cessful living; they are “modern” because they deal in those verities which are “the same yesterday, today, and forever”—so modern that they come to grips with the present and anticipate the future.

So far as we know, no minerals were mined and no timber was cut from Helicon. Hippocrene floated no commerce and turned no mill-wheels. But their spirit governs all that is best in our world today. Education must continue to be a Mount Helicon to which men may go to learn the meaning of mythology, to read intelligently the rich scroll of history, to know poetry and philosophy, to learn to winnow the eternal from the ephemeral, to join with all the philosophers of all the ages in the only enterprise which can give a satisfying meaning and purpose to life—the unceasing search for Truth.

HENRY G. ELLIS

CHINA’S GRIM STRUGGLE

We are witnessing today the employment of force by a few aggressor nations to secure territories and privileges from weak and helpless countries. The great champions of law and order have been able to raise only feeble protests. Yea, some of them for the sake of preserving peace have even condoned such aggressive acts. This unwillingness to be embroiled in war has spurred the aggressor nations to more unbridled depredations and marauding expeditions. The weaker nations are being sacrificed to the insatiable greed and lust of these aggressors. Abyssinia and Czechoslovakia have been made victims, and China is still ravaged by Japan. For more than sixteen months the army of Japan has been devastating, plundering, and bombing the large extent of territory in China, wounding and killing more than a million of her population and rendering more than thirty millions homeless and on the verge of starvation. Many simply look on and pass by like the Pharisees of old. Sad to say, some even supply Japan with sinews of war to make China’s sorrow more difficult to bear.

After years of patience in the face of unceasing provocations, interference, and high-handed actions at the hands of Japan, China was forced to resort to arms in defense of her very existence and independence as a nation. In many respects her position is similar to that of America in her struggle for independence. Like Washington, General Chiang Kai-shek possesses an army poorly equipped compared with the highly mechanized modern army of Japan.

But despite the gloomy clouds, reverses, and evil forebodings, China is not without gleams of hope and encouragement, for General Chiang Kai-shek, like Washington, is a military genius of consummate sagacity and the Chinese soldiers are men of great valor and self-sacrifice. The Chinese people as a whole have immense capacity for suffering and an uncanny spirit of cheerfulness in the face of great odds. The reverses in the North during the first weeks of the encounter, the losses sustained in the three months’ grueling defense of Shanghai, the great debacle in Nanking, the six months’ thrilling defense of the Lung-Hai Railway, and the strategic retreats from Canton and Hankow may be compared to the Battle of Long Island, August 1776, and the slipping away from Brooklyn Heights, to the storming of Fort Washington, November 16, 1776, the capture of Philadelphia 1777. The capture of an enemy’s capital does not necessarily end the control of the system of administration nor does it make it a decisive blow. The Chinese victories at Tai-er-chwang and many other places compare favorably with the Battle of Bennington, Oriskany, Washington’s masterly campaign in New Jersey and Burgoyne’s surrender.

Thus despite China’s severe losses of both men and territories, Japan today, like

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the British Army in America, conquers nothing save the ground on which they are actually encamped. The Chinese army, like Washington’s militia, is being rapidly drilled, disciplined, and rendered efficient. General Chiang Kai-shek is given full and complete authority to command for the duration of the war. He will, like Washington, employ all the native strategy and studiously avoid the earlier blunders of others that characterize the fallacy of John Adams’s toast “A short and violent war.” Japan proclaimed vauntingly that she could crush China in three weeks while foreign military experts voiced China’s collapse in less than six months. It is now nearly seventeen months and China’s army is still intact and growing daily in numbers as well as in efficiency. China has her Valley Forge but Japan’s plan of campaign cannot be said to be sound, because she has stretched her forces on a very wide and long front extending from Manchuria down to the Yangtze river as far as Hankow and separated another big force down to the extreme south in Canton. This gives General Chiang Kai-shek the advantage of operating on interior lines and the initiative to strike where and when he chooses. Like Burgoyne’s march from Ticonderoga the army of Japan is exposed to flank and rear attacks from Chinese guerilla forces and hostile yeomanry. General Chiang Kai-shek is baffling the Japanese military command and coolly preparing his army to turn the tables upon the enemy. China’s Yorktown may yet be brought about by this superb Chinese Commander-in-Chief. Who knows? As the raw militia in America discovered they could be more than a match against the seasoned veterans of English grenadiers and Brunswick regulars, so the Chinese peasant soldiers have shown to the seasoned soldiers of Japan and the military experts of the world ample proofs of their mettle. Henceforth it is not going to be easy work to crush the Chinese army by force nor is victory so easy to be won. It is going to take years and years to bring China to her knees from a military standpoint, but before that day comes Japan may not have a man left to run her factories or till her soil.

