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State Manual Training Normal School, "The Techne, Vol. 2, No. 2: State Manual Training Normal" (1919). *The Techne, 1917-1937*. 12.

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THE TECHNE

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



LOYALTY.

“Be loyal to your country.”

“Hold onto your War Saving Certificates whether you have one W. S. S. or a filled card. There is absolutely no reason for cashing a single Saving Stamp before maturity.”

“War Saving Stamps and Thrift Stamps are good as gold whether completely filled or not.”

—LEWIS B. FRANKLIN,
Director of the War Loan Organization.

Get ready for the VICTORY LOAN.

How many LIBERTY LOAN buttons are YOU
entitled to wear?

A LIBERTY LOAN BUTTON is your service
stripe.

The big Summer Session at S. M. T. N. opens
June 9; closes July 31. Write for bulletin.

STATE MANUAL TRAINING NORMAL
PITTSBURG, KANSAS

THE TECHNE

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

VOL 2.

APRIL, 1919.

No 2.

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

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

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

Issued every month except August and September.

Sent free to all alumni and students of the State Manual Training Normal and to teachers, school officials and citizens on request.

Entered as second-class matter December 13, 1917, at the post office at Pittsburg, Kan., under the act of August 24, 1912.

The editors will welcome suggestions from TECHNE readers. Their desire is to make this little magazine helpful to teachers. Tell us how we can make it of greater service to you. Tell us what YOU want.

Through an oversight the preceding number was marked Volume 1, No. 9, on the contents page. It should have been Volume 2, No. 1, as marked on the outside cover.

What Happens To Soldiers Killed In Battle?

"A startling 'radicalism' pervades the thinking of the armies. Conventions have lost their grip. Old usages and old creeds seem to have succumbed to the U-boats or some force on the way over. 'Greater love than this no man hath,' saith the Savior, 'that a man lay down his life for his friends.' And a soldier who dies to save his brothers, and to defend the hearths and altars of his country, reaches this highest of all degrees of charity. Can we who revere his heroism doubt that his God welcomes him with love?" asks Wm. T. Ellis.

Two Scotch clergymen—workers with the "Y"—advocate prayers for the dead. "There are seven millions dead and twenty millions jousting still with death," and Mr. Ellis offers this argument: "If prayer be the mightiest weapon placed in our hands, we dare not restrict its power merely to the aid of the living, for the dead are also on the same great stream of life as we are, and they too need the shepherding and shielding of God.

"And the dead are as the living within the fold of the one enveloping, and if a mother's prayer may mean that a new inspiration can come to her son in the trenches and a new resolve to follow after God, surely a mother's prayer may also mean a fuller sense of God coming to her son within the veil, and if he be far away the resolution may rise in his heart: I will arise and go to my father.

"We know regarding the dead that they pray for the living, for we read of 'the golden vials full of odors which are the prayers of the saints,' and this is so material that we instinctively know it to be true. A mother who prays for her children on earth goes on praying for them in heaven. It is impossible that death could congeal the prayers of love on her lips. If through their prayers there come to us hope and vision and guidance, how dare we cease directing the forces of prayer towards them? For they are not yet perfected. For them, too, difficulties may emerge and stretches of dim valleys may have to be passed. If they be still free (and we cannot think that death can so pauperize as to make men mere automata) they may still have to face peril. For heaven is not a place where men cannot sin, but, rather, a place where they do not want to sin, and we cannot err in that—in asking for our beloved dead that they may never more want to sin."

Perhaps it is not good orthodoxy, but it sounds good to the soldier. Any doctrine based on the Bible can prevail, and more soldiers and civilians are studying the Bible than ever before. If a man be in hell he may be saved out of it. God is thought of as a kind God: "Come unto me all ye that are weary and heavy laden and I will give you rest." No, it is not orthodoxy, but it is good religion.

Spring term at S. M. T. N. opened Monday, March 31. Teachers may enter any time their schools close.

Our Friends the Birds.

W. E. RINGIE, Department of Biology, S. M. T. N.

People often say they long to be as happy and care-free as the birds, with nothing to do but fly and sing and make merry. They regard birds as the freest creatures in the world. But those who say this have never studied the characters and traits of the birds, their loves and their battles, their skill and care in home-building, their devotion to their young, their struggles against their enemies. The fact is, birds are the most active of all living creatures. They perform, in proportion to their size, a prodigious amount of work.

