to school, long hours of study, without even having had sufficient breakfast and probably having forgotten the lunch basket—all these make the rural school child’s plight a sad one. No wonder they turn to stealing each other’s lunches!

We are proud to say that through the U. S. Dept. of Agriculture and State Agricultural Colleges, working in co-operation with local communities, hot lunches are now served to 187,434 children in 3,308 rural schools; 10,592 children are buying milk for lunch and 3,241 rural schools obtain milk and serve it to 115,111.

Of course this is only a drop in the bucket compared to 12,000,000, but we are started and now we are looking for future “bearers of the torch.”

Is not health better than life at the low tide of vitality? Are not sparkling eyes and laughter of childhood better than tear-stained faces and shriveled little bodies?

We pity, and subscribe funds for starving heathen; we neglect our own babies.

Parents, fathers and mothers, your children are your only chance for immortality here on earth—feed them wisely!

Citizens, American childhood must have its birthright—a chance to grow to strong maturity.

Senators, Doctors, Nurses, Dietetians, Home Economic teachers, the children of today as Herbert Hoover wisely says, “are the army with which we must march to progress!”

Many years have we had Departments of Commerce and Labor, but only recently one for our greatest factor in wealth—the growing American Child. Let us back the Child’s Health Bureau! Let us breed more Washingtons, Lincolns, Lees and Woodrow Wilsons on our good old country’s soil.

Clubs, organizations, health crusaders, health clowns, health leagues, newspapers, magazines, and motion pictures, each one, all, must not forget the country child!

“Our Commander” himself has said “Feed my Lambs!” Lest we forget!

GLADYS WAMPLER.

CHANGE IN THE STANDARD FOR THE EDUCATION OF WOMEN

The last eight or ten years will go down in history not only as a period of war, but a period when some of the mightiest forces of the past have been loosened. Among these forces is woman. Before now social customs have been such that, with but a few exceptions, she has not been able to realize the full possibilities of her life. She has been in a large sense or measure socially and economically independent, but now she is not only independent, but man’s equal, his companion, his helper. Now women may enter any open avenues she wishes; professional life, business, politics, civil and religious service, all beckon to her. The part education must play is to lead women and direct them in all fields of work. This is true of the women of today, but let us look into the history of education of women from the beginning and see what changes have been made.

From the beginning of time until the present day women have played just as great a part in the history of the world as the men have. In the earlier days this was true; indirectly, due to the way women were regarded, they could not appear in public and were not educated as the men were. While this was true, some one was needed at home to give the training there and the women could do that. As time has gone on education has developed and women have been developing also.

The early Greeks did not send the girls to school. They were interested chiefly in the education of the boys. The girls remained at home and were taught by their mothers to knit, sew and to be strong and healthy in order that they might bear strong, healthy children. The education for the men centered around education for the state.

The education in Rome was centered around the church, and was religious in nature. For this to be accomplished the girls were sent to the nunneries. There they were taught such things as would educate their souls to be the temples of God. They were to hear or see nothing but that which belonged to the fear of God. No girl should have any knowledge of unclean words. She should study and when
she talked she should speak with the sweetness of the Psalms. A girl should not be allowed to associate with boys, and all maids and female attendants should be kept from men. For playthings she could be given a set of letters made of boxwood or ivory, and should know them so well that she could recognize them by sight and sound at any time and in any order. When she learned to write and her hand was weak and trembly in the use of the stylus upon the wax, the teacher’s hand should be placed upon hers and guide hers. This is quite modern because that method is used in the homes today to help the children acquire skill in the formation of their letters. To encourage the study rewards should be offered the child, and she should be drawn onward with little gifts that were suitable to her age. She should never be scolded nor have her lessons made distasteful, but praise her all the time. In order that her tongue and memory be trained the words of the prophets and apostles or patriarchs from Adam down should be used. In selecting a nurse for the child great care should be taken that she should not be “intemperate, loose or given to gossip.” The girls should be dressed in such a way that it might remind her, too, of him to whom she was promised. No girl with such a purpose should have pierced ears, painted face or jewels and pearls hung around her neck. When the child got older she should be taken by her parents to the temple of God and she should imitate the retirement of Mary. Then she should read and learn the Scriptures and she should recite them to her mother. She learned the two languages, Greek and Latin, which were used in her instruction.