Before America could obtain the Yorktown victory three factors at least had to be present: (1) The financial assistance of France; (2) The military and naval cooperation of France; (3) Other sources of trouble to England like the war in India, the encounters with the Spanish fleet, agitation in Ireland, and so on. What a tribute to Benjamin Franklin as he toiled on in France for financial loans which France could ill afford to lend at the time. Without the millions of French livres the financial condition would have been dire in the extreme. Cartloads of greenbacks would not suffice to pay for a sack of flour. Without LaFayette and the French army, without Grasse and the French squadron, the victory of Yorktown might not have been recorded in history. Without the many troubles facing England in other places, America could scarcely have withstood the whole weight of the English army and navy. China today must seek financial assistance. Who can afford to lend her this assistance? Who can appreciate China’s dire necessities better than America at this time? France under the influence of her philosophers and traders stood solidly for independence and was thrilled with the part America played in struggling to win independence from England. America has never ceased to make known to the world her firm faith and policy that nations should deal justly and equitably among each other and that the integrity and independence of each nation should be jealously guarded and protected. Today China is fighting for her very existence and independence. As Washington and Franklin appealed to France so General Chiang and the Chinese Government look to America for every assistance, cooperation, and support.

Though Japan, like England of old, has other troubles besides the war in China, yet
she has advantages and opportunities which England did not possess, for England had to meet all single-handed so to speak. Japan has the Berlin-Rome-Tokio axis and she has the facilities for buying her sinews of war from many countries. Against overwhelming odds, China has put up a tremendous resistance. Japan is paying dearly for her aggression. China can keep on indefinitely until she has completely exhausted her foe, but China cannot keep up the fight for very long if other nations continue to supply Japan with all her military equipment and allow her a free hand in China. What has Japan not done? She has repudiated all treaties solemnly signed; she has defied all civilized rules of war; she has ignored all belligerent rights whenever it suits her purpose, and she has proclaimed to all and sundry to keep their hands off China and the rest of Asia, because she is to dominate. Where is the justice or wisdom in helping Japan to get the where-withal to prolong the war in China? If America, England, France, and Russia would just say the word, Japan would have to recall her army back to Japan in no time. Today China's cities are being reduced to ashes, her institutions of learning have been bombed and razed to the ground; her industrial plants have been completely destroyed. Yet millions and millions of refugees would rather starve than remain under Japanese control. These unfortunate ones and especially the women and children are being directed to the interior. They stand in need of food, clothing, and medicine. Every effort is being made by the Chinese Government and by the people to render them every care and protection, but the call for help is urgent. These are trying days for China; though dark the clouds, the dawn is not far off. Chiang Kai-shek is still looking for Grasse and his fleet and Yorktown.

CHANG-LOH CHEN

CONTRASTING PATTERNS IN EDUCATION

A STATEMENT OF EUROPEAN INFLUENCE ON EDUCATION IN AMERICA, ESSENTIAL DIFFERENCES IN PAST AND PRESENT PRACTICES THERE AND HERE, AND SOME DEFINITION OF THE AMERICAN IDEAL.

THE student of the educational system in America is concerned with what has happened in Europe for several reasons: first, there has been a direct transplanting, adapting, and borrowing from Europe at many times and along many lines, so that old-world influence as a whole is important to consider; second, the essential contrast of ideologies in education as held in older countries and in America in the recent past are always interesting for analysis; third, the present developments in Europe and America are amazingly profound in the connections which seem to have been made between education and systems of government. It is well to examine these phases in the order indicated.

I. European Influence in America

One who is inclined to treat truth fancifully can make out a good case for Shakespeare as an American author. In a similar way the beginnings of education in the new America were found in the old nations from which settlers came. Any old-world effect came to be less as time passed, and a product indigenous to the soil of America came into fruition. A varied picture of this European influence, working itself out in point of time, is the only true one.

1. The colonists brought education with them. From different countries came varied versions, each transplanted from the mother country. Sometimes adaptations were made from the first, especially in case of groups of religious refugees or political dissenters. What would fit or work in the new land survived, but much that was attempted