facts Behind it," "American Interest in Popular Government Abroad," and "The Great War."

To Make the World Safe.

The object of this war against Germany is to deliver the free peoples of the world from the menace and the actual power of a vast military establishment controlled by an irresponsible government, which, having secretly planned to dominate the world, proceeded to carry out the plan without regard either to the sacred obligations of treaty or the long-established principles of international actions and honor; which chose its own time for war, delivered its blow fiercely and suddenly, stopped at no barrier either of law or mercy, swept a whole continent within the tide of blood—not the blood of soldiers only, but the blood of innocent women and children also, and of the helpless poor; and now stands balked but not defeated, the enemy of four-fifths of the world.—*Secretary of Commerce Redfield.*

Over the Top.

CORRESPONDENCE

MORRISON, VA., March 1, 1918.

President W. H. Brandenburg, Pittsburg, Kan.:

DEAR FRIEND—My squadron is about to leave for foreign service—just where, I do not know.

I am doing carpenter work here, but have no idea just the type of work I will be engaged in "over there." However, we are expecting to build warehouses and barracks for the aviation corps.

Most folks think that all soldiers are on the front fighting, but our branch of the service represents some sixty-five trades. For every plane in the air there must be — on the ground and four mechanics for every flier.

Wishing you and the friends at the dear old S. M. T. N. very best wishes, I am
Respectfully yours, Serg. A. A. BOHANNON,
481st Construction Squadron, A. E. F.

CAISSON Co. No. 1.

117 AMMUNITION TRAIN, A. E. F., FRANCE.

Sergeant Robert Green, Caisson Co. No. 1, 117 Ammunition A. E. F. France, writes interestingly of over there.

I cannot say the things I would like to say in regard to conditions over here, and it is hard to tell just how serious a fight we are in.

Our movements thus far have been very interesting and very pleasant. We are far better cared for than any one of us ever expected. Just now our cooks are preparing some good old "American" beefsteak for our dinner. We are housed in comfortable buildings and have good beds and plenty of clothes. Of course, we will not fare so well all the time, but after one has been so well cared for he can endure hardships later on.

I am writing this letter on the arm of a very comfortable chair. Thanks to S. M. T. N. for my training in cabinetmaking, which enabled me to construct a chair from a potato crate.

All the fellows here are in very good spirits and are anxiously waiting for and diligently working up to the hardships which are to come. We are all glad that soon we shall be in the thickest of the fight, knowing that the sooner we get in the sooner some of us will get back home.

The enormous amount of mail to be censored prohibits us from writing more than three letters a week.

With very best wishes, I am

Very truly yours,

SERG. ROBT. GREEN.

N. L. DEARMOND, *Capt. A.*

We had a fine trip from Custer to Ellington Fields. We came from the snowbanks, where it was 32 degrees below zero, right down in the sunshine, where we wear our sleeves rolled up and shirts unbuttoned.

We are, by interurban, thirty minutes from Houston and an hour from Galveston. Passes can be had every week end, providing, of course, we are not detailed on duty.

WILLIAM E. PHILLIPS,

271st Aero Squadron, Ellington Fields, Texas.

Howard Burns, Medical Department, seventeenth infantry, 164th depot brigade, Camp Funston, writes:

I like it here as well as any other place, but the army life at best is not college life. Yet there are many things that we have to enjoy and we easily become accustomed to the rest. Though the army life isn't fun, I would not change places with any man on earth outside the army.

If the Kaiser could see the preparation that is being made at this fort alone he would begin to talk real peace; but if we must take this army to Berlin to show it to him, we can and will, although we would rather take up a collection and bring him here.

What Can We Do?

Modern warfare is 75 percent industrial effort. Money is the motive power of armies, for without money armies cannot be trained, transported, munitioned, or fed. Without united effort on the part of every American citizen the war may be forced to stop and we may have to make an unsatisfactory and dishonorable peace. This is no time for each one to think the little he can do is so small that it is not worth while. Every one can save a little. Every one can help in the conservation of man power and material, and everyone can avoid waste of all kinds. Waste costs lives. Delay in answering the President's call to duty will cost more lives.