During the Middle Ages when the church was the keeper of civilization, naturally all education would center around that, and the girls were put in nunneries where they lived. Here the girls were taught the Bible and they lived to themselves, believing, in order that they might live pure lives, they must keep apart from the people. This kind of living was not destined to last very long because men were beginning to think and with the coming of the revival of learning men were beginning to question. Girls were not going to live a secluded life as they once had. This revival came in the thirteenth and fourteenth centuries and they have been called the best in history. The time had come when man was going to stop preparing for the world to come, but was going to take more interest in the things around him, and was going to be a man of self-confidence, conscious of his powers, enjoying life. From that time on woman's place too, was looked upon in a better way.

When Germany was organizing a complete system of schools one of the first things was the establishment of “elementary schools for both sexes, in which they were to be taught reading, writing, reckoning, singing and religion.” These schools were to be in each village of the Dutchy. A great step had been taken in allowing the women or girls to enter school and be put on equal basis with the boys in school affairs. Luther stated, “The world has need of educated men and women to the end that men may govern the country properly and women may properly bring up the children, care for their domestics, and direct the affairs of their households.” We wonder what Luther would think were he to come back now and find women helping to govern the countries. He further advocated that parents were responsible for the christian and civil education. It should be free and open to all, boys and girls, high and low, rich and poor. It was the “inherent right of each child to be educated, and the State must not only see that the means were provided, but also require attendance at the schools. At the basis of all education lay Christian education.” Here we see the old idea of religious dominance being done away with to a certain extent and being put in the curriculum along with the other subjects.

“The importance of the services of the teacher was beyond ordinary comprehension. Teachers should be trained for their work, and clergymen should have had experience as teachers,” and we find in the vernacular primary schools the following provision, “Schools for the common people to be open to both sexes to include reading, writing, physical training, singing, and religion, and to give practical instruction in a trade or in household duties.” These schools were not only in Germany, but copied in other countries in Europe and in America too. Another great step had been taken and still further steps were to be taken to further the education of women. Such schools as the Dame School in England and similar schools by different names came into use and were taught by
women. Heretofore men had been the teachers.

The Laws of 1642 and 1647 meant much in the history of education in America, for now grammar schools had to be provided and the children had to be sent to them. These grammar schools were to fit youths for the university, under a penalty for failure to do so. Of course at first such schools as Harvard University and Brown College did not admit women, but the need for higher education for women was noticed and women were admitted later and practically all the colleges and universities today are admitting women.

When Peter the Great of Russia traveled in the west he carried back the idea of the women coming out and being equal with the men. One of the reforms he advocated was that women of the richer classes, "who had been kept in a sort of oriental harem" should come out and meet the men in social assemblies. This was for the higher classes; still the greater mass were not looked upon very highly, hence the education for women was not up to the standard and as far as it might have been in that time.

In the colonial times in the South the children were taught by tutors, that is, those children whose parents were able to have them taught so, while in the North education was freer. This may have been true as to the form of the education, but the stories of the Southern women, during the war, their courage, and high standards, will live as long as history.

Up to the middle of the eighteenth century conditions surrounding childhood were deplorable, "often the lot of the children of the poor, who then constituted the great bulk of all children, was little less than slavery." Their lot was a sad one.

When the states took control conditions were bettered. Today our school system is something like this; kindergarten, primary, grammar grade, junior high, and senior high school. Both sexes are admitted today in these schools. Then, when the young people graduate from a high school they go to colleges and then to universities, where girls stand on a level with the boys.

The time has come when the fact is realized that women are just as intelligent and important as the men. The women are going ahead and leading in all forms of activities. It has been stated before that women are taking part in all forms of work. It has been said, "Every woman and girl in this twentieth century should congratulate herself on the numerous means open to her for self support, and if need be, for helping the family. Contrast all the possibilities open to the women, who can predict the influence and help of fifty years ago, and it must be conceded that the world is a better place for her now than in that day." If the possibilities develop in the future as they have in the past for women who can predict the influence and help of women in the future? Mabie has said, "He who is to win the noblest successes in the world of affairs must continually educate himself for larger grasp of principles and broader grasp of conditions." Surely this applies to women as well as to the men.

