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Thirty-Five Cents A Copy One Dollar A Year
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FOUR HUNDRED YEARS OF PROTESTANTISM

It was the formal, written protest of the evangelical party presented to the Emperor at the second Diet of Spires, in 1529, that gave rise to the term protestant which is now proudly borne by so large and distinguished a part of Christendom. At the first Diet of Spires in 1526, religious tolerance in a measure was granted the evangelicals when it was ordered that, "each state should, as regards the Edict of Worms, so live, rule, and bear itself as it thought it could answer to God and the Emperor." At the second Diet of Spires, however, the decision of 1526 was revoked and the absolute submission of the evangelicals was demanded by a very decided majority vote which the Emperor supposed settled matters, even in the domain of conscience, for all time to come. But on April the 19th, before the adjournment of the Diet, five evangelical princes and fourteen free cities entered a solemn protest against the despotism of a mere majority, declaring that "in matters pertaining to God's honour and our soul's salvation, every one must stand and give an account before God and unto God, and Him alone." The evangelicals thus gave early and timely expression to the great principle of Protestantism, the right of private judgment, which in these latter times is so largely eventuating in liberty and freedom for all mankind.

The Emperor had supposed himself strong enough ruthlessly to crush the Reformation and to compel with iron hand the submission of the reformers; but a greater than he revealed His will and power when unforeseen political exigencies arose, forcing the Emperor to make peace with his Lutheran subjects and to seek their aid.
against the oncoming Turk. Out of this struggle with despotism and autocracy for the privilege of worship- ing God according to the dictates of one's own con- science has come the priceless boon of liberty, both re- ligious and civil, with its showers of blessing upon all mankind. And thus we have the origin of the name Protestantism, which designates no less than 160,000,000 peoples today scattered throughout the whole world. And out of this manly protest and the ensuing conflict, with its treasures of blood and money, has come the splendid Protestant Church with its millions of loyal adherents and its offering to the world of much that is noblest and best in the world.

We speak of four hundred years of Protestantism because many of us, for the sake of convenience, date the Reformation from October 31, 1517, when the daring Saxon monk, Martin Luther, nailed his epoch-making Ninety-five Theses on the door of the Castle Church at Wittenberg, protesting loudly against the indulgence scandal then being perpetrated so audaciously about him. On October 31, 1917, we therefore celebrate the four hundredth anniversary, or quadricentennial, of the Reformation. This has been a year of special and widespread celebration in all the leading Churches of Protestantism. They declare it to be their purpose "to celebrate the Reformation of the sixteenth century and to hasten the transformation of the twentieth." Many prominent ministers and Christian workers in various callings have left their positions for the year to devote their whole time, with tongue and pen, to the great celebration. Many gatherings are being held at great expense, noted authors find time for many Reformation books and articles, and vast jubilee funds are being gathered for memorial purposes in spite of universal warfare.

In this connection, we speak of Luther and the Re- formation not because he was the only reformer, but because he was the first successful reformer. Others attempted reformation, Luther achieved it. Wycliffe, Huss, Jerome of Prague, Savonarola and others were pre-reformers; but Luther, by the grace of God, was a reformer. Not that Luther was inherently abler, and nobler, and better than many others who wrought before him, but that it pleased God to turn him to inaugurate
the great work of reform which was the pre-eminent accomplishment and crowning glory of the sixteenth century. And thus it may be said that the Reformation was, in a real sense, the product of Luther’s labors, certainly much more than that Luther was the product of the Reformation, tho that in a sense is also true. Let us consider for a moment, then, the man who was so wondrously used of God in this great movement of history and of grace.

Martin Luther was born November 10, 1483, at Eisleben in Upper Saxony. His parents were working people and belonged to that great backbone of society, the middle class, which has wrought so mightily in the history of the world. His parents were peasants but not paupers, and by years of toil and thrift eventually came into the ownership of furnaces and a good home on one of the principal streets of Mansfeld, where they settled soon after marriage, and lived and died. The father was John Luther (Luder, Loether), of Moehra; the mother, Margaret Ziegler, of Eisenach. The future reformer was the first child that came into this humble home and was called Martin at his baptism, which occurred the day after he was born, in honor of the calendar saint of the day. Six months later the parents moved from Eisleben to Mansfeld in order that the father might secure employment in the copper mines abounding there, and both worked hard to care for a growing family. In after years the father was elected to the Town Council and enjoyed the confidence and esteem of his princes, the Counts of Mansfeld. Here Martinus grew into manhood under the watchful eyes of Hans, and Margaretha, “spare, small and brown.” He was made to breathe the atmosphere of stern discipline in the home and was carefully and rigidly tutored in the best schools of his day and time. Sternness and stupidity must have been the most prominent qualifications of the pedagog in the first village school which he attended, for he tells us he was beaten fifteen times in one morning for not reciting what was never taught him. No wonder he afterward said of his school life, that it was “hell and purgatory” and that the “apple should always lie beside the rod” in matters of discipline.

After preparatory and academic work at Mansfeld, Magdeburg, and Eisenach, Luther matriculated at the
University of Erfurt in the summer semester of 1501 as "Martinus Ludher ex Mansfeld." Here he took the degree of Bachelor of Arts, September 29, 1502, and that of Master of Arts at Epiphany, 1505. His father had destined him for the law, but while man proposed God disposed and the promising jurist entered the Augustinian monastery at Erfurt, July 16, 1505. After more "hell and purgatory" here, and that tenfold, in the way of foolish, monastic drudgery and meniality, powerful university friends interceded in behalf of their "dear magister" and he was allowed to spend more time in the study of the Word of God, which he literally devoured, and in and thru which he found peace with God thru Christ, and Him only. And having found that peace for himself, for which he had sought so long and in vain thru the works and ways of men, henceforth he gave himself wholly to the preaching and teaching of the Word of Reconciliation as the only means of salvation for a lost world. And thru the preaching and teaching, translation and exposition, of His Word, God was pleased to accomplish the great work of the Reformation. Hence many ministers down thru the four hundred years of Reformation history have preached their Reformation sermons very appropriately from Rev. 10:2, "And he had in his hand a little book open." We have thus spoken at length of the man Luther because he is inseparable from his work, and it is not possible to understand the Reformation without knowing something of this great reformer.

But our story would be incomplete without a more definite specification of what the great Reformation has done for the world in the four centuries of protestant history. To understand fully the contribution of Protestantism to the world it is necessary for us to know something of conditions obtaining immediately preceding the Reformation. The times were generally characterized as the "Dark Ages," and dark and terrible they were, almost beyond description. Luther tells us that in his visitation of the churches, under the direction of the Elector of Saxony, in an effort to better conditions in the Electorate, that he found "Religious affairs in a deplorable condition." "Alas," he says, "What misery I beheld! The people can not recite the Lord's Prayer, the Creed, or the Ten Commandments; and they live
as if they were irrational creatures." And this condition of Electoral Saxony was the condition of the world at the time of the Reformation. And it was the condition of the world because the Word had been taken from the world, it was a Wordless world in which men had to live. And as a Wordless world it was a Godless world, and it was because it was a Godless world that appalling darkness came. There were no Bibles, save a few chained in monastery and university libraries. There was no preaching of the Word, or service, or song in the language of the people. There was no educated priesthood in the true sense of the word; there were priests who did not even know the Ten Commandments. There were no schools for the masses and in the darkness, ignorance, and superstition of the times the people were but little more than slaves.

Thus Protestantism found the people like "dumb, driven cattle," but she soon set in motion forces and influences that made them "heroes in the strife" of a busy world. The Reformation spread like wild-fire over Germany, Switzerland, Sweden, Holland, France, and England. Reformation lands became at once progressive lands and set the pace for the progress of the world. Non-protestant civilization has always been stagnant and is falling farther and farther behind in the world leadership. Protestant principles are progressive principles and to catalog the results of reformation effort and achievement would be to enumerate many of the things that are best and dearest in the world's storehouse of goodness and blessing.

And this is true not only in regard to spiritual things. The Reformation was not only religious, but social, industrial, and political, as well. When the Evangelicals lodged their successful protest with the Emperor and papacy at Spires, it was the first breath of freedom and a guarantee of eventual world-democracy. It had in it every germ of the Declaration of Independence. When the Evangelicals pressed their advantage, wrung by political exigency from the Emperor, they were fighting the battles of modern freedom. When Luther stood before the Diet of Worms, in 1521, to answer for the faith of Protestantism, the liberties of the earth trembled in the heart of that lone monk. But when he gave them an answer that had neither "horns nor teeth" and
declared before that august assembly that he neither could nor would recant anything, unless refuted by clear arguments from the Holy Scriptures, the powers of despotism, religious and civil, were shattered beyond all human repair and Protestantism was established forever.

As splendid fruits of the Reformation, I may mention the open Bible, the Lord's Supper in both kinds, Salvation in and thru Christ alone, the Word of God as the only rule of faith and practise, the right of private judgment, the priesthood of all believers, the freedom of the press, enlightened public opinion, a vast Christian literature, the higher education of woman, public schools, government of the people, by the people, and for the people, and liberty forever. And with the operation of these principles down thru a period of four hundred years the world has been so changed that we have a new earth and a new people living therein. And as long as these living principles of Protestantism obtain upon the earth, no more can error come and fetter the minds of men or tyranny bind them with her iron chains.

Four hundred years ago,
And yet the blessings flow
From fountains touched by Luther's mighty magic;
The opened Word of God,
Out of the darkness brought,
To smite like Moses' staff the rock of waters,
Today to millions of the blest
Brings grace, and peace, and rest;
And all these millions sing
This day the glories of their King!

E. A. Repass
INDIVIDUAL OPPORTUNITY

(The report of an address delivered before the Norfolk Teachers' Association at the opening of the present school year)

It is indeed a great pleasure to greet you this morning, upon your return to your places and work in our schools, and to note in your eyes and faces that you have had a good time during the vacation, giving assurance that you will resume your duties with a new vigor, a larger vision and a more consuming zeal.

I would not be understood, however, as extending my greeting merely to those of you who are returning to your work, but also, and especially, to those of you who are coming into our system for the first time. You who have worked with us heretofore are resuming duties and a routine with which you are already familiar and you know that a cordial welcome awaits you. But you who are just enlisting in our service are coming into new work, into new relations, into an unfamiliar routine, and for the most part among strangers. Let me assure you at the very outset that you are among friends, even tho you may be among strangers, and that a welcome as warm and earnest as one worker ever gave another is right here and now given to you. Endeavor to be at ease, make yourselves at home, ask all the questions you please regarding matters that you want to know about, and tell us all that you will about your work and experience in other places. We shall be happy if we can be of service to you, and we shall be grateful for any suggestions or help which you may be willing to give to us. The work in which we are engaged is the real "big business" of the Nation, and all of us need all of the help we can get, in order to render efficient and acceptable service.

I would impress the thought upon all present here today, that the task to which we have laid our hands is no small task. While it is concerned chiefly with children, it is no child's play. It is no merely incidental or insignificant work. Public education in these United States has become quite the biggest thing in our national life. There is nothing else that so completely or so universally expresses our ideals of democracy as our scheme of public education.
It is true, we have no national system of education in the European sense, but we do have educational ideals that are so generally held among the people, educational plans and policies that are so common to all the states, that the term, American Education, has real concrete significance. If we were to state in a few words the aim of this American Education we might perhaps agree on something like this: The American people propose thru their public schools to insure a high type of citizenship and thru that citizenship perpetuate the essential integrity of their fundamental ideals; in other words, make America safe for democracy. All over this country, therefore, in small communities as well as in the centres of population, you will find the people co-operating with more or less zeal and enthusiasm for the success of this the greatest of our public enterprises. To those who administer the schools, and to those who teach in their class-rooms, is entrusted the task of directing and making real this large general purpose of the people. It is your task and my task, the achieving of a great civic and social aim, and surely it is a great task, a task worthy of the best that is in us, a task that calls for clear thinking, high courage, a steadfast faith and unremitting toil.

But it is not my purpose primarily to magnify and glorify our task. I would like all to appreciate the fact that it is no ordinary task, that it is, indeed, the most important task that lies before us as an intelligent and liberty-loving people.

The point I want to emphasize particularly is the fact that, while the aim of our system of education is a social one, while we hope thru it to insure a better citizenship, a higher social state, the means by which we are to achieve social efficiency must be individual, individual teaching, individual training, individual guidance, in short, the adaptation of methods and materials to the meeting of individual needs. I believe that the individual should be approached thru his social contacts, thru his relations with his fellows. I believe that that is the correct method of determining the place and work of the individual. The Bible declares that "no man liveth to himself," and history shows that man is a gregarious animal. He lives and moves and has his being in contact with his fellows, and the nature of his contacts
Individual Opportunity

should determine the character of his education. But I believe the only way to make sure that he will eventually come into his own, that he will eventually fill his proper place in the social organism, is to take full account of his individuality, and deal with him primarily as an individual rather than as a mere member of a group. His group interests and group activities and group adjustments will be promoted in proportion as his individual characteristics are regarded and his individual needs are cared for. There is no way of improving the mass except by improving the individuals who compose the mass, there is no way in which we can get a better citizenship save as we get better citizens. That, it seems to me, is the one thought we must accept and emphasize if we are to make a success of our schools. It is the business of the American educator so to organize education that there shall come into the life and experience of each individual, so far as may be, precisely those forces, influences and opportunities that will help him to be the most effective unit he can possibly become. School organization is a means and not an end in itself. This fact should never be forgotten as we formulate our plans and schemes of education. The object of school machinery is not merely to be—it is to serve. Altho in recent years there has been great improvement in systematic school organization, it would be the part of wisdom not to place too great confidence in it for real vital results. School laws, concentration of authority, uniformity of procedure, can not be trusted actually to do a work over which, at best, they can have but an indirect influence. In saying this it is not my purpose to disparage school organization, or to deny the importance of school machinery, but to focus attention, if I can, upon the far more important fact of individuality, for the growth and development of which all these things are designed and maintained.

As we construct our courses of study, as we refine and prescribe our methods of instruction, as we invent and patent our standards of measurement, let us bear in mind that these things will never serve in the cause of education except as sooner or later, in one way or another, they finally find expression in some individual school and in some individual life.
Mass education must and will fail to do for American life, American civilization and American democracy the task set it to perform, and my plea is for the exaltation of the individual and for the speedy elimination from our education theory and practise of the idea that education can be reduced to a machine process, that it can be conducted on the factory plan. Much of our recent educational history has been chiefly a record of attempts to generalize in method and policy. We have vainly hoped that uniformity of courses, uniformity of method, uniformity of standards would give us an effective education. All over this country there are schools organized on the assumption that children are alike, whereas the one outstanding fact about children is that they are different.

Out of this false assumption that children can be grouped to an educational end, on some basis of similarity of age or of supposed intellectual attainment, has come the mischief, the chief defect, of the graded school. Upon this arbitrary method of classification has been constructed the whole fabric of dull uniformity which characterizes so much of our school work. Because of it we have considerably crowded out the opportunity for individual initiative, spontaneity and progress. In some places we find courses and standards that are so definitely fixed that for a child to exceed the specified amount of knowledge at a given time is to be branded as a freak and not to attain it is to be set down as a failure, and regarded as so much dead-wood that should be eliminated from the school. To keep the step, that is the prime virtue with such schools and such teachers. To be sure, some of these predestined failures sometimes surprise us and refuse to fail. But that is because the world later gives the chance that the schools fail to accord.

In reading the school reports of our city systems, I find that many thousand children every year fail of promotion and repeat the work of a grade, and that means that so many thousand children have taken the first or second degree in the formation of the habit of failing. Instead of learning to succeed they are learning to fail. School systems generally regard themselves as highly efficient if the percentage of those failing of promotion is reduced to ten or eight or five
Individual Opportunity

percent, but do such figures show efficiency, or do they show weakness where weakness is most costly? I never read statistics such as these that I do not see in them the dismal fact of insufficient individual opportunity, and the dismal prophecy of a handicapped and submerged element of citizenship of a later generation. Ideally, our schools should be so organized and conducted as to eliminate failure altogether. Says Dr. George B. Strayer: “Pupils should not be retarded because they do not have brains. Work should be so adapted to their needs and abilities that retardation would be no more common with the dull than with the bright. Failure begets failure—‘nothing succeeds like success.’”

The first thing, therefore, that we need to do to guarantee to school children equality of opportunity and eliminate entirely the evils of retardation, is to see to it that our courses of study are organized on the basis of individual needs. There is no good reason why all pupils should be expected to know exactly the same things in history, or that they should have covered precisely the same ground in arithmetic, or have read exactly the same stories within the same weeks or months. Is there not vision enough in our American education to give, for example, to the child who has the historical sense, or taste, freer rein than to him who lacks it—and without discredit to either? Is there any good reason why—as is the case in a great many schools—all other educational opportunity shall be denied to one to whom algebraic equations are and must remain a dark and solemn mystery? Why not be sensible and give to each child the opportunity to do that which he is capable of doing, and that which he needs to do, in order to realize his highest possible development, and to fit himself as completely as possible for the niche he is to fill in the social structure? The first function of education is to place the child under conditions of training which will lead him to the conquest of his own life, and help him to be the supreme individual he has a right to be, taking full account of his powers, his tastes, his talents and his limitations. The Norfolk School Board has already taken a step in this direction by authorizing the organization of ungraded rooms and the segregation of the distinctively defective. It is earnestly hoped
that every principal and teacher will see the wisdom of this forward step and do his utmost to make it count for "God and home and native land." It is a step in the direction of increased regard for individuality, and I want to urge that it shall be the one thing about which our thoughts shall centre during the current session. I want to urge that we shall co-operate to promote it in every possible way, by individual teaching, the observation and study of individual pupils, and the adaptation of methods and subject-matter to individual powers, individual interests, and individual needs, until every individual child within our city shall have come into his own.