There is no eight-hour working day for birds, especially when there is a nest of birdlings to be fed. The parents begin feeding their young about four o'clock in the morning and keep at it constantly until seven o'clock at night. It is next to impossible for them to satisfy the voracious appetites of their children.

A young bird eats ten times its weight of food each day. If a man should eat in proportion to his size as great a quantity of bologna sausage as a young robin does of insects, his daily fare would be a sausage three inches in diameter and sixty feet long.

A class of students under the direction of Doctor Hodge, the well-known naturalist, conducted a series of observations in order to ascertain just how much work certain birds have to do in order to feed their young. They kept under observation for a week nests of the wren, redeyed vireo, rose-breasted grosbeak, martin, oriole, chipping sparrow and robin. The students, working in relays with three-hour turns, were at their posts from four a.m. until seven p.m.

In the wren's nest there were five youngsters that met their mother each time with mouths agape. It was found that, on the average, she brought them food 230 times a day. The red-eyed vireo came to the nest with food 125 times a day. There were three young birds in her nest. The rose-breasted grosbeak made 426 visits, during which she was observed to feed her young 848 caterpillars. The martin made 312 visits, the oriole 90, the chipping sparrow 192, and the robin 90.

GROWN BIRDS HEARTY EATERS.

But grown birds also require a great amount of food to satisfy their hunger. It has been estimated that the birds in the small state of Massachusetts eat 21,000 bushels of insects in a day. Those in Nebraska eat 170 carloads a day. In Iowa the tree sparrows alone eat 875 tons of weed seeds in one season. Birds must, therefore, expend a vast amount of energy in obtaining food.

It is this that makes birds of immense service to man. Their devouring quantities of insects each day makes them a potent factor in crop production. Day by day the woodpeckers, nuthatches and creepers sweep the woods and orchards, going from tree to tree, around and out on every limb, up and down and around the trunks, everywhere, searching for insects. The sparrows, meadow larks, blackbirds and quail survey

carefully the pastures and grass lands. The chewinks and brown thrushes scratch busily beneath the shrubbery along the borders of the forest. The chickadees, warblers and vireos scan closely the leaves of the trees for insect life, while the bluebird and the thrasher dine on caterpillars. The swallows and chimney swifts patrol the air by day, while the nighthawks and whippoorwills patrol it by night.

How we love the beauty of the birds! How we cherish in memory the picture of the brilliant humming-bird poised with whirring wings before the honeysuckle, the flash of fire as the scarlet tanager flits by, the yellow warbler among the apple blossoms, the blush on the rose-breasted grosbeak, and the splendid heron beside the limpid waters, all ministering to man's love of the beautiful in nature.

FURNISH MUSIC AND BEAUTY.

How we love the music of their songs. What prodigality of harmony! The bugle song of the wood thrush, the melody of the mockingbird, the lively warble of the cardinal, the whistling carol of the grosbeak, the canary-like notes of the indigo bunting, the "chip, chip, che-che-che" of the deckcissel, the petulant mew of the vireo, the liquid, melodious notes of the wren bubbling over with happiness, the nasal "yank-yank" of the nuthatch, and the "cheerily-cheerup" of the robin—all combine in a rich confluence of many tongues to tell of joy and to inspire it.

How we love to watch the majestic flight of the denizens of the air, soaring on mighty wing like a soul set free from the confines of earth. In wide spirals their forms float along, darkly painted on the boundless sky. Higher and higher they span the abyss of heaven, until they are swallowed up.

As we listen to the weird, wild calls of the birds and ponder the mystery of their migrations, we feel that, with the poet, we could say:

"Above the crowd
On upward wings could I but fly,
"Above the crowd
On upward wings could I but fly,
I'd bathe in yon bright cloud,
And seek the stars that gem the sky.
"Twere heaven indeed
Through fields of trackless light to soar
On Nature's charms to feed,
And Nature's own great God adore."