Practical Food Rules for War Times.

For Teachers to Make Use of in the Public Schools.

GRETA GRAY, Department of Home Economics, S. M. T. N.

One of the big problems of the war is food. Millions of men withdrawn from production, and needing more food in the trenches than they needed before, because they are doing harder work, means that all food must be carefully used, and that some who have never grown foodstuffs before must engage in that work. Even in time of peace our allies had to import large quantities of food. Not all came from America by any means, for much was imported from Russia and Australia and South Africa, and from other distant countries. Now, in war time, many of their former sources of supply are cut off. Russia is occupied by Germany. The shortage of ships makes it inadvisable to bring food from great distances. So America, which is the closest food-producing country, must furnish every particle she can.

Because of the terrible shortage of ships and the immense amount of materials which must be sent abroad, we can send only the most concentrated foods—the grains, fats, sugar, meat. We cannot afford the space to carry foods of little fuel value. This means that the American people must use sparingly grains, *i. e.*, the cereal foods and their products, sugar, fats, and fat meat, and eat more of the bulky foods—fruits and vegetables—which because of their large water content should not be transported. Another reason for using these foods at home is that they are apt to spoil in transit to Europe.

Another thing: Our railroads have more freight to carry than ever before, and war materials must take precedence over other commodities. This means we should use local foods as much as possible. It also means that occasionally a locality will suffer from a shortage of some staple, and sometimes there will be an oversupply of another. For these reasons the rules issued by the Food Administration are constantly changing and vary for different places. The Food Administration is in touch with the situation, and its orders should be obeyed promptly, literally, and joyfully. We should all be glad to know what we can do to win the war, and be eager to do it.

There are two rules which do not change, and which are the same for all localities. These are:

(1) Waste not! If there is an oversupply in your kitchen, your garden, your town, your state, take care of it—store it, preserve it, dry it, can it—save it some way or other.

(2) Guard your health! See that you eat the foods you need.

We need food, first of all, to give us power to do work. Any food will do this, but foods vary in the quantity that is required to give the same amount of power. Fats and oils and very fat foods, such as bacon, chocolate, nuts, and nut butter, are the most concentrated foods. To yield as much power as a pound of these, the following amounts of foods are needed: American cheese, cocoa, one and one-half pounds. Flour, all cereals, dried peas and beans, dried fruits, sugar, thick cream and very fat meat, two pounds. Bread, molasses, syrups, most cuts

of meat of average fatness and waste, two to four pounds. Thin cream, eggs, oily fish, lean meat, four to six pounds. Milk, cottage cheese, fish, six to ten pounds. Fruits, root vegetables, green peas, beans, and corn, ten to twenty pounds. Green and salad vegetables, twenty to fifty pounds.

A man or woman doing average hard work—a farmer, a carpenter, a laundress—needs about as much power to work as is given by a pound of fat. We do not get it all from one food, as a rule. A pound of butter would make one ill, and one could not eat twenty pounds of vegetables or fruits a day. We need a mixed diet.

Besides the power to work which food gives us, it also supplies us with building and repair material. There are two kinds of building and repair material which we should have every day. One kind is found in large amounts in meat, fish, eggs, cheese, dried peas and beans, and nuts, and in lesser amounts in milk and in cereals. The other kind is found in large amounts in fruits and vegetables, milk, and the outer part of grains, and in the bone and blood of animal food, which, as a rule, we do not eat. We should have as the main dish for one or two meals each day a food (other than milk or cereal) from the first group, and we should have one or two of the foods of the other group at every meal.

In order to digest food well and to keep the system in order, we need at each meal some bulky food, fruit or vegetable or whole grain.

Be sure to follow the rules in regard to the two kinds of building material, and then eat as much more of a variety of the foods we are *not* asked to conserve, as will satisfy your appetite, and if you are a normal adult you will be getting a balanced diet.

Although, compared with other foods, fruits and vegetables and whole grains do not give much power to do work, they are immensely important because of the building material they yield, and because of the fact that they regulate the system and give it materials which go far to insure good health. As a rule, the American people have not used them freely enough. We should give them a larger place among our foods for patriotic reasons, and also because they contribute so much to the preservation of health.