In closing my remarks I want to make a plea also in the interest of the individuality of the teacher. In the working out of our educational problems, in conducting a system of education whose function shall be to produce civic and social growth thru individual opportunity, I want to urge that, while recognizing the right of the individual child, we shall recognize also the necessity of giving the largest possible freedom to the individual teacher. I am aware of the need of supervision, I recognize the place of plans and records and reports of progress, but these are incidentals, and extremely minor incidentals, to the work of teaching. This chief function of the school should not be hampered by the imposition of arbitrary restrictions upon the individuality of the teacher. That supervisor, whether special or general, who undertakes to direct or govern a group of teachers by setting unreasonable limitations to their activities, by denying them the right of discussion or the right to make suggestions, by trying to coerce them by an appeal to authority or the sense of fear, is making the greatest possible mistake, because he is violating some of the fundamental principles of effective supervision and rendering real co-operation impossible. School spirit and team work do not thrive in any such atmosphere. Respect for honest but divergent opinions, the good old spirit of "give and take," together with sympathetic guidance thru helpful constructive suggestions, are some of the things necessary to effective supervision, the growth and development of individuality, and the sort of teaching that we need in our schools. We have our notions, all of us, as to the
importance of this, that or the other subject in the school curriculum, but I submit that the need of the American public school today is not for better teachers of reading, or of English, or of Latin; it is for better teachers of children, individual children—for men and women whose own individuality is allowed all reasonable play, and who understand that the final test of their teaching skill will not be on the presentation of a military campaign or the lucid demonstration of a theorem, but whether or not thru these or other means they are able to get within the real being of a child and help him to the fullest realization of his own powers, to the end that he may make the contribution of his life and his service in his own way to the enrichment of our American citizenship and to the betterment of his own world.

J. PAUL SPENCE

TO A SEA SHELL

O little shell that lived beside the sea,
   You can not take the ocean from your breast;
The roaring sea will never let you rest,
But in your bosom beat unceasingly;
It matters not how far away you be,
   How many years have tried to steal its zest,
'Tis there; it can not leave its tiny nest;
'Twill constant be thru all eternity.
O heart of mine, that dwelt within a deep,
   Unfathomable sea, where, swallowed up
And lost in sweet oblivion—fancy's sleep—
   You caught in fancy's dream the ocean's throb,
Tho from this sea you've wandered far and wide,
You can not lose the throbbing of its tide.

MARY SCOTT
THE POWER OF WORDS

Helen Keller calls words the wings of the mind. The mind soars only by aid of words. The thinker and the speaker are one. You cannot think save in words; they, therefore, are but the outer expression of your secret thought. The faculty of human speech consists, not alone in uttering words, but in the power of word making. No human being was ever born with a word, but with the power of word making. You speak because you think. Your words are the evidence of your power of thought.

Nations rise or fall by speech. The progress of the race is really the progress of language. The greatest gift of any nation is the gift of her literature. Africa is known as the silent continent because she has no real language. The glory of a nation is not the glory of its hands but the greater glory of its tongues.

Christianity has ever been the religion of speech. She has created literature and given permanence to it. Before the days of Christ Greece did this same thing. The glory of Greece is the glory of her speech. Orations will live when works of art have crumbled to dust. Jesus lays great stress upon this. Paul says we are justified by faith and James says we are justified by works, but Jesus says we are justified by words. God lays emphasis upon human speech. Was it not as a Word that Christ came as the fullest expression of the divine mind? God, therefore, is the God of speech. Human speech rises or falls in proportion as it tells of God and breathes forth the mind of God. At Jerusalem, at the Pentecost, when the early church had gathered and was in waiting for the symbol of God's power for her victorious achievements, God sent a baptism, not of swords or of pens, but of fiery tongues, signifying that human speech was to make the church victorious. Hence, words are the agents for the accomplishment of great things not only for God, but for humanity.

The Psalmist calls human speech the glory of man. To be able to talk with sense is a great thing. We ought and must be thinkers, but our responsibility to humanity, as teachers and preachers, is not ended until our
thoughts, thru the channels called words, find their way to the minds and hearts of others. As teachers we have to do with words as the carpenter does with tools. They are the tools with which we build our thoughts into the lives and characters of others. Ideas, shadowy and hidden from sight, the children of our brains, take to themselves wings and fly to other brains only as we clothe them with words. Hence, in words we live and move and give being and reality to our thoughts, which surge and beat in the prison house called the brain, for liberty to fly and soar and lift some one else.

There are in the dictionary two hundred and fifty thousand words. Here, then, is the tool chest of the teacher. But how few of this vast number are really used. Shakespeare, that wizard in the realm of words, used about fifteen thousand, Milton eight thousand. Most of us use from three to five thousand, while the illiterate man uses less than one thousand. If it be true that we multiply ourselves by two for every new language learned, if only one can think for every thousand who can talk, only one can see for every thousand who can think, who will not mourn a wasting intellect?

The highest forces and forms of human life deal with human speech. If, as some one has said, art is but the extended dominion of the hand, science the extended dominion of the eye, then human government is the extended dominion of the tongue. The most advanced governments are governments by discussion.

Italy was shaped like a human boot, emblematic of the fact that her tread was to be felt in many lands; Greece was shaped like a human hand that she might bring art to its highest and best development, but Palestine was shaped like a harp, that, thru it God might breathe the power of that Word which became incarnate, until it should break in music that should be heard round the globe. The tread of the Roman legion is no more, the hand of Greecian art is palsied and helpless, but the Word of God goes forth breaking into song and story and shaping into sentences which gleam and sparkle like diamonds on the brow of the world’s night or forming themselves into clusters of sweet and fragrant flowers, called civilization, and society and gospels and sermons and songs bloom on the torn and lacerated bosom
of our poor humanity. Words live on. They are the immortal flowers in the garden called life.

Our words crystallize into character. We are what we say. A life of Napoleon has been written, called *The Corsican*, made up of the words of Napoleon gathered from his letters, his conversation, his proclamations, his bulletins, which fully reveal the man—a veritable monster of selfish ambition, cruelty, hate, and lust. Out of our own mouths comes that which condemns us. On the other hand Shakespeare’s monument is his vocabulary. His was the mastery of speech with a marvelous vocabulary. He gave us eight hundred and fifty-eight distinct characters, one hundred and thirty-one being women mostly distinguished by their speech. The range of his knowledge appears, in that he quoted from fifty-seven of the sixty-six books of the Bible and mentioned over fifty Bible characters. His was the educated tongue that has brought the world of letters under ceaseless obligation. His speech forever fixed his place and reputation also.

“Let the words of my mouth and the meditations of my heart be acceptable in thy sight, O Jehovah, my rock and my Redeemer.”

**J. Howard Wells**

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A flower bloomed, a poppy red,
It loved the sun, it drank the dew;
It lived to blush for me and you;
’Twas plucked one day, and now ’tis dead.

A wee hope bloomed, my heart its bed,
A smile its sun, a tear its dew,
It meant great joy for me and you;
’Twas plucked one day, and now ’tis dead.
SOME CAUSES OF THE GREAT WAR

In seeking for the causes of this terrible world war we cannot ignore race prejudice. This may not appear on the surface of the times or at the first step of investigation. But it is a potent factor. It is old; it lies deep; and it has ceased to be respectable; but nevertheless it still plays its part, just as it has done so many times for thousands of years.

In old Egypt it was Pharaoh's son against Jew; in Palestine a little later it was Jew against Philistine. On the plain of Marathon and in the bay of Salamis it was Greek against Persian; at Cannae and at Zama it was Roman against Carthaginian; in the Middle Age it was Teuton against Roman, and Roman against Hun, and Celt against Saxon, and Frenchman against Turk; in modern times it has been Turk against Armenian, white man against red man, yellow man against white man, Gentile against Jew; and to-day, in East St. Louis and other places, it is white man against black man. Religion, superstition, and fanaticism often accompany and accentuate race differences; but race difference is very often the foundation of religious difference and other differences.

The English people and the German people are fundamentally of the same race stock, but they have lived apart so long that they have lost the sense of their kinship. The Angles, the Saxons, the Jutes and other tribes that came into Britain in the fifth century and settled there were all of Teutonic, or German, stock. They became the basal stock of modern England. Into this basal stock, however, came the Briton and the Roman and upon it was grafted the Dane and the Norman. The Dane was also Teutonic, but the Norman was partly Celtic. The present-day Englishman, therefore, while he is fundamentally of the same race as the men of north Germany, is also partly old Roman, partly old Celt, or Briton; and partly Middle-Age Celt, or Norman. This makes the modern Englishman kin to King Arthur, to Julius Caesar, and to William of Normandy; as well as to the Dutch, the Danes, the Swedes, the Norwegians, and the Germans. It makes the modern Eng-
lishwoman kin to Boadicea, the dauntless queen of the Britons long ago, who rose like a lioness to defend her children and her people. It makes the modern Englishwoman kin to Queen Bertha of Kent, who persuaded the king to receive the Christian missionaries, in 597. It makes her kin to Cornelia, the mother of the Gracchi, and other Roman matrons whose sons and daughters made Britain their home for three hundred and fifty years. It makes her kin to the daughters of the Vikings, whose ships plowed the wintry seas; it makes her kin to the daughters of Normandy, whose hands are filled with blossoms in the sunny land of France; and it makes her kin to those sturdy, strong women of central Europe whose sons are given their full birthright of physical vigor and strength.

But, as I have said, the kinship of race between the Germans and the English has been forgotten in large measure, notwithstanding the fact that the present royal family of England is the House of Hanover, a German family, which came to England in the person of George I in 1714. The English people of the British Empire, and the English-speaking people of the United States and other countries, have been getting the earth. The Germans have come to want the earth; and part of their argument is that they are a superior race. We do not believe that it is so. It does not need to be so. If the Germans believe it to be so, and in accordance with that notion try to push other folks off the edges of the path, there is going to be trouble. And there is trouble right now.

When we compare the Germans with the French, with the Italians, or with the Russians these differences and antagonisms of race are much more obvious. Then, when we compare the Turks, for example, who are fighting on the side of the Germans, with the French, with the English, or with the people of the United States, we may readily believe that race differences and race prejudices are deeper and stronger than we had first imagined.

Along with race prejudice goes what we may call national patriotism. This is the sentiment that one’s own country is best and that its honor and its interests ought to be exalted on every occasion, even at the expense and humiliation of other nations. This is good
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and perhaps necessary in a measure, but at the same time it is only an instance of arrested ethics. In the long, long ago, when the human race was in its infancy, when each tribe was as a group of homeless children wandering here and there in search of food and shelter and safety, there began to grow up within each group—which was a family; the tribe was only a large family—there began to grow up within each group a consciousness that certain things were right and certain things were wrong. This was the beginning of ethics—of codes of right and wrong. In time these notions of right and wrong became very definite and very strong within the group. I say, within the group. For a long time each code was limited to its own particular group, and the rules were not recognized as extending beyond the group to other groups.

For example, let us suppose the tribe of Hill, on one side, and the tribe of Hollow, on the other. Each man in the tribe of Hill, as time went on, learned that it was wrong to rob his brothers and his cousins in the tribe of Hill. Each man in the tribe of Hollow learned the same thing regarding his brothers and his cousins; but it was a long time before the men of Hill saw that it was also wrong to rob the men of Hollow, and it took the tribe of Hollow just as long to learn the same truth about the tribe of Hill. Their ethical sense, for a long time, was limited by the bounds of the tribe. A code of ethics was supposed to hold within the tribe but not to extend beyond the tribe to other folks. Other folks were folks without rights—they were aliens and enemies, fit only to be fought. War was then, of course, looked upon as the normal thing. It was then, perhaps, that the old saying originated: "All is fair in love and war." If a man of Hill could deceive a man of Hollow and thereby get near enough to kill him, that was not trickery, that was not murder; it was skill—it was cleverness. If a young brave of the tribe of Hollow saw a fair, strong maid of the tribe of Hill, loved her, and carried her off to his cave without being caught—without getting his head broken—that was not stealing, that was not outrage—that was an act of daring, of romance, of glory. So said the men of Hollow. Those early codes that held within the tribe but not beyond
the tribe are known as intratribal codes. Such ethics was intratribal ethics.

But as years passed and other maids of the Hill were stolen by lads of the Hollow, and the braves of the Hill retaliated by stealing wives from their enemies, love became stronger than hate. The two groups of foes came to realize that they were kinsmen. They had a conference. They decided to stop fighting and be friends and brethren. Then they came to see that, as a rule, what was wrong between Hill and Hill was also wrong between Hill and Hollow; and what was duty, as a rule, between Hollow and Hollow was also duty between Hollow and Hill. Thus intratribal ethics became intertribal ethics.

It is remarkable how long the old crude notions of intratribal ethics held on in some quarters. In the early part of the fifteenth century, for example, when Martin Luther went to the famous council at the city of Worms to answer for his words against the Pope and the Church, men said to the Emperor, “Seize him now! Don’t let him go away!”

“But,” said the emperor, Charles V, “I promised him that he might come and go in safety.”

“That makes no difference,” was the reply; “he is a heretic, and you know that a promise to a heretic is not binding.”

It is the old principle, you see, of intratribal morality. Ethics was thought of as ending at the line fence, at the color line, at the name of an enemy.

Does this principle seem absurd to us? It is still too much with us. When a statesman of Rome is willing to put thru a clever piece of diplomacy to take advantage of Constantinople, is it not trickery? When Paris lays a trap and catches certain parts of China, is it not robbery? When Washington lays a trap for Mexico and robs her of an empire—what is it? When Berlin baits a trap in Mexico for Washington, yet at the same time smiles in our face and says, “We are friends,” what is it? It is intratribal morality. It is the conscience of the stone age. It is a case of arrested ethics. But we often call it patriotism. Patriotism of that sort is a dangerous thing to the peace of the world.
A narrow patriotism like that is intratribal and suicidal. International law is simply intertribal ethics grown large. International justice and international friendship must precede and preserve international peace. Whenever the world rises to a point where it can answer truly the question, "Who is my neighbor?" then the absurdity of intertribal strife will be seen. Then love will become stronger than hate. Then the men of Hill and the men of Hollow will stop fighting. Then the men of East and the men of West will cooperate. Then the people of all nations will realize that each has rights that all should respect, and that friends can live longer, be happier, and become richer than enemies. Then that narrow and dangerous sort of patriotism will be swallowed up in that bigger and better thing, the brotherhood of man.

A third cause of this war is to be found in competition in commerce and in the acquisition of territory. This of course naturally grows out of race prejudice and a narrow, national patriotism. If one race regards itself as superior to another it naturally feels that it ought to have the right of way in walking about in the earth and in going up and down in it. And wherever national patriotism becomes narrow and sharp it is ready to break thru or over the rights of the other nations in any sort of competition, without always stopping to inquire what is right.

By most progressive nations of modern times it has been thought a most desirable thing—sometimes a most necessary thing—to have outlying territories. These territories have usually been desired for two definite reasons: (1) To afford and develop markets for trade and commerce, harbors and stations of supply for ships, and sources of supply for the securing of raw materials needed in manufacture. All these may be thought of as trade interests. (2) To afford additional places to which the growing population of the home land may go out under their own flag and make new homes. This may be thought of as involving mainly what we may call social or sociological interests.

Along with the desire for new markets and room for new homes goes, of course, the political interest. Whatever increases the commerce of a country and gives
it a more prosperous population in different parts of the world is supposed to strengthen and glorify the government and the party in power.

Accordingly, as we know, the competition between great powers for new territory has been keen for ages, and modern times have seen numerous wars as a result. You will recall how it was necessary in the days of Columbus for the Pope to draw a line up and down across the unknown regions, the Line of Demarcation, to keep Spain and Portugal from quarreling and fighting over the new lands that might be found. Later, we see how France and England fought four long and bloody wars—King William's War, Queen Anne's War, King George's War, and the French and Indian War—to determine which party should have this country. And during the latter part of this long struggle they were also at war in India, for the same reason—to see which flag could wave over that much-coveted land. And you will recall how Peter the Great, of Russia, set Europe on fire by pushing his territories out to the Baltic Sea on the north and towards the Black Sea on the south. He wanted windows, as he said, to look out; he wanted ports for his ships to go out.

And the several wars that have since that time been fought between Russia and Turkey have been contests for the possession of the Golden Horn and the strategic strongholds of the Balkan Peninsula. Frederick the Great attacked a woman, the Queen of Austria, because he coveted the rich plains of Silesia; the great powers of central Europe dismembered and swallowed the broad expense of Poland for similar reasons; Bismarck and his associates grabbed Schleswig-Holstein because they wanted it; the United States played a sharp game with Colombia because we wanted Panama; and France is now bleeding almost to death in the effort to get back Alsace-Lorraine.

Many other instances might be cited. In recent years the growing and prospering territories of Great Britain in Canada, in India, in Australia, and in Africa have excited more or less the envy of other countries—particularly France and Germany. An inspection of the map of Africa, as it was at the beginning of the year 1914, will show how the great powers of Europe were
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competing there for territory. Great Britain and France had the largest holdings, but Belgium, Portugal, Italy, and Germany each controlled regions larger than the home lands in Europe. The fact that Turkey was practically pushed out of Africa in 1911 has not made that country any more amiable toward Italy and certain other neighbors. The terrible war between Russia and Japan in 1904-5 was a struggle for Korea and adjacent territories.

Now, it is doubtful, after all, whether this struggle for territory is founded on good principles. If each nation can rise to the plane where it will treat other nations fairly and squarely in trade relations, then it must be obvious that it is not necessary for any country to own another country in order to trade with it satisfactorily. Moreover, in the larger brotherhood of man, why should it be necessary for any man or his descendants forever to live under the same flag, provided every flag is reasonably good? Have not thousands of people come from the ends of the earth to the United States and found our flag just as good as the ones they have left? Have not thousands gone into Canada, into Australia, into certain of the South American republics, and been equally happy? If Germans who leave Germany can come to this country, or go to some other country, and find it better than the land they left, why should it be necessary for these countries to wave the Kaiser’s flag or bear the Kaiser’s brand? The only reason would seem to be a narrow sort of patriotism—a narrow sort of pride—which is not at all necessary to the larger life, the larger kinship.

The huge standing armies and navies of Europe may be set down as another cause of this war. When everybody is armed to the teeth it is easy to start a fight. This is especially true when there has been no war for a generation or two and the young professionals are anxious to try their hand on somebody.

It is easy to see, of course, why the great powers had been increasing their armies and their navies. It was to protect their outlying territories, to extend and to protect their commerce, and perchance to seize additional territories if opportunity offered itself. Competition in commerce, therefore, and competition in ex-
tending territory were not only causes of the war, but they were also the forces that made ready for war—especially that caused large navies to be constructed.

Great Britain, for many years, has had the biggest navy. Germany in recent years has been trying to catch up with her in the building of ships of war. When the war broke out in 1914 Germany was said to have had 37 battleships, 48 cruisers, 189 torpedo boats and destroyers, and 27 submarines. This naval strength was second only to that of England. In her army Germany had far surpassed Great Britain. On August 1, 1914, Germany could muster about 7,000,000 men, of whom 3,000,000 had but little military training; but the other 4,000,000 were the most thoroughly drilled troops—the most perfectly equipped fighting machine—in the world.

No doubt the Kaiser felt, as his grandfather, William I, used to say, that Germany was ready, even down to the last button on the last soldier’s coat. A good time to start a war—an aggressive war—is when somebody is ready—right ready—but somebody else is not quite ready. It was under such conditions that this war was started.