So the birds charm us with their beauty and the sweetness of their songs. Their powers of flight elicit our wonder. Their alert and incessant industry call forth our admiration. And their services to man entitle them to be called our friends. It is, therefore, a duty, and should also be a pleasure, of every person to do all in his power to protect these valuable creatures and encourage them to remain about his home. As we listen to the raging northwest storm, as the winds whip around the corner of the house in wild symphony, as the icy snow swirls through the groaning branches of the leafless trees and sweeps across the barren fields, as the windows rattle and the doors creak with cold, let us think about our friends, the birds, braving the bitter storm in the bare trees, and give them food to tide them over.

An Outline for the Teaching of Mexico.

ZOE A. THRALLS, Principal Junior High School, S. M. T. N.

PROBLEM: "Why is Mexico such a backward nation when she was one of the first in North America to be discovered and settled?"

As an introduction to the study of Mexico and to lead up to the problem, the children should be led to tell all that they know about Mexico. The teacher should be familiar with the story of the conquest of Mexico and be able to tell it well to the children. Then the problem will develop naturally out of the curiosity of the children. Another problem that could be used is, "Why are the Mexicans constantly having trouble?" or "Should the U. S. interfere in Mexico?"

Under the first problem mentioned the children will suggest reasons, and the teacher should direct their attention to the map, and from a study of it they will be able to give other reasons. A list of their reasons will provide an outline from which to work. From work with various classes the following is the usual list given by the pupils:

"The country is rough and mountainous."

"There are few long rivers and the mountains make transportation difficult."

"The coast line is regular, consequently there would be few good harbors."

"The climate seems unfavorable."

"From what we know of the people they seem poor and uneducated."

Let the children suggest the order in which the topics should be taken up for study to solve the problem the best. As a rule they will arrange them in the best order after perhaps a little discussion.

THE PHYSICAL CONDITIONS.

Area: What is the shape of Mexico? What is the area? How does it compare with the United States?

Position: What is the latitude of Mexico? How is it located in respect to the United States? From this what may we expect as to climate? What other points must we know before we can determine the climate?

Surface or topography: From a study of the map, what are the main features of Mexico? Show us on the board how a cross-section drawing of Mexico would look. Find the names of those mountain ranges and the highest peaks. What effect would the mountain ranges have upon the transportation? upon the climate?

Climate: From the location of Mexico, what sort of climate would you expect? How does the surface features change your ideas? What else must we consider before reaching a conclusion? (Winds.) Study the map of rainfall and winds. Now what different kinds of climate would you expect? Where would you find each? Why? Have the explanations concerning the climate clear, and be sure they understand the reasons.

Vegetation: From the varieties of climate, what kinds of vegetation would you find? What kinds on the coastal plains? Why? What on the mountain slopes? Why? What on the interior plains and plateaus? Why?

PEOPLE.

Number.

Races.

Language and education: The recent endeavors to improve the school situation. Mexican teachers in the United States.

Religion.

Character.

Government.

History: Emphasize their peculiar history and its effect upon the people, plus the reaction of the people to the physical conditions of their land.

RESOURCES.

Agriculture: From your study so far, what would you judge to be the possibilities for agriculture? Name some advantages that Mexico has. Some disadvantages. What are some of the possible crops? Let us see if these are produced. Where? Why?

Cotton: Where? Why? Yet Mexico having lands capable of producing probably as much cotton as the United States is an importing nation. Why?

Coffee: Where? Why? Extent of production? Future?

Cocoa: Where? Why? Extent?

Rubber: Where? Why? Future?

Corn: Where? Why? Extent? Another case where Mexico could produce an immense crop, and yet is dependent upon the United States. If you have figures showing the amount imported, they will be interested; children like figures. Why does this condition exist? How can it be remedied?

Wheat: Where? Why? Extent? Future?

Beans: The quantity raised. Use.

Sisal hemp. Where? Importance to Yucatan? To use? The effect upon our agriculture? The cause of the present high cost of binders' twine?

Fruit raising: Where? The future possibilities, especially in trade with the United States.

Stock raising: Where? Why? Resemblance to ranching in the United States. The immense ranches owned by one family; the effect upon the development of the country. The treatment of the peons. The cause of revolutions.

Forests: Where will we find the forests? Value? Development?

Minerals: Extent of the mineral-bearing zone. The early development of the mineral wealth.

Gold: Where? Read about the gold mines from other books. The method of mining. The Spanish or Mexican companies; the American.

Copper: Where? Value? The recent development; the part of the Americans in this.