Cereals are the cheapest of foods, considering their food value, and when we are asked to save cereals it is our pocketbooks which are hit, and perhaps our appetites, but not our bodily welfare. To win the war we must spend money not only for munitions and airships, but also for our tables. If you don't like war bread, don't eat any bread at all. Don't be such a slave to your stomach that you obey the 50-50 order and buy the cereals, and then let them go to waste. If you can't use them, don't buy the wheat flour that calls for their purchase.

The more cereal we can save the better for the nation and the world. It is the cereals which we must send abroad in large quantities, because they do not spoil easily, because they are fairly concentrated, because they contain both kinds of building and repair material, and because they serve to keep the system in order. In other words, they are the best all-around foods to send. Therefore, we must send them to Europe and use other foods for substitutes.

Our Enemy the Fly.

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Just because one sees less during February of that nuisance, the house fly, than at any other season, one should not relax one's efforts towards causing the species to disappear from the face of the earth. Indeed, it is highly important that the warfare against the fly should be renewed with vigor during the month. A bit of strategy at this time may save a vast amount of swatting later.

All through the winter an occasional fly is to be seen. These are known as "hibernating flies," and are females that have not laid their eggs. But in February the time for them to deposit their eggs is near. Two energetic measures should be taken.

Every hibernating fly that can be found should be swatted; in fact, this should be the practice all winter. In February not a fly should ever be allowed to escape, and vigilance must be maintained as the warmer days that forecast spring come.

February is the time to renew the war on the fly. Let everybody get busy in its closing days.

The other measure is more important still, because even more effective. It is this: Begin the spring cleanup while the land is still in the grip of winter.

An early clean-up destroys the refuse in which the hibernating flies would or already have laid their eggs. The old proverb says, "A stitch in time saves nine." But when one is speaking of flies, the proverb should be amended so as to read, "A stitch in time saves 5,600 billions." This number, so large it is beyond comprehension, represents the flies that may make up the generations coming by late September from the eggs of one hibernating fly hatched early in April.

Flies are so prolific that if their breeding places are left undisturbed they hatch out faster than it is possible to kill them. One female may make deposits of eggs four times or more during the summer. She may lay as many as 150 eggs at one time. Hence the eggs to her credit in one season may total 600.

Twenty days after a deposit of eggs is made, the females of the resulting generation are ready to begin laying eggs. Nine generations may mature between April and September. So it is clear the expert in arithmetical calculation has plenty of data upon which to proceed in reaching the enormous number given above.

WHAT THOROUGH CLEAN-UP IS.

A clean-up, to be thorough, should destroy every place in which the fly lays its eggs. It always chooses decaying vegetable and animal matter, for this matter will make food for the larvæ. The clean-up should therefore be directed against barnyard manure, animal refuse, chicken feathers, cabbage, potato peelings, old bread and cake, kitchen slops of all kinds, sawdust sweepings from meat markets, decaying meats, hog hairs, and especially against the toilet that lacks sewer connections. Even water-soaked paper lying in the gutter affords the fly a breeding place.

The head of every household should see to it that the alley and back yard are as clean as is the front lawn. There should be an insistent demand that all toilets be connected with the sewers. In small towns where there are no sewers, and on the farm, the toilets should be built and kept absolutely fly-tight, and there should always be a liberal use of powdered lime. The streets should be thoroughly cleaned. Every possible breeding place for the flies should be destroyed.

But it is not enough to clean up a city once a year. Once made clean, it should be kept clean. All filth should be removed once a week. Garbage and slops should be placed in covered cans and hauled off regularly. The chicken house should be kept clean, and persons unwilling to do this should not be permitted to keep chickens. Manure should be kept in tightly covered boxes or barrels.

Then, in addition to all this, ply the fly swatter constantly. It is somewhat of a reflection on man's intelligence that so simple and effective a device did not come into general use until a few years ago. Its faithful use everywhere will add to the average length of life.