A fifth cause of this war is to be found in the inevitable opposition that exists between monarchy and democracy. France overthrew absolute monarchy and the privilege of classes in 1789. The United States raised a standard for democracy in 1776. In Old England it had been done long before—in the days of Charles I and James II and William and Mary. Italy in 1870 attained to a larger freedom as well as to a larger union. All over South America, all over North America, except perhaps in Mexico and several adjacent countries, democracy has been rising high above monarchy and special class privileges. In Australia, in New Zealand, in South Africa, even in the old empire of China, the same thing is true. But in certain countries of Europe, notably Germany and Austria and Turkey, the rulers were still afraid to trust the people with the management of state affairs. Many local privileges have no doubt been granted them, just as was done in the Roman Empire, under the Caesars; but the great ship of state was still in the hands of the emperor. This was true in old Rome; it is also true in Austria and Germany. No doubt it was also true largely in Russia, for we see upon which side the Czar has fallen.
Now the spirit of the modern age is democratic. It is essentially antagonistic to monarchy, to autocracy, to paternalism, such as has been kept alive far beyond its time in central Europe. The most progressive peoples have eliminated paternalism, of which Louis XIV of France was the shining example two hundred years ago; they have eliminated benevolent despotism, of which Frederick the Great was a conspicuous representative nearly two hundred years ago; they have eliminated headstrong and conceited kings, of which James I and Charles I of England were notable types. But England eliminated the despotic Stuarts two hundred and fifty years ago.

The truth of the matter is that such men as William II of Germany and his associates are out of date. They are at least two hundred and fifty years out of date in England; they are one hundred and forty years out of date in the United States; they are one hundred years out of date in France; they are nearly a hundred years out of date in Canada, in Australia, in India; they are fifty years out of date in Italy, in Mexico, in Brazil, and they are going out of date and out of fashion even in Turkey, in Spain, in Africa, and in China.

And William II and his associates know that they are out of date and out of joint with the rest of the world. They are students of history. It is not strange, therefore, that William II and his associates should look upon their democratic neighbors with fear and with suspicion and should send armies against the rising tide, just as the despots of Prussia and Austria did at the time of the French Revolution when the soldiers of the Republic were carrying ideas—the ideas of liberty, equality, fraternity—at the points of their bayonets, and crowns and thrones were beginning to tremble and to fall from one end of Europe to the other.

William II and his associates know that unless they down democracy, and down it soon, democracy will come into Germany and Austria and Turkey and down them.

Let me quote to you a few statements by Poultney Bigelow, the eminent scholar, traveler, and historian. Poultney Bigelow has lived in Germany off and on for more than forty years, and until recently he was a per-
sonal friend of the Kaiser. He says, in writing to a friend:

"My acquaintance with William II commenced during the great Franco-German war of 1870-71, when we were youngsters, each in charge of his tutor at Potsdam. For twenty-five years our relations remained of so friendly, not to say confidential, a nature that in so far as circumstances permitted, I was a favored guest at most of the German court functions—including the military ones, which to me were the most interesting and important.

"This happy friendship ceased in 1896, and I have but myself to blame. . . .

"In 1896 appeared the first two volumes of my History of the German Struggle for Liberty (1806-1813). It was not pleasing to the Berlin court. It was not written in the spirit of Treltschke—for whom I had immense respect personally, but none whatever as a philosophic historian. Every school child in Germany learns of Frederick William III (king of Prussia in the time of Napoleon) as the saviour of his country; to me he was the prime cause of her disgrace at Jena and the chief stumbling block to her uprising in 1813. . . .

"However it was impossible that William II should forever publicly consort with one who not only believed in government for and by the people, but was so tactless as perpetually to say so in print. The year 1896 would have closed my career as imperial guest for another reason. It was the year of the Jamieson raid (R&B545), and in that year I spent six months visiting the important people in South Africa and studying the effects of a very unfortunate telegram launched by William II against the suzerainty of Great Britain as a colonial empire. This now legendary cable, whatever its literal wording, said to the Boer mind that when the followers of Paul Kruger should need help they were to look not to Westminster, but to Potsdam for relief."

Mr. Bigelow then declares that the Boer war was prolonged for at least a whole year because the Boers were confidently looking for a great German army, in accordance with promises made by alleged representatives of William II. . . . He then continues:

"During the Boer war and every year thereafter I was in Germany and felt but one strong national ambition—a thirst for war with England; a growing feeling that the German court wanted war and that it was a pity to miss so fine an opportunity as the Boer war (afforded) for attacking a rival when her army was occupied six thousand miles away.

"It is idle for us Americans to talk of official Germany as our Germany—the land of Goethe and Schiller; Helmholtz and Humboldt, Schubert and Wagner. The great poets and singers, philosophers and physicists, preachers and writers—these make up the ideal Germany of American students. But if you love those names and what they stand for, do not waste your time amidst Germany’s ruling classes. You may go to all the royal functions in Berlin and never suspect that there is such a thing as a gentleman or a scholar in Germany, save with a sword at his side and a helmet on his head. . . . Today Germany is dominated by a school of soldiers, thinkers, and officials who clamor for German expansion and hiss down the mod-
erate wise people who deplore bloodshed as a means of spreading commercial prosperity...

"What I say is not at random, but the result of intimate intercourse with Germans of every social plane and in every part of the world—including New Guinea and Kiaochow.

"No German will believe that England has drawn her colonies to her by the magnet of generous treatment and civil liberty. To-day England can count upon troops from any one of her self-governing colonies—I venture to say that she can draw more from the single West India island of Jamaica than can Germany from her one million square miles of colonial empire where she has ruled supreme for a full generation."...

And here is a remarkable statement:

"The German whom I know talks German, sings German, and sheds his blood for Germany—but when he talks of being a colonist it is under the British flag, not that of William II....

"In 1898 the United States was at war with Spain, and the American navy performed one of the finest feats of which a naval commander is capable when Admiral Dewey entered a port sown with mines and sent to the bottom all there was of nautical Spain in the Far East. Then was the time for official Germany to have shown her traditional friendship for this country. Instead of that she sent to Manila Bay a fleet larger than that of any other power—a fleet that looked like a menace and that acted like a menace. It was an official blunder analogous to the Kruger dispatch (before the Boer war). The one made Englishmen feel that Germany was seeking cause for quarrel; Manila made Americans realize that nothing but England stood between her and German ambition.

"Of course official Germany saw that it had blundered at Manila as at Pretoria; and of course the official press commenced to explain and to accuse Dewey of having exaggerated—if not of having invented—his facts. But it was nevertheless a sad blunder! Then William II sent over his younger brother (Prince Henry) who had been admiral in Chinese waters when our Dewey was there; but this mission (also) proved a blunder. Admiral Dewey would not come forth to greet Prince Henry, and a case full of Red Eagle orders of the third and fourth class had to be shipped back again to Berlin because no one here would accept them, except a very few who would accept anything.

"England is the only country whose flag throughout the world stands for civil liberty and self-government. The degradation of England on the high seas would be a loss to all the world—chiefly to small neutral powers like Norway, Holland, etc. All the world trades freely with England and profits by the liberality of her commercial legislation. The German talk about England's trade despotism is mere electioneering.

"My German friends are never weary of painting India as a field for British barbarity and cupidity—... But come with me and let me show you the real India—her schools and colleges; her thousands of miles of railway and telephones; her incomparable highways, canals, public buildings, and above all her body of civil servants who rule three hundred million of heterogeneous natives more easily than could ten times that number of German officials backed by ten times the number of Prussian troops. Think of those three hundred millions in India and only seventy-five thousand white soldiers by way of garrison! Could there be any more astounding evi-
dence that British rule in India is the rule of reason and not merely of the sword?"

(From a letter in The Open Court of December, 1914; published at Chicago.)

This letter by Mr. Bigelow throws light upon several points:

(1) The dominance of the military classes in Germany;
(2) The long-standing jealousy and bitterness toward England;
(3) The corresponding attitude of veiled hostility toward the United States;
(4) The fallacy that the flag of a nation must precede its trade and float over its colonists;
(5) The essential difference between German government and the democratic government of such countries as England and the United States.

The citations from Mr. Bigelow have been given especially to elaborate and to illustrate the proposition that one of the fundamental causes of this war is the opposition that necessarily exists between monarchy and democracy. James Monroe and his secretary of state were looking a long way ahead, and deeply into the truth of things, when they pointed out the danger that democracy suffers by having monarchy established near it. That was the reason for the Monroe Doctrine.

A sixth cause of this war was the substitution, a generation or two ago, of a false philosophy for Christianity in many of the schools of Europe—especially in the schools of Germany. I quote now from President Edwin A. Alderman, of the University of Virginia, who was in Europe when this war broke out and wrote these words on the ship as he was returning home:

"One cannot recall a German political philosopher of the same order of mind as Edmund Burke, Thomas Jefferson, or Alexander Hamilton. This is the more remarkable, because in almost every other field pre-eminent names stand out before the world. Since 1870, in an ever-increasing force they have been under the spell of a new philosophy, idealistic but terrible, which has transformed the kindly Germany of Goethe and Schiller into the aggressive, menacing Germany of William"
II. I am aware that Nietzsche is perhaps given a greater importance than he deserves in influencing German thought, but it is nevertheless true that that strange, weird personality has given a certain alluring philosophical form to this doctrine, and a German Carlyle, Heinrich von Treitschke, has preached it with the courage and candor of a Hebrew prophet, the clarity of Machiavelli, and the hot fervor of Peter the Hermit. Thus propagated, it has spread amazingly out. Captains of industry financed it, political leagues propagated it, poets sang it, preachers preached it. This feeling about the state has possessed Prussia and Germany, as Rousseau’s fancies about freedom swept thru revolutionary France. The conviction may be thus briefly stated. The supreme human conception is not religion, nor love, nor God, but the organized state. The supreme human duty is duty to that state and obedience to its will. The essential attribute of the state is power. The most splendid practical manifestation of power is war. War is a normal incident of life and a natural and proper way of promoting the greatest of states. The final vice is feebleness. The final virtue is valor. War is God’s school for all the virtues—loyalty, obedience, courage, devotion.

"In the light of such a philosophy Christianity and democracy become degraded in public thought as the creeds of the weak and ineffectual. Nietzsche himself—a strange creature of astounding and fearful, originality—one put it in this way:

"'Ye have heard how in old time it was said, Blessed are the meek, for they shall inherit the earth; but I say unto you, Blessed are the valiant, for they shall make the earth their throne; and ye have heard men say, Blessed are the poor in spirit; but I say unto you, Blessed are the great in soul and the free in spirit, for they shall enter into Valhalla. And ye have heard men say, Blessed are the peace makers; but I say unto you, Blessed are the war makers, for they shall be called, if not the children of Jahve, the children of Odin, who is greater than Jahve.'

"Arnold Bennett claims that seven thousand books on war have issued from German presses since 1904. (1904-1914.)
"War had to issue out of all these conditions, as human nature is constituted."\(^1\)

When such philosophy has been taught for a generation or more, in place of Christian philosophy, which exalts philanthropy, and right, and justice, and love, we need not wonder at the results.

In place of love for neighbors we have—Belgium. In place of freedom of the seas and rights of humanity we have the Lusitania outrage. In place of open, fair and square fighting, we have submarine destroyers and poisonous gases. In place of straightforward truth in diplomacy we have the lying, treacherous plot to turn Mexico upon her neighbors. As an extension of the wonderful German school system we have bombs dropped from the sky upon a school house in England, ten innocent children killed outright and fifty injured and maimed for life. Instead of lasting gratitude to the people of Folkstone, who years ago aided the victims of a German ship that was wrecked off their coast, we have death rained upon Folkstone out of the air, and more graves in the cemetery, close beside the Germans who were cared for by the Folkstone fisherman thirty-nine years ago.

This world war is the direct result of faulty education, non-Christian, if not anti-Christian, in its spirit and purpose. One of the foremost scholars of this country, Dr. W. J. McGlothlin, a Ph.D. of Berlin University, writes the following:

"If Germany had possessed a number of Christian colleges and universities entirely independent of state control, this war would, in my judgment, never have occurred. I say this for two reasons. First, the Christian educational institutions would have softened German character to a degree of humanity which would have restrained the ambitions of the military and governing classes; and second, the independence of these institutions would have made it possible for hosts of German men to have gotten a view of history which is now not given to them. The entire educational system of Germany is completely dominated by the Prussian state, and only the views that are satisfactory to the

\(^1\)(E. A. Alderman, in Alumni Bulletin of the University of Virginia, January, 1917.)
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governing classes are permitted to pass in the lecture halls. State-dominated lecture rooms have made the mind of Germany. Give her independent Christian schools and she will be vastly different.”

Another cause of this was the bitter feeling left burning in the heart of France from the Franco-Prussian war of 1870-71. At that time France was humiliated and robbed. The French-filled lands of Alsace and Lorraine were torn away—given another flag, another language, another master. The French did not forget—they were hoping for a day to come when the dear lands of Alsace-Lorraine might turn their faces west again. And the Germans knew how France felt. The Germans had tried to cripple France so thoroughly in 1870-71 that she could never be strong again. But to their range and dismay they saw France rising quickly, greater than before. They saw her add colonial possessions to her empire greater in extent than the area of the United States. The Germans did not have tact enough or humanity enough to make friends with France—they could only get ready to fight again.

The assassination of the Archduke of Austria in 1914, by a Serbian, may be put down as a cause also of this war, but it was more properly the occasion for which other causes had shaped conditions. It may be, indeed, that the assassination of that prince was just one of the Kaiser’s deep-laid plots. When Nero wanted a pretext for destroying the Christians he had Rome set on fire and said, “The Christians did it.” The assassination of the Archduke of Austria set Europe on fire—people said, “The Serbian did it.” At any rate, Serbia was made to suffer. The world has been suffering ever since.

For many years the Balkan Peninsula had been a sore spot in Europe. It was there that Russia and Turkey, as well as Russia and Austria, had frequently contended over coveted prizes; and it was there that Germany, as late as 1908, stood by Austria and broke a treaty, shaking mailed defiance in Russia’s face. (When Austria annexed Bosnia and Herzegovina, in violation of the treaty of Berlin.)

It was quite natural and easy, therefore, for the match to be fired in the Balkan Peninsula. After the
assassination of the Archduke, Austria sent Serbia an ultimatum which was, President Alderman declares, the most savage and menacing document ever handed by one free state to another in modern history. Serbia was unwilling to surrender all sovereignty and all rights by accepting this ultimatum word for word. She did, however, upon Russia’s advice, accept nine-tenths of it, and suggested that the other tenth be left to neutral arbitration. Austria was unwilling to submit to the slightest modification of any detail, and together with Germany was also unwilling to submit any part of the matter to arbitration or to postpone for a single day the full acceptance of her unreasonable terms.

We cannot blame Serbia for fighting. Neither can we put the blame of the war upon her bruised shoulders. And we cannot blame Belgium for resisting and even dying upon the field of her sacred honor. We can only admire and honor the grim, stark courage of her young king and his people in preferring ruin to a shameless bargain. “Who of us,” says President Alderman, “that knows that bright, teeming land, that green checker-board of prosperity and busy life, can realize how low and stricken she lies, her population beggars, her territory gone; but her soul her own! But she has saved her life by losing it. The light that never was on land or sea shines about her devastated fields and ruined gem-like cities, and the very word Belgium leaps out of the printed page before the eyes of the reader, like Thermopylae or Plataea, as a symbol of courage and dauntless resolve. A new eloquence even creeps into those dull, familiar opening sentences of Caesar’s Commentaries: ‘All Gaul is divided into three parts, one of which is inhabited by the Belgae, another by the Aquitani, and the third by a people that call themselves Celts. Of these people the bravest are the Belgae, who are the nearest to the Germans who dwell on the further side of the Rhine, and are constantly at war with them.’”

We cannot blame France for fighting, for she saw her old enemy coming to strike at her heart. We cannot blame England for fighting, for she knew that Germany was also aiming at her life. We can only honor her for placing her lion’s paw of protection on the part of bleeding Belgium that was left. We cannot blame
the United States for fighting, after she had suffered all her rights to be invaded and insulted for nearly three years. Our honor for her would be justly greater if she had lifted her flag of freedom and justice, along with that of France and England, over the first fall of Belgium and Serbia, over the first tragic cry of women and children that arose from the bursting, burning, sinking Lusitania.

These, then, it seems to me, are some of the causes of the present terrible war:

1. Race prejudice.
2. Narrow, national patriotism.
3. Competition in commerce and competition in the acquisition of territory.
4. The menacing, threatening growth of huge armies and navies.
5. The inevitable opposition that exists between monarchy, which is going out, and democracy, which is coming in.
6. Education and miseducation—especially the teaching of a false and barbarous philosophy in the schools of Germany.
7. The bitterness left burning from the Franco-Prussian war of 1870-71.
8. The disorder and injustice that had long been rife in the Balkan Peninsula.

John W. Wayland
WHEN I HAVE COME INTO MY OWN

A Photoplay

Synopsis

An unsophisticated girl of the southern backwoods, Katrina Shelton, recently bereft of her mother, is taken by her father and black mammy from her native hills to the whirl and glare of a great northern city for a musical education, leaving her country sweetheart, who is in ignorance of her present whereabouts, and searches for her. The changes in her life offer her many worldly advantages and as her voice becomes famous her aged music master claims her love. She tries to persuade herself she loves him, but the vision of the country doctor comes to her each time; she engages herself, however, to the master and sings his masterpiece in Carnegie Hall. As she stands above the footlights she looks to the master’s box, for reassurance, and finds her inspiration in the eager face of the country doctor, who is in the adjoining box. After the singing, the doctor comes to her; but, true to the master, Katrina sends him away. The master sees the situation and releases her that she may marry the man she loves.

Cast of Characters

Doctor Francis Gordon ——— The country sweetheart
The Singing Master ——— The other man
Katrina Shelton ——— The country girl
Lawrence Shelton ——— Katrina’s father
Margaret Shelton ——— Katrina’s mother
Mammy ——— The family servant
Chauffeur. Group of girls

When I Have Come Into My Own

Scene I. Hayloft. Load of hay. Katrina Shelton, sixteen years of age, clad in a long calico dress, very childish in ways and appearance, emerges from hay, head foremost. Peers about as she emerges, pulls out thirteen eggs from hay, placing them carefully in her apron.
Scene II. Kitchen. Katrina, rushing in, bumps into the old negro mammy and breaks eggs. Mammy catches her and shakes her. Cut in:

"Ain't I done tol' ye to quit runnin' thru' 'dis house wid yo' mother sick, an' den a-bustin' eggs all ouv' me!"