Iron: Where? Why so long undeveloped? The iron foundries at present. What these mean to the country?

Quicksilver or mercury: Carpenter's gives an interesting account of the mercury mines.

Coal.

Petroleum: The recent development by American and British interests. Where? Present condition. The cause of trouble. Find newspaper and magazine articles concerning it.

Salt, tin and sulphur: Treat each briefly; the sulphur industry is the most interesting.

Manufacturing: The chief articles manufactured are coarse cotton, woolen goods, paper, liquor, and tobacco, mainly in Mexico City. In Monterey iron and steel are made. Why is manufacturing unimportant as yet? The points under this should be brought out by class discussion and provide one means of review and fixing of points already brought out. What advantages for manufacturing has Mexico? Disadvantages? (Four or more advantages should be developed and about the same number of disadvantages.)

Commerce: With whom would you expect most of Mexico's commerce to be with? Why? Name the chief articles that you would expect Mexico to export; import. Why? Now look this up and compare with the list you have made. Notice the value of the chief articles in each list.

Transportation: Why is transportation a difficult problem here? How many miles of railroad has Mexico? Locate the chief railroad lines. Can you see the reasons for the routes followed? Why is there only one railroad to the Pacific coast?

Study the chief cities of Mexico, as Mexico City, Guadalajara, Puebla, Monterey. Locate them; give reasons for their location; description; industries. Read selections from other books and show the children pictures.

For a general discussion as a summary these problems are suggested:

Now from our study can you suggest some of the reasons for the frequent revolutions in Mexico?

How can the United States help Mexico best?

HANDWORK IN CONNECTION WITH THE STUDY OF MEXICO.

The children can make a book on Mexico, writing up the various topics after the discussion, and illustrating with drawings, maps, clippings, and pictures cut from papers and magazines.

The class can make a chart, putting on pictures, clippings brought in by members of the class, and the best maps made by the class, and the best papers.

References:

- McMurry: World Geography.
- Winslow: Our American Neighbors, pp. 48-60.
- Carpenter: North American, pp. 376-393.
- Brigham and McFarlane, pp. 211g-215.
- Teacher's College Record, Sept., 1915.

"Books are the meat of literature; magazines are the pastry; newspapers the spice; weekly periodicals are the bread."—M. G.

Opportunities for Teachers of Household Arts.

By ZOE WOLCOTT, Department of Home Economics, State Manual Training Normal,
Pittsburg, Kan.

The present time is full of opportunities for the teacher of household arts, whether in the graded school, the high school of the normal school and college.

The war has brought to the attention of the public the importance of proper feeding of both children and adults. The scarcity of certain food materials has taught the possibility of the elimination of these materials from our diet or the substitution of other materials.

If she is to justify her place in the school curriculum the teacher of foods and cookery must rise to the occasion and prove her work to be of practical value. She must show a spirit of adaptability, initiative and a willingness to depart to some extent from the timeworn course of study.

The food crisis has not passed. In a message from Mr. Hoover, dated December 1, 1918, he says, in part:

"The change in the foreign situation necessarily alters the details of our food program, because the freeing of the seas from the submarine menace renders accessible the wheat supplies of India, Australia and the Argentine. The total food demand upon the United States is not diminished, however. On the contrary, it is increased. In addition to the supplying of those to whom we are already pledged, we now have the splendid opportunity and obligation of meeting the needs of those millions of people, in the hitherto occupied territories, who are facing actual starvation. The people of Belgium, Northern France, Serbia, Roumania, Montenegro, Poland, Russia and Armenia rely upon America for immediate aid. We must also participate in the preservation of the newly liberated nations in Austria; nor can we ignore the effect on the future world developments of a famine condition among those other people whom we have recently released from our enemies. All these considerations mean that upwards of 200 million people, in addition to those we are already pledged to serve, are now looking to us in their misery and famine. Our appeal to-day is therefore larger than the former appeal to the "war conscience" of our people. The new appeal is to the "world conscience," which must be the guiding inspiration of our future program."

The domestic science teacher may be of aid to the community by means of the work with her pupils, and more directly by lectures, demonstrations and suggestions to housewives.