Cleveland is a city without flies, simply because its sanitary system is practically perfect. What Cleveland has done other cities can do if they will. What better advertisement can there be for a city than to proclaim it a city free from flies?

How much satisfaction would not a town booster find in saying: "If you lived in our city your morning nap would never be disturbed by a fly. You would never need fear that while your head was turned a fly would leave the germs of typhoid on your plate. The babies would be free from the danger of cholera infantum, a disease for which the fly is usually responsible. We make the proud boast that in our city you will find no flies."

FEEDS IN MOST DANGEROUS FILTH.

It is the nature of the fly to live in and feed on the filth in which the germs of the most dangerous diseases abound. It delights in the sputum of a person ill with consumption, pneumonia, influenza, or diphtheria. The life of every one in the neighborhood of a typhoid, dysentery or cholera-infantum patient is endangered if the fly is allowed to get at the refuse from the sickroom. It may merely walk on the skin of a patient suffering from smallpox, measles, scarlet fever, or erysipelas, and be the means of spreading the disease.

Nature, in an evil moment, seems especially to have designed the fly for a transmitter of disease. It has on its feet pads of very fine hair that gather and carry germs without number. Its mouth is equally well adapted to the purpose. A microscopic examination of a dirty fly would be a disgusting revelation to most persons. It has been said that a man proportionally as dirty would carry four pounds of filth. The specks a fly leaves behind it are just as germ-laden as are its legs and mouth. There is almost no kind of germ that the fly does not carry, and there is not a species of fly that does not do its share in the work.

A speck deposited by a fly that had been captured on the face of a leper was put under a high-power microscope. The glass revealed 1,115 leprosy germs in the speck. Fly-specks containing the germs of tuberculosis have also been found.

Men of science have often applied the name "typhoid fly" to the common house fly. Investigations have repeatedly warranted the name. Flies caught in a meat market were found to carry from 1,000 to 10,000 bacteria each, and 64 percent of them carried bacilli from the human colon.

A heavy responsibility is therefore seen to rest upon all butchers, grocers and bakers. Foods that flies have been allowed to touch is tainted food. Carelessness in the shops from which a city draws its food supply may cause many cases of illness, and even death. Dealers in foods cannot be too painstaking in protecting them from flies.

The scientific name for the house fly is *Musca domestica*. There are about 8,000 other species in America, and nearly every species is a pest. Flies undergo the typical transformations of bodily structure that characterize the development of all insects. In midsummer they emerge from the egg in about eight hours. They then have the form of minute white larvæ, at which stage they are commonly called maggots. The larvæ are very active and burrow at once into the substance in which the eggs were laid. In the course of their growth they cast their skin twice. In about five days they attain the pupa or chrysalis stage, the stage corresponding to the cocoon stage of the butterfly. After another five days or so they emerge as full-grown flies, ready to go about their work as common carriers of germs and filth.

It is a common error to consider a little fly as a young fly which must attain its growth. But the fact is that a little fly is simply a little fly.

The fly has, for an insect, a comparatively short life. Investigators are of the opinion that those hatched in early spring live ten or twelve weeks, and those appearing in midsummer have a life of from three to five weeks only.

Flies sometimes travel two miles from their breeding place. Experiments with marked flies have shown this. Normally, however, they do not range far, remaining near their food supply.

CLOSE CONTACT WITH MAN.

No other insect lives in such close and constant contact with man. No other is so persistently annoying or so much endangers his life. It is said that in the Spanish-American War the fly killed more soldiers than did the Spaniards' bullets. A few years ago men did not realize what a menace to life and health the fly is. But the person who now tolerates its presence is guilty of almost criminal negligence.

America's Creed on Outside Cover.

The creed on the cover page was selected from several thousand submitted in a national contest approved by President Wilson, Speaker Clark and a host of famous Americans. The author, who won the \$1,000 prize, is William Tyler Page, of Friendship Heights, Md., near Washington. He is a descendant of a President of the United States, John Tyler, and of a signer of the American Declaration of Independence, Carter Braxton. He was born in Frederick, Md., the birthplace of Francis Scott Key.

We shall not turn back.—President Wilson.