Scene III. Boudoir. Attractive Mrs. Skelton, an invalid. Katrina comes to bed, and drops by mother, patting her hair. Mother smiles. Father enters. Cut in:

"How is my sweetheart feeling tonight?"

"Worse, dear. If my old doctor were not on a vacation I should send for him."

"The new doctor is equally good. I shall send for him."

Exit Mr. Shelton.

Scene IV. Boudoir. Doctor Gordon enters. Finds Mr. Shelton by bedside, and Katrina on floor by bed. Cut in:

Katrina (To self): "How beautiful his hair is! Why wasn't mine as pretty a red?"

Gordon (To self): "How beautifully her hair and eyes match! The first red hair that was ever beautiful to me!

Scene V. Yard of Shelton's home. Magnolia trees and cedar trees. Old stone house. Small, low porch. Katrina is singing in a low voice, while she ties paper boots on the cat. Cut in:

_The birds sing gayly,
The flowers smile,
The bees just humming
All the while.
I love my land,
I love my home,
I love all folks
I claim as my own._

She watches Doctor Gordon in her embarrassed, childish way as he comes up the walk. He pauses in admiration, holds out a box of candy to her. She shyly takes it, nods in acknowledgment, and flees around the house.

Scene VI. Boudoir. Mrs. Shelton and Doctor talk. Cut in:
Doctor: "You are looking mighty well and
bright this morning."

Mrs. Shelton: "I am feeling better. Sit down.
Did you see Katrina as you came in?"

Doctor: "Yes, she was playing with the cat."

Mrs. Shelton: "She is so much of a child."

Doctor: "Where does your daughter attend
school?"

Mrs. Shelton: "Heretofore, only to me. I must
send her to school this year, but I hate to see her go,
because of her sunshine and bright, sweet singing."

Doctor: "She has truly a sweet voice. It
should be trained."

Scene VII. Yard. Katrina feeding doctor's horse,
which she has unbridled, from a box of corn, as the doc-
tor comes from the house. He hears her talking to the
horse as he approaches. Cut in:

"Poor old horse! Don't you work awful hard
for that big man?"

Doctor: "Yes, pretty hard."

Katrina starts violently. Tries to get bridle on horse
to run away. Doctor assists and talks. Cut in:

Doctor: "Wouldn't you like to take singing
lessons and be a great singer, Miss Katrina?"

Katrina: "Why?"

Doctor: "To give old folks like me pleasure."

Katrina: "Yes, sir, if you want me to. I'd do
anything for anyone who helped my mama to get
well."

Doctor: "We do things for folks because of
love. I come to make her well because I love you."

Katrina: "I am sure it is very nice of you, sir."

Doctor rides away looking back at Katrina, smiling.

Scene VIII. Doctor's office. Handsome. Doctor
dreaming of Katrina. Dissolves into:

Scene IX. Katrina sitting on porch singing, and
playing with cat.

Scene X. Boudoir. Doctor comes in. Mrs. Shelton
is dying. Stands by until the end.
Scene XI. Cut in: After the funeral.
Sitting room. Plain. Attractive. Katrina, in black dress, lying on sofa, weeping. Doctor enters, goes to her, and takes her in his arms. Cut in:

"Dear child, I know you are very, very lonely, but I love you, and want you to come and be happy as my wife."

Katrina, realizing it is not her father whose neck her arms are about opens her eyes, and seeing Gordon, flings him from her in rage, stamping her foot. Cut in:

Go, I hate you, I despise you. You, you of all people, who came here and killed my mama with your old medicine. Dad says you didn't, she'd have died anyway, but I know you did. Go! I hate you."

Gordon, dumfounded, exit. Katrina, wild eyed, sits on sofa, and thinks. Cut in:

"He used to be real nice, tho he's so different from Dad. But he killed my mama." Cries.

Scene XII. Cut in. Month later.
Gordon goes to home of Katrina, unable to stay away longer. Finds house empty of family and furniture. Door open. He enters room where sofa was. Dissolves into:

Scene XIII. Feels her in his arms again, sees her fling him from her, and her rage.

Scene XIV. Country road. Gordon rides from farm, pained, puzzled. Meets farmer. Cut in:

Farmer: "The Sheltons have gone to the North and sold their place. They've gone to give the young lady training, sir."

Gordon: "What part of the North.
Farmer: "Nobody knows sir."

Gordon (To self): "I shall find her if it takes the rest of my life."

Scene XV. Hallway outside of Master's studio in the city. Father leaves Katrina to take music lesson, while he goes to his business. Bashful she stands by door. Door opens. Old master appears, sixty years of age. His stern countenance and heavy brows frighten
Katrina. She turns to run away, stumbles over long dress, and falls down steps. Master catches her by skirt and holds her. She scrambles to her feet and is furious. Cut in:

   Master: “Oh, so this is the little lady, whose father came yesterday to engage lessons. Come in.”
   Master shows her into his studio.

Scene XVI. Studio. Handsome. Katrina stares about, much to the master’s amusement, goes to mirror, arranges her turban on her head to her satisfaction.

Scene XVII. Studio. All pupils in studio waiting for master. Katrina, youngest in group. Cut in:
   First Girl: “The master is adorable.”
   Second Girl: “Don’t know why you’d think so. He doesn’t treat you as well as he does me.”
   Third Girl: “I would marry the Master for his money. Then he is good looking, too, and others would envy me. Dad sent me here to catch him.”
   First Girl: “Katrina, the Master’s in love with you, isn’t he?”
   Katrina: “Why?”
   Girls: “Why? When a man’s in love, he generally shows it. Come now, don’t play innocent. Didn’t he ever propose to you?”
   Girls all group around: Katrina more puzzled. Cut in:
   Katrina: “Propose?”
   Girls: “Oh, you poor stupid! To be proposed to is to have a man say he loves you and wants to marry you.” Dissolves into:

Scene XVIII. Katrina hears the Doctor’s words, sees the old sitting room, feels his arms about her. Dissolves into:

Scene XIX. Katrina in group with a far away look, sees what the Doctor meant, shows understanding by face. Girls laugh.

Scene XX. Katrina’s boudoir. Katrina thinking. Dissolves into:

Scene XXI. Sofa. Doctor talking. Dissolves into:
Scene XXII. Boudoir. Katrina realizing what the Doctor means to her, shows realization by expression. Face then saddens and Katrina prays; Cut in:

"Dear God, send him back to me. I love him and please make him still love me."

Scene XXIII. Music room in Shelton's home. Master enters.

Cut in: "I have brought you my masterpiece to learn. You are to sing it in Carnegie Hall. Your voice just suits it. This is a great opportunity for you. Come, practise it while I play accompaniment."

They practise. Katrina sees the love the Master has for her, and the expression in his face. Cut in:

Katrina (To self) "I ought to love him. He has done so much for me. He has given me his masterpiece to sing, which perhaps will make me famous. I ought to love him." Dissolves into.

Scene XXIV. Feeding the Doctor's horse. Doctor near. Cut in:

"I'd do anything to make her well because I love you."

Scene XXV. Shelton's Hall. Pretty. Singing Master at foot of steps in hall. Katrina comes down steps, handsomely gowneed in a pale green silk. Master catches her hands; Cut in:

"Promise me before we start to the hall to sing you'll make an old man happy by marrying him. Can't you say yes?" Dissolves into:

Scene XXVI. The horse, the doctor, his look of love. Dissolves into:

Scene XXVII. Cut in:

"Yes, I shall marry you, but come quickly now, we are late."

Scene XVIII. Machine. Master and Katrina on back seat. Her father on front seat with chauffeur. Cut in:

Master dreams of future.

Dissolves into:

Scene XXIX. A wee little home furnished for Ka-
trina. His evening home-coming; his wife who is wait-
ing. She sings for him. Dissolves into:

Scene XXX. Machine. Master leans towards Ka-

trina. Cut in:

"I always said the woman I loved should sing
my song as I sat in the audience and heard."

Scene XXXI. Exterior of Carnegie Hall. Crowd.
Master escorts Katrina to side entrance.

Scene XXXII. Stage. Katrina Shelton standing
in spot-light to sing. Looks about.

Scene XXXIII. Audience. Sea of faces. Master
in box, and Doctor Gordon in one adjoining.

Scene XXXIV. Stage. Katrina sees first the mas-
ter. Seems reassured.

Scene XXXV. Box. Master tense for her success.
Smiles at her.

Scene XXXVI. Katrina glances to adjoining box.
Startled. Sees the Doctor.

Scene XXXVII. Box. Doctor, breathless, waiting.

Scene XXXVIII. Stage, Katrina sings. Cut in:

*Whenever the stars gleam brightly*
They reflect the shine in your eye,
And when the moon beams nightly,
The peace of your heart is nigh.
And the birds never sing so gayly,
But I think of you far away
And I dream and I see you daily
And I read in the heavens above you
I shall not walk always alone
I shall find you, and I shall love you,
When I have come into my own.*

Scene XXXIX. Audience. Crowd encores repeat-
edly, but Katrina refuses to reappear.

Scene XL. Parlor of Carnegie Hall. Katrina
thinking. Cut in:

"Oh, that I should have taken his masterpiece
and sung it for the Doctor, and the Master thinks
I was thinking only of him. How shall I ever marry
him? The crowd still encores, I can’t sing again."

Scene XLI. Parlor of Carnegie Hall. Doctor Gor-
don appears. Holds out his arms. Cut in:
"Dearest, I have found you at last, after these three years of weary searching. I have come into my own. Have you forgiven me yet?"

Master enters. Sees the look of love on the faces of both. He is unobserved. Katrina speaks to Gordon.

"Go, go quickly. I can't stand it. I thought I loved the Master and I shall do it."

Turning, she sees the Master, and faints.

Scene XLII. Master's studio. All night long he walks the floor wretched.

Scene XLIII. Master's studio. Morning. Master older looking, and saddened, but resigned. Hands two letters to a servant.

Scene XLIV. Master's studio. Master beginning lessons with new music pupils.


"Dear Sir:—  
I have broken my engagement with Miss Shelton. I can't stand between you two, for she loves you. Be good to her, but you will, if you aren't a brute."

Her singing master.


"Katrina:—  
You know I love you. But I release you. I won't stand in your way. I suppose love is for the young, and I am only an old, old man. If my song brought him back to you, then I am glad. Sing always, child, your voice grows ever more beautiful. May Heaven bless you. I rejoice with you if you have come into your own."

Your old
Singing Master.

Scene XLVII. Church. Handsome. Doctor Gordon and Katrina before altar, being married.

Kathleen Fletcher
JUST A BIT OF SUNSHINE

Far over the valley,
    Settling o’er hill and town,
Covering the shocks of the cornfield,
    Is a rain-mist falling down.

Piercing the gray of the rain-mist,
    Breaking the dull cloud line,
Bringing to birth a rainbow,
    Is a bit of God’s sunshine.

Across the rare blue mountains,
    Reaching from peak to peak,
Against the clearing heavens,
    Is the bow for those who seek.

No matter how gray the rain-mist,
    Nor how dark it makes the day,
Just a bit of sunshine
    Will scatter it far away.

Dispelling mists on life’s highway
    With just a bit of a smile,
You’ll see the gray mists vanish
    Before the light worth while.

Madge Bryan
When the declaration of war was flashed over the wires to all parts of our country, little did we realize the full meaning of it. To most of us war was inconceivable. We thought we understood and sympathized with the sufferings so long and so nobly borne by the struggling nations of Europe. But, now, we see that our sympathy was superficial—for no true sympathy is possible without participation in the same sorrows. As our country responds to the martial tune, and military preparations are evident on every hand, we begin to realize more fully what war means, and yet we are not fully awake, nor will we be until our wounded manhood comes back home again.

Now is not the time to shudder and shrink from the terror of it all. Now is the time to be up and doing what we can to help in the speedy advance of peace. Altho we have the greatest confidence in the bravery of our American manhood we must remember that the longed-for victory does not rest wholly upon their efforts. War brings duties and responsibilities upon the womanhood of a nation as well as upon the manhood. No war was ever successfully waged without woman's part in it. As American women we must realize this and each set about to do her part in the struggle for democracy.

The womanhood of America has always been held in esteem, protected and humored. Thanks to the noble-minded American manhood. But now has come the time when we must throw aside our playthings and prove to the men of America that their protection and indulgence are productive of serious minded women ready and eager to serve their country in some material way.

Today every man must be a man and every woman must be a woman. No woman who calls herself American or who has shared in the pleasures and liberty of our country should hold herself apart from duties incumbent upon her. We must stand as a unit, for in union there is strength—without it we must fail. No woman with a sane mind need say that war does not
appeal to her—that she does not believe in fighting. Neither does war appeal to anyone, but democracy and liberty do appeal and for these we are fighting.

This is the greatest chance the American woman has ever had to prove her worth—it is her greatest chance for service. But, with the opportunities increasing every day comes a staggering bewilderment when the time comes to make a decision. She must profit by the experiences of her French and English sisters, and, instead of rushing hysterically into some relief work for which she is not fitted, let her find where her talent lies and then offer it in a sane and sensible way at her country's altar. These are hours for accomplishment—not for experiments. A self-analysis should precede every decision and, once she sees where her opportunity for greatest service lies, let her set about to do it with a valiant heart and with courageous convictions.

Woman's work must be so organized as to prevent overlapping and thus eliminate waste of time and energy. This may be done by the forming of clubs and societies with efficient women at their heads, who are capable of planning and directing the work which must be done.

The task before women now is four-fold. They must encourage and inspire the men, uphold our moral standards, increase and conserve our food supply, and look after economic conditions.

Woman's instinct to relieve suffering and administer tenderness and love to those in distress makes her turn naturally to the Red Cross as the avenue of greatest service and inspiration to those fighting for us. It is a field of great service, but unless nursing is our greatest talent we should leave that field to those better equipped to do it than we. All of us should belong to the Red Cross society and help in the making of bandages and in the knitting of garments for our soldiers, but, we should not let an hour's work a day in a Red Cross room release us from other important duties. Our patriotism must be exercised twenty-four hours every day.

Probably the first and certainly the hardest request asked of American women is to give their fathers, husbands, sons and brothers to the great army which will
soon be fighting in the trenches. When the time comes for each of us to make this sacrifice we must send our men out with heads held high and with brave hearts. We must pray for an invisible veil that will hide our true emotion. We must send our men forth courageously even tho it takes a supreme effort to do it. Nor should we attempt to hold the manhood of our land from answering the call to the colors by placing our own selfish desires above that of our country's honor. It is for them to realize, as did the Spartan woman, that the men belong first to their country and then to their families. It should be our desire to make the last days before entrance into the army pleasant for the men of our household, and thus strengthen their belief in our ability to rise to the crisis rather than to cling tearfully to them and make it doubly hard for them to leave. The mental attitude of a nation depends upon its womanhood and here is her chance to create a heroism which will be reflected on the manhood of our land. So let us send forth our men courageously, not in the spirit of resignation, but with the full realization that we are doing a great service for our country and our flag.

The second great chance for service open to woman now is to uphold the morale of the country. The effect of war is to break down moral standards and this we must try to prevent. Only by adhering to right principles of living can this be accomplished. To the woman the morale of the country is given as a sacred trust in the hope that, when the war is over and the world at peace again, that the nation will have left a morale upon which to build while readjustments are being made.

As the morale of a nation depends largely upon the training of its youth, one of woman's highest duties is to protect the children of the nation against the results of the dislocation of the home and school. As homes will be broken up it is the opportunity and duty of every woman to plan for the training of the children in the best possible way. The future of the nation lies in the efficiency of home education. The woman who remains at home must feel that she is doing her country an inestimable service if she brings up her children with true ideals of patriotism and duty.

Especially is it important that we urge that education be continued, for economy in education would cause
a distressing condition. Schools should not do less in wartime; in fact, they should do more, for they must train the youth of the land who will be needed to help with the reconstruction after the war. It is for woman to realize the necessity of compulsory school laws and to use her influence for the enforcement of them. Only seventy-five percent of the children in America attend school. It is so important that all children attend, and especially those who will be left destitute by the absence of fathers who are fighting at the front and who may be killed or incapacitated for work. From an economic standpoint a trained mind is worth more than the training of it costs. So, therefore, let us do what we can for the maintenance of our schools.

Also the dislocation of institutions and the non-employment of many women have a great effect upon the moral tone of the country. With these come the dangers of prostitution, and this is a problem which American women should give careful consideration and intelligent measures must be adopted to prevent the well-known evils of unemployment.

The third great chance for service comes with the conservation and raising of food. It is a patriotic duty to see that every available piece of land is productive of something which will increase food supply, so that our soldiers may never want and the nutriment of the nation kept up. If necessary let us be willing to raise these crops at the expense of our hands whitened from a life of leisure. Our sisters across the waters have come to this and are doing it cheerfully. Let us do it also.

The woman who learns to conserve food, to eliminate waste, and who learns food values is rendering a truly patriotic service. She must not think of her larder only, but of the larder of the world, for on America falls the problem of feeding the world. This we can do only by conserving every bit of food that is possible, not only just enough for our own families.

Then woman must learn food values, the value of proteins, carbohydrates, and calories, so that she may give her family meals which will have the proper nutritive value. Thrift and saving must be done intelligently, not by merely “going without.” The strength and health of a nation depends upon the proper feeding
of its people, and, as American housewives, here is a great chance for service. Underfeeding for children is especially disastrous and we must be generous with useful things but frugal with the non-essentials. The American woman must learn to substitute other things on her own table for those which can be shipped to our soldiers and to the starving Allies. The really useful woman is the one who practises economy in an intelligent way.

The fourth broad field of service for women is to look after economic conditions which are on every land. The labor laws which protect women and children must be strictly adhered to, for to lower the industrial standards of the country would cause great distress and misery among the women and children.

There are now many positions left vacant by men who have gone to serve in the army and these vacancies must be filled by the women. When the time comes, whether the position be in a munitions factory, railroad service, bank, or other unfamiliar line of work, she must be up and ready to answer her country’s call. She must cultivate the power of quick adjustment to new conditions. Women should borrow the Boy Scouts’ motto and “Be Prepared” to do that which she finds to do for the sake of her country.

There are probably many other chances for service for American women. Perhaps the time will come when she will be needed in every line of work which men now pursue. The fervent hope and prayer of every true woman is, that when the time does come, she will be ready and willing to serve and that, when weighed in the balance, she may not be found wanting.