We are sometimes told that our work is not practical. In many cases the criticism may be just. One means of demonstrating the work of such a department is through the serving of the noon-day lunch to pupils of the school. More and more we are realizing that if we are to have good, strong men and women for to-morrow we must look after the physical welfare of the children of to-day. Too long we have neglected the proper feeding of school children. We cannot expect good mental work from a child whose body is undernourished. Because of the lack of knowledge of food values on the part of the parents and because children are allowed too wide a choice in foods, we find undernourished children coming from the homes of the well-to-do as well as from those of the

poor. School boards in many localities are feeling the need of a warm, nourishing lunch served to the school children during the noon hour.

Some teachers of domestic science hesitate to undertake this work because of a feeling of lack of space or equipment. Unless the number to be fed is very large the expense for necessary equipment will not be great. For preparing the lunch, the needed equipment, in addition to that usually found, would consist of a few large baking pans, kettles, sauce-pans, mixing bowls and spoons. Additional oven space is sometimes necessary. The dishes for serving may consist of a small plate, soup bowl, cup, sauce dish, glass for water, fork, spoon and tray for each child. A recitation room adjoining or near the cooking laboratory may be used for serving the lunch.

The work may be carried on more economically if a regular luncheon consisting of two or three dishes is served. However, in some cases it is more satisfactory to serve cafeteria style, allowing the children some choice. In this case some oversight is necessary to see that the children choose meals which are balanced. The work of preparation may be carried on partially or entirely by the domestic science classes. It is, as a rule, advisable to use hired help to do some of the routine work, such as preparation of vegetables and the washing of dishes and general cleaning up. Emphasis should be put on the choice of pure and fresh food materials, careful preparation and serving. If possible serve in a room which is well lighted and ventilated and where the surroundings are cheerful and attractive.

A splendid opportunity rests in the hands of the rural school teacher. Very few if any of these children will be able to go home for the noon day meal, and must either omit this meal or eat a cold lunch brought from home. All rural teachers can testify to the lack of suitability and attractiveness of such lunches. It is not uncommon to find such foods as cold griddle cakes, cold boiled potatoes and other things of similar nature making up the contents of the school lunch. Very few rural school teachers offer courses in domestic science, but this need not stand in the way of serving the school lunch. The teacher may use the noon hour for the preparation of one or more simple dishes to supplement the lunch brought by the children. As far as possible the work should be done by the pupils in order that they may have the advantage of the training. Too much should not be attempted at first in the way of variety or complexity of foods served. A charge may be made to cover the cost of materials. In some localities the teacher has gained the interest and coöperation of the parents and the necessary food supplies are donated by first one family and then another.

The equipment need not be elaborate, and these pieces may also be obtained by appealing to the members of the school district. One family may have a one- or two-burner kerosene stove for which they no longer have any use. Another may contribute a soup kettle, another a mixing bowl and dishpan, and so on. Each child may bring his own serving dishes, such as soup bowl, cup, spoon, and so forth. A cupboard may be made of boxes with curtains of washable material hung in front. A

portable table for cooking or serving may be made by placing smooth boards across sawhorses. Order in eating should always be insisted upon. The children may sit at their desks or a table to eat. Paper napkins should be spread and the table set properly. Incidentally many valuable lessons may be taught, such as table manners, courtesy, neatness and general consideration of others.

The foods served should be simple and digestible and especially suited to the age and physical condition of the children.

Following is a list of suggestions for dishes to be served in elementary or rural school lunches:

Warm soups; cocoa; creamed or scalloped potatoes; rice pudding with raisins or dates; milk toast; creamed egg on toast.

Sandwiches; gingerbread; baked custard; baked apple with cream; cottage cheese; ice cream.

Milk; baked potatoes; caramel junket; stewed fruits; fresh fruits; cereals; blanc mange, plain chocolate or caramel.

In a high school lunch room, the following additional dishes may be served:

Baked beans; creamed dried beef; beef stew with vegetables; stuffed peppers; buttered carrots; fruit salads; scalloped or stewed tomatoes; macaroni and cheese; boiled onions.

Teaching the Teachers of Hygiene.

"It is amazing that grown men and women should know so little about the causes of the simplest diseases," says Dr. Roy K. Flannagan, health officer of Richmond, Va. "The teachers must know how to teach the children these things before we can expect that ten years from now the mothers will be able to teach their children or to order their homes or to care properly for the children in arms whom they are to raise to citizenship.