It is true that much has been done to further the education of women and better fit them for their undertakings, but still there is much that remains to be done. We need more and better colleges, more and better instructors, and we need more and better endowments.

"It is a truism," states John Countiss, "to assert that women are equal to men. Human inequalities have no sort of relation to sex. In nothing great or small have men surpassed women, numbers engaged and energies applied being proportioned." The age-old assumption that higher education is either beyond the capacity of women, or that it disqualifies her for home making and motherhood has contributed its full share to prevent proper endowments of college for her benefit. The following statement is frequently heard made by a father, "I gave my daughter four years in college and then she came home and married." If that is true, is any crime committed? And when the men marry they are commended and congratulated. Are the daughters expected to become menials or to enter commercial avocations in order to repay money spent for their college training? The daughter who finds a worthy mate and sets about making a home has chosen the greatest and noblest of vocations. Earth's nearest approach to Heaven is not to be found in the silent gloom of a cloistered convent, but in the Christian home, vibrant with the voice of childhood, presided over by a trained and
cultured mother who knows how to start the feet of her children upon the upward way and to inspire their minds to nobler and worthy endeavor.” Moral leadership has passed to woman. The moral hope of the world is in its women. No nation can rise higher than the ideals of its mothers. It is indeed a true maxim, “The hand that rocks the cradle rules the world.” Fortunes are made in business, but ideals are born in the home. Closer than men have thought is the relation between the moral ideal of the mother and the financial success of the son.

At first when the schools were established the dominant purpose was to educate for literacy and citizenship, but times have changed and the men are no longer the only ones who can vote; the women are taking part too. This, also, has created a demand for higher and broader education for the women. Some of the biggest things that could be undertaken are going on in the world today and the women as well as the men are affiliated with these big undertakings. The women are leaders in all forms of activities and they must be educated to do these things. What a change has taken place when one stops and looks back over the narrow form of education the women used to have, and think what important places they fill in the world today. Women like Joan of Arc, Florence Nightingale, Frances Willard, and Clara Barton did great things along their special line of work, but these noble women have passed away, and greater things are facing the women of today. They must fall in line to take their places, and they must be educated to meet these needs that are coming to them.

“Education is the strongest force in typing civilization and therefore the biggest task of man.” In Germany the eduction was chiefly for national aims, to make Germany dominant in military affairs of the world. Education must be in the future the democratic form, because more and more the countries of the world are becoming, or trying to become, as one nation, and our education should be Christian in Spirit. The world can not progress without God. The war brought out these facts. True it is, that the war could not have been won without our strong, ablebodied men, but back of all, while they were over there were powerful forces behind the lines. The Salvation Army Lassies, Red Cross Nurses, members of Knights of Columbus and such organizations where the untiring efforts of the women helped too will not be forgotten. Think of the mothers at home, who helped those boys. These mothers are passing away, the future sons and daughters will rest in the education given the girls of today. Will they be able to face the difficulties and the many new things that time will bring on. Serious, earnest education must be provided for the women, otherwise, lofty ideals will fail, and the nation must perish. Colleges must be provided and the truth must be realized that the colleges for women must teach the teachers of men. Statistics show that more than eighty percent of the public school teachers of America are women, and they give more than ninety-five percent of instruction in the elementary grades, laying the foundation for the higher work done for the fortunate few who finally make their way through the college and universities to become the scholars and leaders of the nation. Another lamentable fact is that the American makes larger provision for training the men who breed hogs than for the women who rear the children.

The highest and broadest education is not too good for the mothers of men. It is up to America to provide endowed colleges within the reach of every young woman of this generation.

Katherine Wilmoth.

Hazel Davis has won the unusual honor of appointment to the Teachers’ Council for the Public Schools of Washington City. She is the youngest member ever elected to the Council and was made a member of that body within two years after her appointment to the staff of the Bureau of Education. The “Strayer-Gran” of recent date contains Miss Davis’s picture on the first page and accompanies it with a very complimentary sketch of her career.

On August 23 Mary Cook (Mrs. Lane) wrote us a card from her place of work in Paradise, Brazil. She says: “The U. S. mail is a luxury of luxuries.”