The call to America’s womanhood has come—and it is of supreme importance. Many have heard the call and are responding nobly—many are saying the call is not for them. For them we should have sympathy, for their unwillingness to hear the call is due to selfishness. To them the call means breaking up the old life with its pleasures and frivolities, and instead of having as a motto, “Service for my country,” they have the petty one of “Pleasure for self.” For these unfortunate ones we are sorry, for to them is not granted the privilege of sharing in the stupendous task before us, and, when the war is over, they cannot feel any indivi-
dual pride in having done their bit. We may only hope that before long every American woman will find herself and that to all, as an incentive to service, may be granted the broad vision of humanity's flag waving in triumph over the world, which is the hoped for result of this terrible, yet righteous war.

Mary V. Yancey

A FAIRY FANCY

The spider's web is a fairy swing;
   Before the morning, shining white,
'Way down beside the woodland spring,
   Comes every tiny, lightsome sprite
          To 'wait the tardy dawning.

They romp and swing and dance and sing,
   Until the sun, arising bright,
Bespangles each rain-bow-tinted wing;
   When blushing, tripping, blithe and light,
          They flee the garish morning.

Helena Marsh
THE NUMBER SYSTEM OF ELEMENTARY ALGEBRA

In a previous article \(^1\) we have spoken of the 'principle of no exception' in its application to the formation of the 'number system' of Arithmetic. This principle may be stated as follows: "If any operation can be performed on two given numbers of the system it can be performed on any two numbers of the system and the result will be a number of the system.' We have shown how the negative numbers must arise from the application of this principle to Subtraction as the inverse of Addition. We have shown how Fractions take their place in the number system thru Division as the inverse of Multiplication. And we have made mention of irrational numbers arising from the attempt to take any integral root of any integer. In Arithmetic it is customary to say that we can not get an exact root of any number that is not a perfect power, but that we can get an approximate root by following the ordinary rules for taking roots.

In Algebra, on the other hand, it is customary to speak of irrational numbers and to introduce other new terms which have a definite meaning.

**Integral Powers.** If we wish to indicate the continued product 4x4x4, that is, 4 taken three times as a factor, we are accustomed to write \((4)^3\), or if we wish to indicate that the number \(a\) shall be taken four times as a factor we write \(a^4\), read \(a\)-fourth, or \(a\) to the fourth power. This process is called raising to powers and the little 4 is called the exponent of the power. We have the first definition of exponent as a little number written at the upper right hand corner of a number (or letter) to denote how many times it is to be taken as a factor.

The inverse of the process of raising to powers is the taking of roots. The 'principle of no exception' says, that since we may raise any number to any integral power, we must be able to take any integral root of any number whatever. Arithmetic gives us a rule

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for the determination of the square root of any perfect square. If we apply this rule in attempting to extract the square root of a number which is not a perfect square we find, as we are accustomed to say, that 'it will not come out even.'

Applying this rule to extracting the square root of 2 we obtain:

\[
\begin{array}{c|c|c}
& 1.4142 \\
1 & 1 & 1.4000 \\
1 & 100 & 1.4100 \\
24 & 96 & 1.4140 \\
4 & 400 & 1.4142 \\
281 & 281 & 1.41422 \\
1 & 11900 & 1.414211 \\
2824 & 11296 & 1.414213 \\
4 & 60400 & 1.4142135 \\
28282 & 56564 & 1.41421356 \\
\end{array}
\]

It is evident that this will never 'come out even.' Let us examine our results. If we let \( \sqrt{2} \), read the square root of two, represent the actual result of taking the square root of two, we may tabulate our results as follows:

\[
\begin{align*}
(1.4)^2 &= 1.96, & (1.41)^2 &= 1.9881, & (1.414)^2 &= 1.999396 \\
(\sqrt{2})^2 &= 2, & (1.5)^2 &= 2.25, & (1.42)^2 &= 2.0164, & (1.415)^2 &= 2.002125
\end{align*}
\]

This arrangement shows that the value of the square root of two lies between 1.4 and 1.5, between 1.41 and 1.42, or between 1.414 and 1.415, and so on. In other words, we can find the value of this new number, \( \sqrt{2} \), to within as small an interval as we wish. But it is neither an integer nor a fraction. Its position in the number system can always be determined as being within an interval between two fractions which may be made to differ from each other by as little as we please. The argument may be made general, so as to say that any integral root of any number already in the system is a number of the system. Such numbers are called irrational numbers.

Integral Exponents. We have defined an integral exponent as a little number written at the upper right hand corner of a number (or a letter) to show how many
times it is to be taken as a factor. From this definition are obtained the algebraic rules: 'To multiply algebraic expressions add the exponents of like letters,' 'To raise algebraic expressions to powers multiply the exponents of the letters by the exponent of the power,' 'To divide algebraic expressions subtract the exponents of like letters,' 'To take roots of algebraic expressions divide the exponents of the letters by the index of the root.' The 'principle of no exception' when applied to the two latter rules immediately gives inexplicable results, or rather results that are inexplicable by means of our definition of exponent, and if our principle is to hold we must find a rational interpretation for these results.

Zero and Negative Exponents. If we attempt to divide $a^2$ by $a^2$ according to the above rule we obtain $a^0$. We ask ourselves how it is possible to take a zero times as a factor, and the answer is, 'We cannot.' If the expression $a^0$ has any reasonable interpretation we are bound to give it that interpretation. We know that any number divided by itself gives unity. Since $a^2$ divided by $a^2$ gives 1, and $a^2$ divided by $a^2$ gives $a^0$, we are justified in saying that $a^0=1$, or in general, 'any quantity raised to the zero power gives unity.'

$\frac{a^2}{a^4} = \frac{1}{a^2}$

In like manner we know that $\frac{a^2}{a^2} = \frac{1}{a^4}$, and by the rule for exponents, $\frac{a^2}{a^4} = a^{-2}$, hence we are justified in writing $a^{-2} = \frac{1}{a^2}$. From this we obtain our general rule:

'a quantity with a negative exponent is the reciprocal of the same quantity with the same positive exponent.'

Fractional Exponents. The last rule for exponents gives us immediately the interpretation of a fractional exponent, for the fourth root of $a^3$ must according to the rule be $a^{\frac{3}{4}}$. A quantity raised to a fractional power must then mean that the quantity is to be raised to a power denoted by the numerator of the exponent and a root whose index is the denominator of the exponent must be taken.

If we apply the rules for exponents to these fractional and negative exponents and interpret the results
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in accordance with the laws we have just determined, our results will be accurate.

It is easily seen by a course of reasoning very similar to that employed for the determination of irrational numbers, that the value of a quantity raised to an irrational power can be found to lie within an interval, as small as we wish, between the values of the quantity raised to the two fractional powers between which our irrational exponent lies.

We have given the ordinary algebraic interpretation of fractional and negative exponents, but in so doing we hope to call attention to the fact that while we let the old definition of exponent, made by positive integral exponents, remain and obtain from it our rules for the manipulation of exponents, we make no claim that this definition shall hold for fractional or negative exponents, but only that if the laws which hold good for positive integral exponents are allowed to hold good in all cases we will obtain perfectly definite results which have a rational interpretation, and are frequently convenient.

**Imaginary Numbers.** The even root of a negative number gives rise to our next new number. What is the meaning of \( \sqrt{-1} \), for this is a new number which is the only new number necessary to interpret the whole class of numbers denoted by \( \sqrt{-n} \)? \( \sqrt{-1} \) is not a positive number of our system for \( (\sqrt{-1})^2 = -1 \), and any positive number squared gives a positive number. It is not a negative number of our system for any negative number squared gives a positive number, hence it is a number entirely outside of our system as already obtained. This new number is called for convenience \( i \), and has the following properties: \( i = \sqrt{-1}, \ i^2 = -1, \ i^3 = -i, \ i^4 = 1 \).

All numbers formed from the numbers of the system already obtained and the number \( i \) by means of the four fundamental operations are called imaginary numbers and play an important part in modern mathematics.

These imaginary numbers have no arithmetic interpretation so far as I have been able to find out, but they have a very important and perfectly logical geometric interpretation which is however beyond the scope of this article.

**Henry A. Converse**
It is a real pleasure to read a book so convincingly and sanely written as is A Defence of Classical Education, by R. W. Livingstone. (The Macmillan Company, New York. Price $1.40.) The author, an Oxford tutor, accomplishes what he set out to do—to defend the classics—and does it in such a way as will appeal to all, whether they agree with his views or not. His zest shows that the subject is no mere dry bone of contention, but as fresh a bait as ever.

He believes that when “the black fit” of educational discontent has passed, England will see that the grave defect of the national education is “that there is not enough of it.” What is needed is not so much a big change of curriculum as a change of emphasis, less stress being laid on mere scholarship in the ancient tongues and more on the content of the books, the personalities of the authors, and the genius of the language—and this only by teachers who have studied the theory of teaching. But let us not make the mistake of hoping that this may be attained at the cheap second-hand price of reading translations. This is “a favorite opinion with those who do not know the language at all; but few, if any, experts will share it. . . Can we really understand the spirit of Rome without knowing the march of the Latin sentence, serried, steady, stately, massive—the heavy beat of its long syllables . . . reflecting the robust, determined, efficient temper of the nation, as different from Greek as a Roman road from a breaking wave?” The Roman “disciplined his thought, as he disciplined himself; his words are drilled as rigidly as were his legions . . . Modern languages, English most of all, are lax and individualistic; in our grammar as in our politics we are non-conforming, dissenting, lenient to passive resisters and conscientious objectors; we have almost as many exceptions as rules. Our way is interesting, and has its merits—more perhaps in life than in language.”

The author gives to science its full due, but fears
that the public is too apt to be mesmerized by the word ‘physical science’ and to ‘regard it as a skeleton key to unlock all doors.’ But science does not enable one to know men, or history, or government. Moreover, a classical education is consistent with the highest scientific achievement. ‘Whatever faults the Germans may have, nobody denies that they are a ‘scientific nation.’ But the makers of the scientific greatness of modern Germany were the generations educated when Latin and Greek were compulsory. The testimony of the faculty of the University of Berlin on this question is very illuminating.

It was the Kaiser who, before letting down the bars of classical preparation for university work, declared this as his educational policy: ‘Whoever has been at a public school... knows... the fault lies in the want of a national basis... We have to educate young Germans, not young Greeks or Romans.’ Nobody can now accuse German schooling of a ‘want of a national basis.’ Even the literature of modern nations has been annexed as a German possession by such claims as that Dante is theirs because he has ‘a German countenance;’ and as for Shakespeare, ‘Germany is his spiritual home.’

A knowledge of other civilizations with which we can compare our own is ‘some help’ in our efforts to avoid falling into such a ‘monstrous egoism, which, sitting in rapt contemplation of its own virtues, finds everywhere its Own vast shadow glory-crowned And sees itself in all it sees.”

Greece and Rome are ‘the only independent standards with which to compare and test our own ideals and civilization. They have run their course from start to finish; they have been judged and have heard the final verdict of time.’

As an introduction to a study of politics and ethics our modern civilization is too complex. To understand a great factory of today, the boy must study machinery on simpler models and a smaller scale. The simplicity of Greece—her power to go straight to a point—her ability to ‘see life steadily and see it as a whole’—her line blend of reason with vision—these are assigned as
part cause of the firing of the human spirit which has
so often followed upon a study of Greek. “Plato’s
influence is the more salutary at a time when the world
threatens to degenerate into a nest of human ants,
ininitely busy, with their eyes fixed continuously upon
the ground . . . Greek idealism completes and is com-
pleted by the practical common sense of Rome . . . Of
course it is quite possible to dispense with the Greeks.
It is quite possible to go thru life without reading
Shakespeare. It is possible even to go thru it with-
out reading the Bible.”

And how modern they are—these ancient folk! The
warnings of Demosthenes against Philip could well have
come from the lips of a British patriot who foresaw the
present war and deplored the fact that the Kaiser alone
was “prepared.” Do we feel almost as if we “invented”
agriculture and household arts as studies? When Varro
in the last century B.C. wrote his De Re Rustica, he
had fifty Greek works on agriculture before him. Cato
writes a treatise on “country life and tillage” and also
one on “how to make tarts and cakes.” As to the
scientific spirit. Livingstone reminds us of how eagerly
“the Greeks wanted to know things, not for money
(they were always a poor people), nor for fame
( . . . they never talk about it), but simply in order to
know. They were interested in . . . ‘inquiry,’ as they
called it, and the monument of this interest is the crea-
tion of science and thought.”

W. H. Keister
A TOPICAL OUTLINE OF ENGLISH

LANGUAGE STUDY

FOR SECONDARY SCHOOLS

The following outline for a study of English words is presented here in the belief that there is a need to call attention to the neglect of systematic work in reference to several important aspects of our language. While, formerly, much of the value of such study as is proposed here was obtained from the Latin, under the present arrangement of the curriculum not only does a very small percentage obtain this advantage, but it is possible for a student to graduate from our high schools without the knowledge of any language but his own. Hence, it is necessary that a rich and full study of the vernacular be made.

The outline given here is meant to be merely suggestive, and, tho only in a topical form, should constitute at least the basis for an adaptation to suit particular conditions or individual tastes. It is altogether flexible and can be used in part or in whole and in any order preferred. It is not even necessary to take the material suggested here in a class exclusively devoted to this phase of English work, but the topics presented are those with which the high school student should be familiar, and whether they are given a separate treatment or form only incidental matter of other English classes, the main contention is that they should be given.

No effort has been made to be original in treatment and no credit for independent research is claimed; suggestions have been made use of from whatever source came to hand. No bibliography is given, as sufficient material to cover the outline will be found in every properly equipped library for a teacher of English. If needed, the bibliography in Carpenter, Baker, and Scott’s The Teaching of English (Longmans, Green & Company, New York) will be found sufficient.
AN OUTLINE OF ENGLISH LANGUAGE STUDY FOR SECONDARY SCHOOLS

(A WORD) . . . will not tell
To those who cannot question well
The spirit that inhabits it;
It talks according to the wit
Of its companions; and no more
Is heard than has been felt before.—Shelley

PART I. A NATION'S LIFE IS WRITTEN IN ITS WORDS

THE HISTORY OF OUR LANGUAGE

(a) The Meaning of Language
(b) Language as an Organism
(c) Families of Languages
   (i) The Indo-European Family
      (1) Grimm's Law of the Permutation of Consonants
   (ii) The Teutonic Branch of the Indo-European Family
(d) The Evolution of the English Language and the Development of the Nation
   (i) Knowledge of the Literature Essential to an Understanding of the English Language
   (ii) Determining Influences in Language Development
(e) Periods of English
(f) Anglo-Saxon Period of the Language
(g) Early English Period
(h) Middle English Period
   (i) Rise of a Standard Literary Language
   (ii) Influence of Wycliff, Chaucer, and Mallory
(i) Modern English
   (i) Conquests of England and Their Effects upon the Language
   (ii) Attempts at Standardization of the Language
   (iii) Present Tendencies
(j) Dialects and How They Came to Exist
(k) Conflict between the Innovators and the Conservatists
   (i) The Lexicographers
(l) American English
(m) English as a Universal Language
The Character of the English Vocabulary

(a) English as a Complex Language
(b) Elements of the English Vocabulary
(c) The Native Element
   (i) The Language Found in England by the Saxons
   (ii) The Anglo-Saxon
(d) The Foreign Element
   (i) The Classical Languages
      (1) Latin
         a) Remains of the Roman Occupation
         b) Ecclesiastical Latin
         c) Norman-French Latin
         d) Effect of the Revival of Learning
         e) Later Acquisitions from Latin
      (2) Greek
         a) From Literary Influence
         b) Thru the Development of Science
(ii) The Romance Languages
   (1) French
   (2) Italian
   (3) Spanish and Portuguese
(iii) Other Sources
   (1) Literary Terms
   (2) Words Brought in thru Commercial intercourse
(e) Colloquial and Literary English
   (1) Popular versus Learned Words
(f) Surnames

Part II. Language as the Supreme Instrument of Education

The Value of the Study of One's Native Tongue

(a) Growth of Mind Measured by the Expression It Finds for Itself
(b) Language as the Means of Bringing about the Ends of Education
   (i) The Aims of Language Study as Met in the Mastery of English
(c) The Mastery of English
   (i) Has a Decidedly Practical Advantage
   (ii) Is of High Disciplinary Value
   (iii) Is the Mastery of a Fine Art
(d) The Claims of the Classics Fully Met by a Proper Study of English
   (i) The Analytic as Compared with the Synthetic Type of Language
(e) The Grammar of English Essentially Saxon
(f) Being "Learned in the Peerage of Words"
   (i) Language as an Index to the Social, Intellectual, and Moral Standing of the Individual
(g) The Value of Saxon Words as Compared with Those of Foreign Origin
(h) Knowing One's Mother-Tongue
   (i) How Our Words Were Made and Gotten Ready for Use
   (ii) Keeping up with the Changes in Meaning and Suggestion of Words

**THE ESSENTIAL PRINCIPLES OF LANGUAGE STUDY**

(a) The General Principles of Language Growth
(b) Finding Out What Words Say
   (i) The What and Why of Words
   (ii) The Study of Description as a Study of Words
(c) Language as an Art; Language as a Science
   (i) Language Not Solely a Gift
   (ii) The Study of Language as an Exact Science
   (iii) Language as an Instrument
(d) Reckoning with the Influences That Surround the Child
(e) Language as a Most Effective Mind-Trainer
   (i) English Treated as Material for Logical Analysis
   (ii) The Disciplinary Value of Word-Study Not Conditioned on the Knowledge of Any Foreign Tongue
(f) Visualization as Applied to the Study of Words

**WHAT WORDS MAY SIGNIFY**

(a) The Real and the Formal in Language
(b) The History in Words
   (i) Customs and Habits of Thought Indicated in Words
(c) The Poetry in Words
   (i) A Poetic Vocabulary
(d) The Morality in Words
(e) Why We Are Judged by the Words That Proceed Out of Our Mouths
   (i) Our Language Reflects Us in Every Way
   (ii) The Intimate Relation between National Character and Language
   (iii) What We Object to in the Use of Bad English
(f) “Style Is the Man”
(g) The Associative Value of Language
   (i) The Relation of Appreciation and Comprehension
(h) Language as the Highest Form of Human Expression
   (i) Words May Signify the Best Thought and the Deepest Realities of Life

PART III. THE DEVELOPMENT OF ARTISTRY IN WORDS

WORD ANALYSIS AND WORD SYNTHESIS

(a) The Vocabulary of a Language
(b) Words Mean What They Say
   (i) How Words Speak to the Student of Language
   (ii) The Exact and Complete Meaning and Content of Words
      (1) Language the Store-House of Knowledge
(c) The Basal Consideration of Word-Study
   (i) The Recognition of the Significance of Syllables
   (ii) No Special Training in the Classics Required
(d) Knowledge and Appreciation the Result of the Analytical Approach to Language
(e) The Significant Elements in Words
   (i) The Principal Element of the Word
   (ii) The Subordinate Element
(f) Stems and Radicals
(g) Affixes
   (i) Prefixes, Separable and Inseparable
   (ii) Suffixes
(h) The Prefixes and Suffixes in Our Language
(i) Word-Building
   (i) Simple Words
   (ii) Compound Words
      (1) The Hyphen
   (iii) Derivatives
(j) The Classification of Words
   (i) According to Origin
(ii) According to Composition