"I think that is the nub of the whole question—the educational side of it. If the blind lead the blind both will fall in the ditch. The teaching of hygiene in the normal training schools is not intensive enough and the demonstration has not been practical enough. We have to look for help in health education from the social workers, too, for public health is not a doctor's concern at all, really—I am rather unorthodox, I think, in this. I know the best health officers in the country are doctors, but there is no reason why a good health officer may not lack much of the knowledge that is required of a doctor. Knowledge of surgery or materia medica is not necessary to a public health officer. Take a person of ordinary intelligence—a good teacher, say—and train her in the fundamental principles of health work, and there is no reason why the children she has before her should not grow up in years to come into mothers who can keep their children alive and well instead of burying so many."—*School News*.

Technix.

COMPARATIVELY SPEAKING.

"I can't."

"I want to."

"I wish I could."

"I would if I could."

"I believe I can."

"I can."

"I will."

"I will" has graduated from the "below the average" ranks, and is marching with those who win success.

Even the dullest or the most unruly pupil has a personality that must be respected. Any disciplinary measure that infringes upon it quickly serves to make bad matters worse.—E.

These are golden days for the teaching of geography and history and attaining the intellectual and spiritual values these branches hold. The daily paper and the current magazines are more valuable resources than the textbook itself. No teacher can afford to neglect their use.—E.

Harmony in the organization is an essential to success, not only between the employer and employees, but among the employees themselves. Especially when we are all trying to do our part to win the war is coöperation necessary. We are largely dependent on each other for the efficiency with which we do our work and should be willing to give as well as take. By cultivating a spirit of courtesy and real coöperation with our fellow workers the success of each of us will be more certain.

TOUGH THOUGH.

Messrs. Gough (gof), Hough (huf), and Clough (cluf), though tough enough, thought, through the day, that they would visit Mr. Brough (broo), who, having hiccough (hickup) and a cough, lived in a clough (cluf or clou), with plenty of dough and a tame chough (chuf) kept near a plough in a rough trough hung to a bough over a lough (loch). A slough (sluf) of the bank into the slough (slew) injured his thoroughbred's hough (hock).—EX.

I am inclosing the list of our teachers in the hope that you will be able to favor them with copies of THE TECHNE. I have just received two copies for May and June. These are so excellent that I trust you will be able to send the publication to all our teachers. Thanking you, I am,

Very truly yours,

W. A. STACEY,

Superintendent of Schools, Abilene, Kansas.

National and International Preparedness.

From one of the greatest and best-known generals in France, a man who spent all his life as a soldier and who had opportunities second to none to study at close range the various currents of official and popular opinion in Europe during the Great War:

"I am firmly convinced that the very cornerstone of a league of nations must be total disarmament. In other words, the nations must accept the fourth of the fourteen declarations of President Wilson, to the effect that armament must be reduced to the minimum consistent with the maintenance of internal order. You would be surprised to know the number of prominent people who, in private conversation and when they can speak their ideas without reserve, believe, or say that they believe, that such disarmament is a dream, and the people to whom I refer belong to the class which will have a great deal to say in the adjustment of future world conditions after this war is over. The peoples themselves, I am sure, are sick of the whole business; but the political men and many of the great business men, as a result of the prevailing attitude of national suspicion, still believe that their only security is in the development of organized forces. . . .

"What could be more absurd than a league composed of nations armed to the teeth against each other? And, if the United States is to play any part in such a League, it also must be armed. . . . The common peoples everywhere are sick of the whole business—I mean are sick of the conditions which brought on the war, among which I believe the most influential one was the fact of the existence of these great armaments and a believed necessity on the part of the governments to justify their use. Therefore, I believe that it is of the greatest importance that a sentiment should be developed and organized among the common people which will dominate the members of the congress which will decide future world conditions. I believe that the people of the United States are in the most favorable position for the development of such a sentiment. . . . What is the use of super-dreadnaughts, dreadnaughts and battleships to guard the trade routes of any nation, provided no other nation has such ships, provided no nation has any more powerful vessel than revenue cutters for the policing of her own coasts and her internal waters? German militarism is only a symptom of the diseased condition of the world's blood. It is European militarism, world militarism, that is the curse of the world. . . .

"The question is national preparedness, militarism and war versus international preparedness, disarmament and peace."

—*From Literary Digest, December 7, 1918.*

Keep yourself prepared for teaching. The S. M. T. N. summer school for teachers opens on June 9; closes July 31.

How to Pronounce Them When the Boys Come Back.

In indicating the pronunciation of French words it is not always possible to give the exact English equivalent for the French nasal sound, but every effort has been made to indicate the sound as nearly as possible. When a consonant or syllable is shown in parentheses the inclosed sound should be given very lightly, just touching it. In the word "Ham"—pronounced (h)an(g)—say "hang"; then give the "an"—start to say the "g," and as soon as the sound reaches the nose, stop. Get a Frenchman to do it. In "Verdu(n)," similarly, just let the "n" touch the nasal. "A" is pronounced "ah"; "e" just like the English "a." Final consonants are *not* pronounced.

Ailette,	Ay-lett	Maubeuge,	Mo-buzsh (U as in blur)
Aisne,	Ain	Mangin,	Mahn-zshan
Anizy,	A-hn-easy	Metz,	Mess
Argonne,	Ar-gunn	Moisy,	Mwah-see
Bailleul,	Bah-yul	Montdidier,	Mon(g)-did-yay
Bapaume,	Bah-pome	Nantes,	Nant
Bellenglisle,	Bell-angleez	Nesle,	Nail
Berthaucourt,	Bare-to-koor	Neuilly,	New-ye
Berry-au-Bac,	Barry-o-bak	Noyon,	Nwa-yon(g)
Braisne,	Braine	Oise,	Wahz
Bullecourt,	Boolcoor	Omignon,	O-meen-yon
Cambrai,	Com-bray	Oureq,	Oork
Chalons,	Shah-lon	Pannes,	Pann
Chateau Thierry,	Shato-tee-ery	Peronne,	Pay-rona
Channy,	Sho-nee	Pion,	Pay-on(g)
Chemin des Dames,	Shman-day-dahm	Poincare,	Pwan-ka-vay
Coway,	Coosee	Pont-a-Mousson,	Pon-ta-moos-son
Compiègne,	Kom-pyen	Pont Arcy,	Pon(g)-arsee-a
Coulommiers,	Koo-loom-yay	Reims,	Ranse
Croiselles,	Crwa-sell	Richebourg,	Reesh-boor
Dampvitoux,	Dan-vee-too	Rheims,	Rahnz
Douilly,	Dwee-ye	Roisel,	Rwah-zell
Epehy,	Ay-pe-ee	Ronssoy,	Ron-swah
Fampoux,	Fam-po	Roye,	Rwah
Fismes,	Feem	Sauchy-Cauchy,	So-shee-ko-shee
Foch,	Fosh	Selency,	Su-laun-see (first U as in up)
Fresnes,	Frayn	Soissons,	Swa-son(g)
Fresnoy,	Fray-nwah	Somme,	Somm
Gricourt,	Gree-koor	St. Dizier,	San-deez-yay
Guiscard,	Gis-car (hard G)	St. Gobain,	San-go-ban
Ham,	(h)an(g)	St. Leger,	San-leh-zhay
Hargicourt,	Ar-zshee-koor	St. Mihiel,	San-mee-yel
Hommont,	O-mon (first O as in so)	St. Quentin,	San-kan-ta(n)
Inchy,	An-shee	St. Simon,	San-see-mon(g)
Juvigny,	Zhu-vin-ye	Thillois,	Till-wa
La Fere,	La-fair	Toul,	Tool
Laon,	La-on(g)	Vailly,	Vah-ye
Lassigny,	Lass-een-ye	Vandieres,	Vahnd-yare
Le Catelet,	Luh Cat lay	Verdun,	Vahr-du(n)
Le Sablons,	Luh-sah-blon	Vesle,	Vail
Le Verguier,	Luh-vare-ghee-ay	Villerte,	Veel-ye-ray
Luneville,	Lunay veel	Vouziers,	Voo-zee-ay
Maily,	My-ye	Woevre,	Wuv(r)
Malassise,	Mal-aseez	Ypres,	Eep(r)

We do not care to guarantee any pronunciation other than Braisne, Metz, Nesle, Toul and Vesle, and positively refuse to assume any responsibility for Woevre.

The Spirit of France.