(k) How We May Know Words of Different Language Origins

**SYSTEMATIC WORD ACQUISITION**

(a) The Language Development of the Individual
(b) The Literal and the Figurative in Language
(c) What the Knowledge of Words Includes
(d) Means of Increasing Language Power
   (i) The Observation of Good Usage
   (ii) The Desire to Be Effective in Speech
   (iii) The Study of the Dictionary
   (iv) Varied Practise
(e) The Conscious Imitation of Good Examples

**PART IV. “THE TWO-FOLD LOGOS, THE THOUGHT AND THE WORD”**

**THE RIGHT WORD IN THE RIGHT PLACE**

(a) The Philosophy of Effective Expression by Means of Language
   (i) Its Mechanical and Psychological Phases
(b) “The How” in Speaking and Writing
   (i) Primarily an Intelligent Choice of Words
   (ii) Good English Born of Familiarity
(c) The Connotation versus the Denotation of Words
(d) The Law of Good Usage
(e) Words That Are Not National and Present
   (i) Words That Are Too Old or Too New
   (ii) Hybrid Words
   (iii) Foreign and Local Words
(f) Words That Are Not Reputable
   (i) Colloquialisms
   (ii) Vulgarisms
(g) Effective Expression Makes Use of Clear, Forceful, and Elegant Words
   (i) The Intellectual, Moral, and Esthetic Qualities of Style Reflect Similar Characteristics of Mind
(h) Scholarly Discrimination in the Use of Synonyms Implies Fine Analytical Powers
(i) The Principle of Economy in Language
(j) Purism and Pedantry
(k) Art Principles in General Applicable to the Art of Expression
THE STANDARDS OF ENGLISH USAGE

(a) "Authority" in the Use of English
   (i) The Source of Rhetorical Principles

(b) Divided Usage
   (i) The Canons of Verbal Criticism

(c) The Dictionary
   (i) What the Dictionary Does
   (ii) What the Dictionary Can Not Do
   (iii) How to Use the Dictionary
      (1) "The Dictionary Habit"
      (2) Knowing the Diacritical Marks

(d) The Standardizing of Language
   (i) The Colloquial in Contrast with the Literary Usage of Language

THE ART OF EXPRESSION

(a) Effectiveness in the Use of Language
   (i) Dependent upon More than a Knowledge of Words

(b) Pronunciation and Enunciation
   (i) Elementary Sounds of the Language

(c) Accent and Emphasis

(d) What Bad Pronunciation Means

(e) Words Commonly Mispronounced

PART V. LOOKING CLOSELY AT WORDS

INTEREST IN WORDS

(a) Many Subjects of Study Are Ultimately a Study of Words

(b) The Scholar's Language the Result of Prolonged Study

(c) The Interests That Words May Give

(d) Words as "Fossil Poetry"

(e) The Intellectual Attitude toward Word-Study

(f) What the Sole Impetus of Interest May Mean
   (i) The Habit of Observation and Analysis

ENGLISH SPELLING

(a) The Story of the Alphabet

(b) Phonics

(c) Diacritics and the Scientific Alphabet

(d) The Division of Words into Syllables
(e) The History of English Spelling
(f) The Work of the Reform Spelling Board
(g) Spelling by Rule
   (i) Spelling Devices
(h) Spelling as Education
   (i) Oral and Written Spelling
   (ii) Dictation
(i) Spelling as a Means of the Mastery of a Vocabulary
(j) Inductive Spelling
   (i) Teaching the Meaning of a Word in Connection with Its Spelling

GROWTH IN LANGUAGE

(a) The Practical View of Language Development
(b) Gaining Facility in the Use of Language
   (i) Correctness in Language Learned from Use
   (ii) Developing the Language Sense
(c) "Language Lies at the Root of All Mental Cultivation"—Mommsen
(d) What the Command of a Noble Vernacular Involves

"ETERNAL VIGILANCE THE PRICE OF GOOD ENGLISH"

(a) The Significance of Good English
   (i) Good English Not a Matter of the Schoolmaster’s Style
   (ii) Language the Measure of the Man
   (iii) "Linguistic Pride and Linguistic Conscience"
   (iv) The Maintenance of Recognized Standards
   (v) Language Power as Related to Mind Power
(b) In What the Mastery of One's Native Tongue Consists
   (i) Sprachgefühl and Klangfarbe
   (ii) Development of Language Sense and Literary Judgment
   (iii) An Ever Increasing Sensitiveness to the Finesse and Accord of Thought and Expression
(c) The Obligation of the Educated
   (i) Inducing the Desire to Be Right in English Usage
(d) Language Distinctly and Immediately Indicative of Thought
   (i) The Mental and Moral Life of a Man Limited by His Language
(ii) Literary Excellence
(e) The Ability to Use and Enjoy Good English an Accomplishment
(f) Idiomatic English
(g) Fashions in Language
(h) Uprooting the Weeds of Language
   (i) Questionable Usages
(i) The Unconscious Imitation of Good Examples

ILLUSTRATIVE MATERIAL IN ENGLISH LANGUAGE STUDY

I. Maps
   (i) Eurasia
   (ii) England
      (1) Dialectic England
   (iii) The English-Speaking World

II. An Illuminated Page from Chaucer
   (i) The Canterbury Pilgrims

III. Plans and Outlines
   (i) Language as Spoken by the Different Nations
   (ii) Relationship of the Dialects of English
   (iii) Scheme of the Developing of Figurative Language

IV. Selections Typifying the English of Different Periods
   (i) The English of the Great Periods of History
   (ii) Specimens of Fine English
   (iii) Dialectic English

V. Statistics
   (i) Relating to the Character of the English Vocabulary
   (ii) Representing the Individual’s Growth in Language

VI. Supplementary Exercises
   (i) In What Words May Signify
   (ii) In Word Analysis and Word Synthesis
   (iii) In the Study of the Right Word in the Right Place

VII. Landmarks in the Development of the English Language
     James C. Johnston
EDITORIAL

Educational Camouflage

The emphasis at present placed upon the delicate art of camouflage as a device of military necessity should not mislead us into thinking that this recognition of the importance of concealing our real plans, as well as many of our actual performances, is an evolution from a less complex state of society. It is quite an old art, of no less an age than that of the human race itself. And while it is finding today a tremendous value on the battle-swept fields of France, it is also serving no small advantage in many an avenue of peace.

Tho there is no walk of life in which camouflage in some of its varied interpretations, whether it be that of deliberately deceiving the "enemy" or of unpremeditatedly "putting one's best foot forward," is not called into play, yet it can be stated upon sufficient warrant that the professions find in it opportunities of little less urgency than that of military protection. Whether it be the Latinized terminology of the medical profession,
clerical cant, or the bombast and technicalities of the law, a sufficient something seems to conceal the plain human being and his everyday beliefs.

In the profession of education, alack! camouflage is *par excellence* an element of the equipment of the pedagog. From the little fellow who has just taught his first term on an emergency certificate to the seasoned and seedy veteran who is trying to stick on until he has served his time to entitle him to a teacher’s pension, there is the same intense effort at intellectual superiority, the unvarying tendency to assume a place to which neither in real experience nor in good, practical judgment is the “professor” entitled. It is only an intellectual camouflage, but by it sometimes the trick is neatly turned.

Carlyle pronounces affectation as the bane of literature. Assuredly, pretense must be the curse of the teaching profession! The public, it is true, expects the teacher to know and to be able to do a wonderful lot of things, but if the teacher can not meet expectations pretense only delays and magnifies the inevitable embarrassment. The teacher should realize his right to say that he does not know; but the first condition is the divesting himself of the desire to have others believe he knows things to which in the presence of specialists he would readily enough plead ignorance.

Professional camouflage is doubtless largely due to the fact that people are much inclined to judge by appearances and to take, for the time at least, the estimates of others. Teaching, as other professions, would be better off, if the members of the profession would spend more time in making the public realize the nature of the methods and materials, the aims and scope, of the profession, rather than attempt to live up to an unreasonable standard, when it involved more or less imposition. Educational camouflage in the long run does not help a particle. One must show his real self sooner or later, whether he wishes or not; so the longer the campaign of effortful pretense, the harder to bear will be the revelation that must follow.
THE BIG BUSINESS OF THE NATION

With national expenditures reckoned commonly in billions, with commercial transactions comprising the whole world, and, indeed, with most enterprises, whether they be industrial, social, political, or religious, organized and conducted on world-wide plans, the scale of thought and relations in the conduct of American business is truly astounding. The commonplaces of the world of industry today, in aim and scope, could hardly be grasped by the most daring and venturesome of the captains of industry of a few generations ago. American industry, brains, and energy have put the business of the Nation upon an extensive plane, fruitful in returns to the whole world.

Notwithstanding, however, the tremendous proportions of the business of the strictly commercial world, incomprehensible as the vastness may at times become, the "big business" of the American people today is the education of the young—big potentially rather than in reality, for the future of our Nation, industrially, as well as in every other respect, depends undoubtedly upon the character of the education that our children are getting at this time. Never before has the national dependence upon education been so profoundly impressed upon the world as in the last few months. What indeed Germany is showing the world is not so much an extremely well organized military system, not so much individual efficiency, not so much national devotion, but rather, as behind all these things and giving them being, what systematic education toward an ideal can accomplish, whether it be as in this case a tragic perversion or an education making for the highest happiness and the ultimate welfare of the people.

We shall be tomorrow what our schools are today; we can not escape it. If we desire a big thing, if we aim definitely and train carefully and perseveringly—whatever we set our minds to as a nation, as truly as is the case of the individual—we can attain it. There is of course much that is raw, unfinished, new, about us; but we are undoubtedly as a nation coming, as never before, into our own. We are consequently passing thru a crucial period in our national existence; and what we do with this period will very likely determine what we are
able to do with the one that follows. Never before was the world so teeming with possibilities in every sphere of life. As the great central Nation of the world, how are we going to make these possibilities mean the most to us?

It depends upon the business of education. It is not something that can be exactly figured out; it must be deliberately thought thru to a conclusion. What we put into the heart of the American child today will tell the story of the next generation. The "big business" of this pivotal country of the world, even at the present moment, is not munition making, food conservation, Federal control, the equipment of the military, or the floating of huge Liberty Loans, however significant all these may be—the big business of America is the organization and the conduct of her schools on such a plane and with such efficiency that the legitimate aims and ambitions of a people, with the fear of God in their hearts, may eventuate in the lives of her citizenry, to the up-building and regeneration of a stricken world.

THE SACRED ACADEMIC FREEDOM OF SPEECH

The cloak of "academic freedom" under which a certain class of professors has sought protection for public utterances of a seditious and mischievous character has been stripped from the backs of two members of the faculty of Columbia University. The action of the trustees has been generally endorsed by right thinking people everywhere; a few howls were raised about violated freedom of speech. But the teaching profession everywhere feels that tolerance for professional opinion must stop at such opinion when it seeks to undermine the primary obligations of the citizen and the existence of the nation. The bias for academic freedom could not be allowed to go so far as to undermine our freedom as a nation. The trustees of Columbia University have done a good thing, their duty to the University and its good fame, but more especially have they brought people to the realization that the urgent demands for academic freedom are made by those who wish to abuse their position of influence and authority.
"A Man Has a Right to His Penumbra"

While a penumbra is not quite so tangible a thing as an appendix, and is not infrequently just as much a source of inconvenience, yet, undeniably, in the sense in which a man owns his debts, he not only has a right to his penumbra but is strictly answerable for it. A fluent press philosopher of that most active of publications, The Providence Journal, falling into a speculative mood, gives a direct challenge to our caption. He argues that a great deal thought, said, and felt about a man is undoubtedly false, and that this false estimate can not be any part of the "real truth" about the man. We must realize, however, that the real truth about a man is something more profound and more significant than the bald facts and must include the margin of partial shadow represented in the rumors he has created. The halo or penumbra that inevitably attaches itself to the popular estimate of a man is perhaps much more truly a part of the man's character than a few more or less isolated facts that represent the accidents of life. We are prone to exaggerate alike the evils and the virtues of people, and while accurate appraisal of character is not yet a commonplace, still our estimates, based upon what is said, thought and felt about others, is doubtless nearer the truth than a measurement in the light of mere facts would be. A man is not only entitled to the full light, but the partial shadows, not only the mere facts, but the near-facts of his life, and a just estimate of him can be made only when he is seen in his penumbra, as well as in a sharp and clearly defined light.
Reports of opening enrolments from educational institutions all over the country show a general falling off in the number of young men and an increase in most cases of the number of young women. The reason for this is apparent. Concerning both sexes it is a badge of honor. On the one hand the young men have responded in large numbers to their country’s call to service behind the guns, in the ambulance corps, in the aviation service, or in some other branch; while on the other hand the young women have responded nobly to the call to prepare themselves to take up the work laid down by their brothers. It seems that while senior classes are smaller than before, freshmen have reported in large numbers, indicating a desire on the part of the younger students to prepare themselves against the day when they too will be called to the colors. How many prayers are going up that this terrible period may come to an end before another draft becomes necessary!

This autumn has witnessed the greatest dearth of teachers in many years. From every section of the state have come S. O. S. calls for help to fill emergency vacancies in the schools. These calls concern every grade and every subject. So great is the demand that every well-prepared teacher seems to have been located long ago, and many who have little preparation, others who have not taught for many years, and some who never intended to teach and do not even now wish to do so, have been pressed into service to save the situation. It is probable that there never was such a demand for women high school teachers, because of the drawing away of the young men teachers for the national service. Unfortunately this will bring into the school system in entirely too large numbers our ancient and most unwelcome brother (or sister), the “Emergency Certificate.” Let us hope that his reappearance may be for a very brief period!
It appears that in the cities of our own state the enrolment of pupils in the white schools is about the same or more than last year, while the number of negroes is considerably smaller. This appears to be accounted for in two ways. Many negro families have left here for Northern points with the hope of bettering their economic condition thru the abnormally high wages being advertised by contractors for government work. The withdrawal of adult members of families has in many cases forced the children to remain out of school to do work at home. More than this, the continually increasing pressure of the cost of living has forced even young children into gainful occupations, it being necessary that every pair of hands be called into action to sustain life in the family.

Once upon a time 'way down in Dixie Land there was a little rural community far from the railroad, back in the hills. A more typical "back-woods" community could not be found in many days journey. A little shack surrounded by weeds was called "school" during four months in the year. Somehow a spark of enthusiasm for better things dropped in the little community and a few of those who were touched by it began to talk over matters. A good two-room school resulted. Soon this was enlarged to six rooms, making a fine structure, set in large grounds, with lots of grass and shade trees. Inside the building one finds a shop for the boys and domestic science rooms for the girls. But that is not all, for adjoining the grounds is a two-acre farm and plant nursery—cleared of trees and brush, completely fenced, at a cost for everything of the enormous sum of $1.50 (for nails and barbed wire). Close agricultural co-operation with the surrounding country is maintained, all kinds of mutual service being exchanged, and on Saturdays all meet for games, literary society programs, and other interesting exercises where community interests are discussed. Who? The principal, of course. A live man with a vision, who looks upon his work as a permanent profession and upon himself as a community builder and leader as well as a school teacher. "The harvest truly is great!"
President Wilson has asked Food Administrator Hoover and Commissioner Claxton to prepare a series of lessons that may be used by the schools in extending their work and giving it practical value in the present crisis. Dr. Charles H. Judd, Director of the School of Education at the University of Chicago, has been acting as chairman of a committee of able educational leaders at work on a series of bulletins to be printed in immense editions and sent to the schools of all grades each month. These pamphlets will contain practical lessons in community civics. In a special letter to school officers, President Wilson says, in part, "In these vital tasks of acquiring a broader view of human possibilities, the common school must have a large part. I urge that teachers and other school officers increase materially the time and attention devoted to instruction bearing directly on the problems of community and national life . . . . . . Lessons thus suggested will serve the double purpose of illustrating in a concrete way what can be undertaken in the schools and of stimulating teachers in all parts of the country to formulate new and appropriate materials drawn directly from the communities in which they live."

Most readers are no doubt surprised to learn that approximately three million foreign-born white people in our country cannot speak English even in a limited way. A special effort will be made to get these immigrants to learn English at an early date, and not only to acquire the language but also a knowledge of our government, institutions, and ideals. It will be a part of the "War Americanization" plan to give these people also a clear understanding of why America is in the great world war, what her part is, and what the obligations of our immigrant population are to our country during the war. The chief agency for this campaign of education will be the evening schools in the large cities. For sometime the city of Cleveland has had what are known as "steamer classes" for the education of foreigners in the English language and some work of this character has been done in a number of other large cities. It is now proposed to follow a national
scheme on a big scale, under the general direction of the National Committee of One Hundred, an auxiliary of the Bureau of Education, with headquarters at Washington. Commercial bodies and fraternal organizations throughout the country are taking up the matter and much good must result.

It is being generally recognized that it is our patriotic duty this year as never before to maintain the efficiency of our public schools, and to that end every effort is being made to keep the school attendance up to the maximum. Labor unions, parent-teacher associations, women’s clubs, churches and other religious bodies, commercial organizations, and every social agency directly or indirectly concerned with public education, have been called upon to assist in this campaign. It is realized that the present time is one in which unusual temptations surround our boys and girls, and regular attendance upon school is certainly one of the very best ways of warding off delinquencies of various sorts. Moreover, for the present defense and for the future welfare of our country, as well as for the individual benefit of the children, it is essential that educational standards be maintained throughout the nation, and indeed that an even higher standard of efficiency be sought. No public servant has a higher and more important duty to perform than the public school teacher—patriots, all!

We are told that the English language includes about 600,000 words, altho the latest standard dictionary, we believe, contains only about 450,000—which we presume is a sufficient number for most of us in our everyday conversations! The fact is, very few people ever have need of one percent of this huge number, altho it must be confessed that on certain occasions when swayed by the eloquence of some speakers we have heard, on a day when the thermometer threatened to overflow with enthusiasm, it has seemed that the said learned orators must be masters of every possible word in our language and then some! It is said that standard dictionaries of the German language contain about
300,000 words, of the French language about 210,000 words, and of the Italian about 140,000 words. These nations should not become discouraged, however, for new words are being coined every day in the trenches as well as in diplomatic circles.