[From letters of soldiers who made the "supreme sacrifice" and died for their country.]

Jean Rival, a Grenoble boy, son of a college professor, who died for France in his twentieth year, writes to his younger brother:

"My greatest comfort in the difficult moments which I must endure here is to think that you, my little brothers and sisters, are all doing your duty as I am. My task is to fight like a brave soldier; yours, to work just as courageously. Small and unimportant as you may seem to be in this great France of ours, you owe it to yourself to do your utmost to make yourself bigger, richer, nobler. After the war France will sorely need intelligent minds and strong arms; and you, the boys of to-day, will be the young manhood of to-morrow. You will be called on then to take the place of a soldier who has died for our country."

Leo Latil, the son of a doctor of Aixen-Provence, sergeant in the Sixty-seventh infantry, died for France at twenty-four. He writes to his family:

"Our sacrifices will be sweet if we win a great and glorious victory; if there shall be more light for the souls of men; if truth shall come forth more radiant, better beloved. We must not forget for a moment that we are fighting for great things—for the very greatest things. In every sense, this victory of ours will be a victory of the forces of idealism."

Young Antoine Boisson, born of a family of soldiers, at Lure, in one of those little towns of eastern France so rich in the military virtues, left his lycee to enlist at the outbreak of war. While an aspirant in the Forty-seventh regiment of artillery, he died for France at eighteen. In his diary—the date is January 1, 1916—he writes:

"I am proud of being a soldier, of being young, of knowing that I am brave and high-spirited; I am proud of serving France, the land of my birth. Loyalty to the flag, love of country, respect for the given word, the sense of honor—these, for me, are no hollow, meaningless phrases; they ring like a bugle call in my young heart, and for them, when the moment comes, I shall be able to make the supreme sacrifice."

If we need a picture to symbolize them, none more true to life can be found than that evoked by a sentence which Bernard Claudius Lavergne, the thirteenth child of the glazier, Claudius Lavergne, wrote home to his family: "To-night we leave for the trenches; to-night I shall be watching over you, rifle in hand. You know who is watching over me."

What an epitome! What a thought beyond price! O young men of France, worthier far than we!

They shall live on; but even were they dead, our country shall be built anew with their souls, as with living stones.—*From Atlantic Monthly.*

Carney Hall, the new general science and home economics building and auditorium at the Normal, will be opened for use at the beginning of the summer session, June 9, although not fully equipped or finished.

REVIEWS.

GERMANY AS A VICTIM OF CROWD-HYPNOSIS.

"The Franco-Prussian War gave the hysteria of success to the Germans, and at a time when other nations were creating, more and more, an atmosphere within which democracy and human individuality could develop, Germany deliberately shaped her vast machinery with the object of crushing individuality," says Marion Cox in *The Public* (New York).

"Around their round tables the Germans became a nation of conspirators and *doctrinaires*—the new morality, the glory of the Teuton, and the new religion, the divine mission of the Kaiser, for the German people. The Germans became Germanized, posed, dizzied, intoxicated and empoisoned on the new draughts for conceit and credulity. Every German and near-German within the frontier suddenly found himself as a German. Until this crisis of change, the Germans had been a heterogeneous folk, of many races, creeds and tribal gods. But this onentation and culture made them homogeneous, politically and idealistically; finally to become so temperamentally and variably. 'The mental imifocation of a race has never been carried on to such an extent,' says Le Bon of the Germans. Professor Munsterberg fully described his fatherland when he declared, 'The German nation has found itself again, and its oneness of mind is symbolized in the Kaiser.'

"The war lord, like all born leaders of mobs, crowds and infuriated hosts, has been a master in the arts of social hypnotization.

"The known conditions for achieving the state of hypnosis are: fixation of attention, limitation of voluntary movements, limitations of the field of consciousness, inhibition and immediate execution. These have been carried out with the characteristic thoroughness in the military training and thinking of Germans, and their culminate effect has been that of a nation's hypnosis."—*From Review in Current Opinion, October.*

TECHNE SUGGESTIONS.

"Stains that affect the soul are not obliterated by time, nor can rivers of water wash them away."—R. W.

"Set the pace; don't take the dust."—M. G.

FESTIVAL WEEK.—Greatest event of the year at S. M. T. N., May 5-9. Write for circular of attractions.