Dr. P. P. Claxton, our wide-awake Commissioner of Education, has proposed a novel and what appears to be a very practical and rather simple plan for offsetting the high cost of living. He calls attention to the fact that we have approximately six million boys and girls between the ages of nine and sixteen years, and that most of them are idle more than half of the year. On account of labor laws they are not allowed to work in shops and industries, and many are forming habits of idleness and vice. Now, probably two-thirds of this immense army, which must be clothed and fed, can use yards or vacant lots adjoining their homes for growing vegetables and small fruits and for the raising of chickens, ducks, pigeons, etc. Again, as many older "boys and girls" could work an hour or two each day, as recreation, in gardens near their homes. Many whose hair would compel us to put them in the latter class have been seen following the Commissioner's advice during the past summer. Time in its relentless flight has been made to turn backward in the joy of watching things grow, to say nothing of the pleasure which comes from eating the fruits of one's own labor.

With the opening of the schools, particularly in the somewhat isolated rural communities, returns once more the perennial problem of suitable homes for the teachers. To those who have given thought to this very important subject it seems that no permanent solution can be found except in providing a "teachers' home" in connection with each school. Wherever this has been done great satisfaction has resulted for all parties concerned. These teachers' cottages not only make the teacher happier and more contented, resulting in greater permanence, but they also become naturally the centers for community activities. It is reported that the average life of a teacher in a rural community
is less than two school years of about seven month each, and a great many cases are below this average. It is impossible to get the community leadership which our rural communities in particular need so long as the logical leaders of the community are such birds of passage as the figures indicate. Professional teaching will supplant amateur teaching in our country schools only when teachers' cottages are provided near the schools. Should not our educational forces direct their attention to the securing of the necessary legislation to bring this about?

One of our agricultural journals tells of a progressive country school teacher who asked her pupils to use individual drinking cups. An influential trustee heard of it and ridiculed the idea, saying that "germs are far too much overworked nowadays," and that a good tin cup should be chained to the pump. This being done, developments were awaited. They came. A new boy entered school, and a small sore was noticed on his face. In a little while similar sores were seen on all the children who used the drinking cup at the pump, while the teacher and those who had been foolish enough to bring individual cups escaped. The influential trustee was convinced, at the expense of the unfortunate children who had contracted a disagreeable disease. The pump is still doing business, but the tin cup with its chain has disappeared. Perhaps one of the children was a member of the trustee's family. At any rate he awakened to the fact that he being a "trustee" was responsible for somebody's children.

The state of Texas, huge empire that she is, has recently decided that she has too few normal schools and at one stroke has created four new ones, which will give her nine in all. To one not altogether familiar with the immense resources of the state, and especially to one who is accustomed to seeing General Assemblies dole out a few thousand dollars to public educational institutions, it is somewhat startling. Texas can no doubt stand it, however, and in doing such big things she is setting an example for the other southern
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states. There is one feature which appears of doubtful expediency, namely, the transfer of presidents from the old schools to the new schools. It is presumed that the idea underlying this policy is that by reason of experience these men are better qualified to construct the new institutions than new men would be; all of which would indicate that Texas is very well satisfied with the way her present normal schools have been conducted. To an outsider, however, who coldly compares these schools with similar schools in other states, comes the thought that perhaps an effort might have been made to improve upon the old schools by selecting the best men to be obtained anywhere in the United States for the new institutions. Thus new blood infused into the system might not only ensure the establishment of the new institutions on the most progressive lines but also rejuvenate to some extent the old schools.

J. A. B.

The following pledge has been used in many public schools for the purpose of enlisting children in the Junior Army of the Food Release. It has the approval of President Wilson, Herbert Hoover, United States Food Commissioner, and P. P. Claxton, United States Commissioner of Education. Every child in Virginia should feel that he is able to do this much for his country.

THE HARL PLEDGE

I, ________________________________________, pupil in the school in ____________________________, hereby promise that I will not fretfully or complainingly find fault with the food set before me while my country is at war, nor will I criticise such food in any manner while at the table; but if it is necessary to talk it over I will do so cheerfully and helpfully when not at table, and I will in every way do my best to make it easy for those who must feed me to do so without leaving someone else hungry.

And if I forget this pledge, I promise to fine myself one penny for each time it is broken, same to be paid into the school fund for the aid of Belgian children (or other fund established for the purpose.)

Witness: ________________________________________

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(Teacher's signature)
Several states have adopted the plan of exchanging teachers in order that they may become acquainted with conditions elsewhere. The legislatures of Colorado and Wisconsin have passed acts which make it possible to carry out this plan. Other cities and states are granting leave of absence for a year, so that teachers who may want to return to their system may still have an opportunity to study other school systems. A year of this type of teaching is worth a year in University.

The office of the secretary of the National Education Association has been moved from Ann Arbor, Michigan, to Washington, D. C. In the letter sent out by Mr. Crabtree, the present secretary, an invitation is extended to all members to visit the new headquarters at 1400 Massachusetts Avenue. This organization has grown so large that the individual member, unless of great prominence educationally, seems lost. This personal letter will do much to establish a feeling of personal interest on the part of many members.

B. E. G.
The past summer was a record breaker at our school in point of attendance at both terms of the quarter. In the first term 681 normal students and 184 training school pupils were enrolled, and in the second term there were 115 normal students and 93 canning club girls, making a total attendance of 1,073; or, deducting 40 names of students who attended during both terms, a total of 1,033 different persons registered. By comparison with previous years it may be said that this is by far the largest attendance on record, being 25 percent greater than the preceding summer. Comparing with the attendance at the other thirteen summer schools for white teachers it may be said that this school was second in numbers, only the University summer school exceeding our enrolment, and that in a remarkably small degree.

In a report submitted to the Virginia Normal School Board by President Burruss at the October meeting, it was stated that our school is now entirely free of debt of every sort. This is a happy condition in view of the burden which has been carried for several years. The greatest anxiety of administrative officers is usually caused by the financial side. The severest test of business management is to keep within the means at the school’s disposal. Pressing needs in every direction coupled with the ambition to continue to progress and grow, make the temptation to exceed the resources very hard to resist. Now, if the General Assembly will continue to support us as in the past and will supply certain very necessary additions to our physical plant, at the same time increasing our support funds somewhat to provide for the ever soaring cost of everything entering into the running of a school plant, we should be able to continue moving onward and upward in our development.
In view of the small number of high school students, the trustees have adopted the recommendation of the president that the Freshman Year be dropped after this session, so that in the fall of 1918 no student will be accepted unless she has completed the equivalent of three years of high school work or has taken entrance examinations satisfactory to the faculty. Continuing the policy of raising the standard of the school it is proposed that in the fall of 1919 no student be accepted unless she has completed a four-year high school course amounting to at least fourteen standard units, or its equivalent, or passes entrance examinations satisfactory to the faculty. In this way the standard of this institution will be raised to that of the best normal schools in America, and any student who is admitted would be eligible to enter a standard college or university. We are in this way looking forward to having only students of college grade in the session of 1919-20.

Several facts of more than ordinary interest are shown by statistics reported from the Registrar’s office for the current term: (1) Seventeen students are registered in the new post-graduate course, taking the third year of the four-year course leading to the B. S. degree. We may thus look forward to the first group of candidates for degrees completing their work in June, 1919. (2) The present Junior Class numbers 161 students, which is an increase of about 52% over any preceding year. Our Juniors now form 55% of our entire student body. (3) The number of professional students has increased from 61% of the total enrolment last year to 84% of the total enrolment this year. (4) Correspondingly, the number of students doing work of high school grade has decreased until we have only 46 such students. Of these only 11 are Freshmen, and there are fewer “irregular” students this year than ever before. (5) While the primary and grammar grade groups have just held their own in size, the number preparing for high school teaching has jumped from 11% of the total enrolment last year to 28% this year, taking the lead slightly over the household arts groups which claims 24% of the total enrolment.
The fall quarter opened with the largest attendance in our history, so that already more students have registered than were on the roll for the entire session last year. The enrollment is fifty-two ahead of the corresponding date last session. The students returned to school very much more promptly than usual and classes were met and organized on the very first day of the session. To those who were here in former years this will seem a remarkable achievement as compared with the two days formerly taken for merely registering. The dormitories are crowded as they have never been, and we have students rooming in rented rooms in town. One great need of the school—some of us think it is the greatest—is still for more dormitories, despite the fact that we completed and occupied our new building last spring.

The geographical distribution of our students this fall shows that they have come from fifty-seven of the hundred counties and from seventeen of the twenty cities of Virginia. Including Virginia, ten different states are represented. Last year we had the same number of counties but only eleven cities and six states represented. As might be supposed, Rockingham leads the county list in numbers, having at present eighteen students besides the fourteen registered from the city of Harrisonburg. As usual, Augusta, Albemarle, and Rockbridge follow in the order named. It is interesting to note that Norfolk City sends as many students as Harrisonburg, while this year the Eastern Shore has doubled its attendance and now ranks high on the list.

While numerous reasons might be suggested for the immense increase in the enrollment of Juniors this year, the following appear to be the best: (1) the development of high schools throughout the state, there being now far more accredited high schools than ever before; (2) the discontinuance of the teachers’ certificates for purely high school work; (3) the raised standard of admission to our school, which guar-
antees to graduates of the best high schools that they will be in company here with almost altogether professional students; and (4) the establishment of the four-year advanced courses, which are naturally attractive to the best type of high school graduates. In this connection it may certainly be said that the establishment at this school of the four-year advanced courses leading to the B. S. degree has been in every sense a success and gives every promise of proving itself a wise policy.

Seventeen students are enrolled in the new post-graduate course leading to a degree in education. The favorable attention this course is attracting is very gratifying to those who have so long maintained that an advanced training of a practical nature is a real need in our state for an increasing number of young women who are not content with a partial training for a life work.

The Bible study courses introduced formally last year are again receiving due favor. A large number of students are registered in them and are beginning work upon the second part of the curriculum.

The following students completed their courses at the close of the first summer term and received their diplomas: in the Professional Course—Misses Roberta Armstrong, Fluvanna County, Ruth Everett, Nelson County, Daisy Johnson, Fluvanna County, Ruth Vaiden, Norfolk; in the Household Arts Course—Miss Zelle Brown, Lynchburg; in the Household-Industrial Arts Course—Misses Mary Gound, Rockbridge, Nellie Pace, Henry County, and Rachel Weems, Nottoway County.

The Macmillan Company announces another book from the pen of Dr. John W. Wayland, of the Department of History. It consists of a volume of history stories and is designed especially for the early grades. It is interesting to note that this work of Dr. Wayland’s is among the books recommended by the Committee on Social Studies of the National Education Association for use in the grades.

Announcement has been received of the marriage of Miss Ruth A. Round, on October 15, 1917, to Mr. Allison Hooff, of Manassas. Mrs. Hooff is an alumna of this school, and during the past summer had charge of the Physical Education here.
The following poem has been received by The Normal Bulletin. In consequence of special interest in the very earnest plea of the contributor, it is placed among the School Notes, tho it looks very much like an effort to secure some free advertising.

"Child, child, love while you can;"
So sings the song of the poet-man.
"Love all the loves that come your way,
For life is brief as a summer's day;
Only, love proudly, gladly, and well."
This is the message the verses spell.

Love?—Yes, indeed; I will love all I can—
The voice and the eyes and the soul of man!
What if to others 'tis only a dream?
A dream and more to me it will seem.
Love?—Yes, indeed; I will love all the day.
If only the lover will come my way—Adv. (M. B.)

**Personal Mention**

Emily Eley is working in the city of Norfolk with the same happy spirit that characterized her at Blue-Stockton Hill. Under date of October 8 she writes: "I am dietitian of the Protestant Hospital here and love my work."

Edna Anderton holds a position at Lincoln in Loudoun County. She writes: "I teach history all thru the high school in the morning and the 7th grade in the afternoon. I love my work. Yesterday (September 29th) Stella Thompson, who teaches with me, and I went to Washington. We met Elizabeth Ellis, a Sophomore of last year. She has a splendid position. . . . Please send me the address of the History Teacher's Magazine. I am very anxious to make a success."

On October 4th Mary Lewis of Montpelier, Virginia, was married to Mr. Harry Sanford at Orange. Mrs. Sanford is a member of the class of 1913, and will be remembered with appreciation by the students and teachers who learned to know her during her residence here and upon her subsequent visits.

Josephine Bradshaw of McDowell, Highland County, is teaching at home this winter. Her school opened October 2. During the autumn she has been active in co-operation with other ladies of Highland County in placing a handsome tablet on the McDowell battlefield.
The tablet was unveiled on October 6, and a large number of veterans and others from several counties were in attendance.

Joe Warren taught a vacation school in Madison County again last summer, and is now teaching near Richmond. She has a keen affection for Blue-Stone Hill and her friends here.

Maude Moseley is located at Alvis, Brunswick County, and is already showing the marks of true teacher. Just recently she wrote to one of her teachers here making inquiry about certain materials suitable for use with the children in her classes.

Mayo Jerdone is back at Oak Lawn school, near Ashland, teaching the fourth and fifth grades. She is doing some fine work collecting materials from the historic places in her vicinity.

Lillian Rankin is assistant principal in the Pearisburg high school. This is a school of the A grade and has about seventy-five students enrolled in the high school department. Miss Rankin teaches history, English, and French.

Nettie Shiflett is teaching the fourth grade in the Richlands school, Tazewell County. Mary Maloy holds a position in the same school. The ten teachers of the Richlands school live together in the community home.

Hildegarde Barton is teaching again in the Elkton school. She finds the shadow of the Blue Ridge a congenial variation from the ripples of Hampton Roads and Norfolk harbor, and at the same time she is pleased to be within easy reach of Harrisonburg.

Eva Phillips holds a responsible place this year in the McGaheysville high school. Last session she supplied in that school for a few days, making such a fine record that she was offered a permanent position.

Ethel Holsinger is very enthusiastic over her work as teacher in the schools of Alberene, Albemarle County. She is making a specialty of drawing and related subjects.
Linda Carter, of Norfolk, who will be remembered by readers of the Bulletin as a writer of clever verse, has also gone into the ranks of the teaching force. She is hoping, however, to return to school in due time and complete her work for a diploma.

The three Gatling sisters, Marceline, Alpine, and Lucy, who have graduated from our school, are all teaching in their home city of Norfolk. A fourth sister, Miss Margaret, is also a teacher in the same city. Miss Marceline has just been located in a new school near her home.

Mattie Love Doyne, who was very ill for a considerable part of the summer, was seen recently in a Richmond hospital by a member of the faculty and found nearly well. She will not be able to re-enter school for some time, however.

Margaret Harman is taking training as a nurse in St. Luke's Hospital, Richmond, and is making a fine record. She likes her work in the City of Seven Hills, but is always glad to get a word from Harrisonburg.

Dick Bowman, who was expected to return this session for work in our post-graduate courses, was prevailed upon finally to teach. She holds a good position in the schools of Mt. Jackson, where a splendid new school house is in course of construction.

Bessie Lockstampfer is teaching in Strasburg. We may be sure that her skilful touch and winning smile will mean a rich year to the little children of the community.

Virginia Leach, who has had charge of the normal training classes at Front Royal for several sessions past, will this year extend her work more largely into the surrounding rural districts. At the opening of the Normal last month Miss Leach accompanied a number of young ladies from Front Royal to Harrisonburg, and stayed with them till they were properly registered in her alma mater. We give her a special word of gratitude for her loyalty and fine service.

Myra Otley can hardly be designated any more as Orra's little sister, for Myra too is making her place in the progressive schools of Loudoun County. She is es-
Evelyne Alexander recently reported an interesting trip, with a congenial party, to Yorktown, Jamestown, and Williamsburg.

Kate Turlington sends a message from Melfa, Accomac County. She has had four brothers to register for military service and two of them were in the first draft.

Pearl Noell says, in a recent note from Bedford, "I read with interest every letter from H. N. S. that comes out in the Roanoke Times. I am so glad to note a continual growth at alma mater. I hope the coming session will be the best in the history of the school."

Mary Davis sent a card last summer from New York with this word: "I had to choose between coming to Columbia and Commencement, so I took Columbia. I am sorry that I could not come in June."—It is needless to say that everybody else was sorry too.

Halle Heath sends greetings from Mattoax, Amelia County. We wish her a most successful year.

Bertha Nuckolls sends a photograph of her beautiful farm home near Galax. The site is an old camp ground of the Cherokees, and the place is now called Nuckee. She says: "I thought perhaps you would like to know I have enlisted with the Red Cross for active service. Am waiting the call for duty now."

Mary Cook not long ago accepted the principalship of Central Academy, a mission school in Patrick County. But she says: "Ever since I got a letter from Mr. Burress saying there were two more years of work there for me I've been kind o'homesick for Blue Stone Hill and everybody that it includes."

Kate Taylor, Ellen Engleman, and Mary Yancey are this year among our graduates that are teaching in Harrisonburg. Miss Taylor is Normal critic teacher in the third grade of Main Street School.

Mabel Kendig is teaching near Lynchburg. She is finding her work interesting, but misses sorely the apples of Augusta and the songs of Blue-Stone Hill.
Julia MacCorkle, who has been very successful as a trained nurse, is now in France, helping to care for the sick and wounded in the allied camps. She was one of the first nurses to go from the southern states.

Florence Wells is teaching in a two-room school at Soudan, Mecklenburg County. She says, “I do wish I could be at the Normal.”

Esther Coulbourn was married on the 3d of October to Mr. Hiram Dance of Roanoke City. On their bridal tour Mr. and Mrs. Dance came thru Harrisonburg and stopped off to see a few of their friends.

Miriam Buckley is teaching in the high school at Broadway. We are glad to have her near enough to pay us frequent visits.

MAKING A TRIP WORTH WHILE

(A letter from Dr. Frank A. MaGruder of Corvallis, Oregon)

We left Washington at a quarter of eight on the morning of August 19, 1917, and arrived in Harrisburg four hours later. On this trip we met a Y. M. C. A. Secretary who was en route from the Oglethorpe Cantonment to his home in Harrisburg. He was intensely interested in his work and told us about the wonderful results the Association is achieving in its cantonment work. For instance, on the educational side, they have prepared extremely practical French books for the soldiers who are going to France. In Harrisburg we visited the State Capitol, which has $1,300 thermometers (graft). It is a granite building with central rotunda somewhat smaller than that of the National Capitol, but elaborately finished in beautiful marbles, paintings and gilded metal work. The legislative chamber for the House is as large as that for the National House of Representatives, and is likewise finished in bright colored paintings and gilded metal work—bordering the gaudy. The building cost about the same as the Library of Congress, but is in no sense comparable. A portion of the graft connected with the erection of this building was recovered by law suits and some grafters atoned by going to the penitentiary.
That afternoon we took a fast mail train to Pittsburgh—two day coaches and five railway mail cars. The train made only two stops, Altoona and Johnstown, but after riding thru the coal fields and steel mill districts we felt like coal miners look, when we arrived at Pittsburgh. Our view of the famous horseshoe bend was spoiled by the passing of numerous freight trains while making the bend. We arrived before seven, and after cleaning up as best we could in the Pittsburgh station, which has so few conveniences, we set our watch back an hour and took a sleeper for Chicago. It was our first ride in a Pullman with colored folk, and we noticed that they were given the end berths.

We arrived safe at Chicago the next morning and were transferred from the Pennsylvania Station to the Northwestern Station by the railroad bus line. After making reservation for accommodations to Portland we went to Gary, Indiana, by trolley, to visit the famous Gary Public Schools. You will remember that about ten years ago Judge Gary, President of the Steel Corporation, built this city as a model industrial town, putting a bath tub in the house of each workman, but later found that a number were being used as coal bins in winter. The town was located at this particular place because a number of railroads converge at that point, and there is no industry but the steel mills. There are three large school buildings, two for the whites and one for the colored. We happened there during the two-weeks summer-end vacation. The school runs the entire year except a two-weeks spring-end vacation and the two-weeks summer-end vacation. Only the swimming and wading pools were open, but these were under supervision and we were interested to find that each pupil is required to take a bath every other day and be inspected before diving into the pools. Every pupil must go into the pool for one hour every other day, the alternate day being spent in the gymnasium. Another hour each day is spent in the auditorium, where there is a lecture, musical program, local talent performance, or motion pictures going on all day. A third hour is given to lunch, there being a cafeteria in the buildings. Lunch is served for three hours by the domestic science girls, one third of the teachers and pupils eating each hour. Lunch is served at a very low cost, tho a pupil
is permitted to go home if he desires. Teachers and pupils spend eight hours each day at the school, but the teacher has one hour for lunch and one hour for rest. As the rooms are used every hour of the day, three rooms are sufficient for four teachers. There is also a night school that is well attended. The buildings also serve as social centers at night. Every pupil is allowed to take enough of industrial courses along with his grade to determine in which trade he wants to take his high school work.

We returned to Chicago by the Lake Shore R.R. and visited the Municipal Courts. Chicago elects thirty-one judges, who receive salaries of $9,000 each. We had a conference with Chief Justice Oleson, who has made the organization of the Chicago courts superior to any others in the country. He has several highly paid experts who examine all persons arrested to ascertain whether the crime is due to a moral, mental, or physical defect. The Chief Justice assigns the judges to specialized courts—e.g., juvenile, domestic relations, moral, small claims, speed, etc.

In the evening we visited the Municipal Pier, which extends perhaps a mile into the lake. The electric cars run out to the end, where there is an immense, brilliantly lighted rotunda dance hall operated by the city and under strict supervision. To cover the expenses of the music and lighting, couples are charged five cents a dance. The floor is cleared after each dance and couples re-enter, giving tickets at the numerous entrance gates. There is also a large reading room and numerous lounging rooms where soft drinks and sweetmeats are sold. Surrounding these rooms are porticoes containing 100,000 comfortable chairs. On the outside of these is a broad promenade. The edges of the pier are guarded by life-saving stations.

We left Chicago from the Northwestern Station, which by the way is the most beautiful and best equipped portal that we have ever visited. The building is several stories high with an open center surrounded by mezzanine balconies leading to comfort rooms and offices. The second floor is devoted to the comfort of the women and children passengers. There is a dimly lighted lounging room, where each guest is furnished with a cot which is freshly made. Two matrons are in charge of
this. The parlor and writing room adjoining is most attractive. There is a hospital room with a trained nurse in charge, a nursery for children with four child nurses in attendance, and luxurious bath rooms for which a fee of twenty-five cents is charged. For this fee a maid accompanies the guest to the bath room, fixes the bath, adjusts the rug and stool, turns on three lights, leaves two cakes of soap, two towels, sterilized wash cloth and comb and brush. There are gorgeous beauty parlors connected with the comfort rooms and a woman can get any sort of attention that she may need or want on this floor.

That night we took the Tourist Sleeper bound for Spokane. This sleeper is operated by the Pullman Company just as the Standard sleepers are, and we found every convenience that the Standard cars afford with the exception that the Ladies' Toilet room is much smaller. These cars have sixteen sections instead of twelve and are upholstered in leather instead of plush. The bed linen and blankets were not quite so nice in quality, but quite as comfortable. The porter is not quite so efficient as most other Pullman porters that I have ridden with, but shines the shoes at night and waits on you during the day to the best of his ability. The tourist cars have an additional feature of a gas range at the end adjoining the smoking compartment, where many passengers made coffee, boiled eggs, etc., the porter furnishing individual tables like those furnished in Standard Pullman cars. By using this car one can get along nicely with but one meal in the diner, because he can carry fruit, cakes, rolls and eggs along and feel perfectly free to eat in the sleeper, because many others are doing the same. The fare collected for this car is exactly one half of the regular standard Pullman rate. Our train, like most trans-continental trains, carried such conveniences as a shaving parlor, private bath rooms, and reading room—the charges for shaving or a bath being no more than one would pay for the same service elsewhere.

The next morning we had thirty minutes at St. Paul—enough for a little exercise. The railroad station there is temporary, as a very elaborate one is under-construction. In Minnesota we passed thru dairy farms and wheat fields, and before night fall we reached
Fargo, N. D. This city is situated in the center of a solid prairie-like wheat belt on the Red River of the North. This river was once navigable, but is now a small stream about fifty feet across. North Dakota has the appearance of one immense wheat field, and threshing machines were at work in every direction. The next morning we joined the Yellowstone River at Glendive, Montana, and followed it for eight hundred miles—until we reached Livingstone, the junction of the Gardiner Entrance to the Yellowstone Park. Tho Montana produces much wheat and alfalfa, in addition to minerals, most of the country is a wide expanse of sand and precipitous hills of stone, with an occasional oasis produced by irrigators. Otherwise the country along the Northern Pacific seems to produce nothing but low sage brush, which is absolutely good for nothing. The soil, however, seems to produce abundantly under irrigation. At Livingstone we are in the foothills of the Rockies, and the scenery at this place is wonderful. The trains from Livingstone to Yellowstone Park are made up entirely of observation cars. Before nightfall we had reached the top of the Rockies at the rate of about ten miles an hour with the assistance of three engines. Some of the curves are very interesting. The tops of the mountains are practically barren, but the valleys are beautifully wooded with evergreens, where fires have not destroyed them. We wound into Butte about seven o’clock in the evening just as the town was being lighted. The residence portion to the left covered a rather level expanse but the copper mines to the right are dotted all over the precipitous mountains. There is absolutely no vegetation in sight from this point, as the gases and smoke from the mines kill all vegetation. Everything that is used in the way of food and clothing is shipped in, hence living is extremely high. However, the miners get good pay and their real income seems to be about the same as elsewhere. As the height of Butte is 5,750 feet, the air is extremely rare.

Early in the next morning we arrived in Spokane and had two hours to see the city before going on to Portland. Up to this point we traveled on schedule time, but the train out of Spokane was one and three quarters hours late. It was held up for an eastern train over the Great Northern. For the first time we felt that we
were West. All the porters around the stations were either Chinese or Japanese and the man with the Cowboy hat was very much in evidence. We also met an occasional Indian on the street.

All day we rode thru eastern Washington State, following the Snake and Columbia rivers to Portland. These valleys appeared almost barren, except for the sage brush, but we are told that excellent wheat is produced by dry farming in the table lands above the high precipitous river banks which we followed for several hundred miles. The rivers were disappointing because they ran thru barren country until they come within fifty miles of Portland. The heat was intense and the sand most disagreeable. We saw a few straggling horses and cattle grazing on sun-cured short grass that had grown up from the spring melting snow. At one small town a number of Indians got on to go down below the falls of the Columbia River to catch their winter supply of fish. The squaws took care of the bundles while the men stood or sat around looking on. We arrived at Portland one and a half hours late, four days and thirteen hours from Washington, about thirteen hours of which we could have saved had we stopped over in Chicago.

Portland is a beautiful city of about 250,000 inhabitants. The city is divided by the Willamette River, which flows into the Columbia, but the two sections (eastern and western) are connected by five large bridges. The city is new and clean and progressive. The shopping district is quite large and the stores are much newer and nicer than those of Baltimore. The city is now busy building wooden ships both for the government and for private concerns. Some steel ships are being built, but as Oregon has neither coal nor iron this industry cannot develop until Alaska is opened up. The Columbia River has a forty-five foot channel to the ocean, hence the largest ocean-going vessels come to and fro. The city has just undergone an era of depression as a result of the Pinchot Conservation Movement. As the chief wealth had been obtained from lumbering, the immediate welfare of the city was dependent upon the exploitation of the forests—conservation has no friends in Oregon. However, new industries are developing in addition to salmon canneries and furniture factories; for instance, an immense
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copra factory is extracting oil from the dried cocoanuts for human food and grinding the residue for cattle feed.

After spending the week’s end in Portland with Doctor and Mrs. Whitney (Mrs. Magruder’s sister and brother-in-law), we came to Corvallis via the Southern Pacific R.R. This was a pleasant trip down the Willamette Valley because of the pretty, fertile valley, the cool climate (Oregon does not have what Easterners call “hot weather”), and the lack of smoke and cinders, as the S. P. R. R. operates oil burning engines.

Corvallis, our new home, is about ninety miles south of Portland and is connected by the Southern Pacific, Oregon Electric, Southern Pacific Electric, and the Willamette River which is navigable this far during nine months of the year. The town has about 7,000 inhabitants, its population having doubled during the last decade. The town is very much spread out and the college campus lies right in the heart of the residential section. There are ten miles of paved streets, which are thoroughly washed every week from an abundant supply of snow water brought from the mountains about forty miles distant. The main streets are named after the Presidents and the cross streets are numbered numerically from the river. We live at the corner of Monroe and 26th streets (2608 Monroe Street). There are neither foreigners, negroes, nor saloons here (Oregon being a dry state with the law perfectly enforced), hence crimes are rare. I hear that there is a policeman here but I have never seen him. The little empty jail is under a tree in the County Court House yard. There are very few wealthy people and a lesser number of poor people in the town. Everybody works and household servants are rare. In consequence the housewives have all modern conveniences. For instance, the seven room house that we have contains a laundry with a water-power washing machine, electric iron, electric grill, electric sweeper, and two bath rooms. The town does not, however have gas, as there is no coal. Wood is used exclusively for fuel, and an interesting August sight is a ten-cord pile of wood stacked in front of residences waiting for the buzz saw to come along to prepare it for the woodhouse, or basement. The older houses have stoves; the newer ones furnaces. Everybody has a garden and plenty of water to irrigate it during the dry months—
July and August. We inherited a garden from the owner of the house, who has just moved out—corn, beans, which will continue bearing for a month or two, beets, carrots and squash; and we have just sowed lettuce seed. There is also a nice strawberry bed, two pear trees, an English walnut tree, and a cherry tree. We picked a bucket of cherries from the tree since we came and the pears and walnuts are yet to be harvested. The front and side yards contain a number of rose bushes higher than ourselves, and these bloom nearly all the year. There are violet beds, carnations, and ornamental shrubbery.

There is a city hall containing the city offices, city library, and a very efficient fire department. There are about a dozen churches in town, the Methodist and Presbyterians being in the lead. Most of the church buildings are frame; they are gradually being changed to more up-to-date structure. The Northern and Southern Methodist Churches are about to combine and erect a modern institutional church. The people rule. Last week they voted to abolish Sunday moving pictures—you know women, too, vote in Oregon!

We find the general level of prices here the same as in the East. However, house rent is about 25% cheaper and the best cuts of steak—as well as the worst—are 20 cents a pound. The principal crops are wheat, apples, prunes, and hops. Corn does only fairly well because Oregon never has warm nights, west of the Cascades.

The climate is rather uniform throughout the year, summers being cold and the winter temperature seldom going as low as 32 degrees. The rainy season started last week (there having been no rain for a hundred days—a longer dry spell than usual) and we can expect cloudy and rainy days about half the time until Christmas, and every day during January and February. Everyone rejoiced at the rain, as it quenched the forest fires which were destroying millions of dollars worth of timber, and so clouded the atmosphere that we could not see the beautiful mountains that lie close to the town.

The Oregon Agricultural College, located at Corvallis, consists of the following Schools; Agriculture, Commerce, Engineering, Industrial Arts, Forestry, Domestic Arts, Home Economics, Pharmacy, Mines, Music, and Military Science. The faculty consists of
about 200 members and the buildings and equipment are large and business-like and up to date, but the exterior is nothing like so imposing as those of some of the Eastern universities. Faculty members have offices equipped with such conveniences as telephones and dictaphones and stationery. Correspondence and lectures are dictated into the dictaphone and college typists make the copies without cost to the professors. The hothouses, experimental orchards, poultry yards with portable coops and movable fences, experimental plots, barns filled with registered stock and machinery demonstration building somewhat suggest a trip to a first class state fair.

The school is supported by an annual income of between half a million and a million dollars which accrues from a state mill tax, supplemental appropriations from the state legislature, and special U. S. funds. About one-third of the 2,500 students are girls, who live either in dormitories or sorority houses. There are no dormitories for the boys, but most of them are members of inexpensive fraternities that own frame buildings here and there all over town. The school boasts of the largest armory in the United States.

My work consists of a full year course in National, State and City Government, a full year course in Commercial Law, and a first semester course in Comparative Government and a second semester course in International Relations. The students in the first two courses are divided between Professor Dubach and myself, the latter two being given exclusively by myself.

The people are most cordial and this is an excellent place for service. The country is in the process of development and one’s influence counts. For example, the professors teaching political subjects at the state institutions are now members of a legislative committee created to recommend a reorganization of the entire administrative branches of the state government. Faculty members deliver numerous lectures thruout the state, and I have already been asked to deliver a lecture on International Relations at the Public Library in Salem in October. In fact, the school has a secretary who devotes his entire time to arranging lecture engagements for faculty members. The school does a great deal of all sorts of extension work.
I might add that the school offers many short service courses—e.g. a six-weeks course in dairying, in fruit growing, in wheat culture, in domestic science; and a great many farmers and women of the state come to Corvallis for these courses. This makes the school popular as well as most serviceable and practical. Last winter President Kerr asked the legislature for a new Library building. The committee talked retrenchment and threatened not to make the appropriation. Had they not made this appropriation the President would have referred the matter to the people of the state at the next election with confidence that the library building would be granted. The legislature knew this—hence the People Rule!

FRANK A. MAGRUDER
WHAT THE MAGAZINES
ARE FEATURING

"The Russian Revolution from a Hospital Window," by Edith Hagan, a nurse in Petrograd, is a spirited account in *Harper's Magazine* for September of scenes connected with a republic in the making as viewed in the streets of Petrograd during the days of revolt against the monarchy and the coming in of the new government. "Mark Twain's Letters Arranged with Comment by Albert Bigelow Paine" afforded glimpses of the personal side of the great humorist which will endear him yet more to the hearts of his readers. Mrs. Edith O'Shaughnessy, whose book, "A Diplomat's Wife in Mexico," was so widely read during the Mexican difficulties, contributes "Days in Mexico," letters to her mother describing the fall of the Diaz administration and the brief, tragic rule of Madero. In "College Studies and College Tests" President Hadley of Yale quotes the advice of Winston Churchill to an Eton student: "Don't turn your mind into a damned ammunition wagon. Turn it into a rifle to fire off other people's ammunition;" and goes on to argue that mere knowledge apart from the individual effort in acquiring it is a relatively unimportant educational product—that education which makes knowledge an end instead of a means is a bad education.

John Galsworthy shows that he possesses skill in treating facts as well as in devising the fiction by which he is best known, by contributing to the October *Atlantic Monthly* "France, 1916-1917; an Impression," a kind of travelog describing the people of France and their wonderful resiliency in the present crisis. "Auf Wiedersehen, Berlin," by Adele and Russell Phillips, gives a vivid account of conditions in Germany during the same period which will probably figure largely in the final outcome of the war.
The supervisor of household arts in the Chicago public schools, Miss Jenny H. Snow, writes in the August Journal of Home Economics of “The Luncheon as a Project in Elementary and Secondary Education,” and advocates the training of all grades of teachers to be able to run lunch rooms so as to eliminate the waste that is inevitable from the effort to teach hungry, underfed children.

“Luther’s Influence in Education,” by R. B. Peery in Education for September, shows that Luther was almost as great as a reformer of education as he was of religion, that his dynamic ideas were so forward-looking as to justify Commissioner Claxton’s saying in a recent address, “The real father of the Gary system of schools is Martin Luther.” W. H. Cunningham, of the High School of Commerce, Boston, who is in position to recognize real needs in English practise, writes of “Grammar as a School Subject,” and makes a plea for thorof teaching of its fundamentals, especially to those whose associations afford no standard of correct speech. “Physical and Mental Variations in School Children,” by Dr. McCready, a learned and experienced paedologist of Pittsburg, describes scientific ways of classifying and treating those children who are not up to grade; citing also some of the preventable causes that lead to this condition. “The Conservation of Country Talent,” by J. B. Mowry, sums up the many theories in regard to the betterment of rural life thus: “The uplift of the rural schools and the approaching union of Protestant sects are the rosy signs in the rural sky.”

The Elementary School Journal for September contains “A Descriptive List of Standard Tests,” by William S. Gray of the University of Chicago, which is interesting in view of the ardent pursuit of this subject in vogue nowadays. “An Outline of the Course in Geography in the University Elementary School,” prepared by the five teachers of that subject in this part of Chicago University, should be of practical assistance; and southern people should be interested in a carefully pre-
pared article, "The Effect of Malaria and Hookworm upon Physical and Mental Development of School Children," by Truman L. Kelly of the University of Texas.

"In a Tank at Messines Ridge," by Lieutenant Z of the British army, in the October *Scribner's Magazine* is a graphic account of the first time in history when the modern tanks, nicknamed "Land-Crabs" and "Squash-em-Flats," lumbered their way thru the enemy's trenches. Realistic descriptions of various other phases of the war are incidentally included. "The Mount McKinley National Park (Alaska)," by Belmore Browne, with fine illustrations from a painting by the author and from photographs, affords an excursion into Nature's domain—a restful diversion from the war's alarms abounding in most current literature.

*The World's Work* for October might be called a French number, ten of its eighteen contributed articles being devoted to the achievements of that people. "Our Debt of Gratitude to France" shows in detail in what consisted the service which has taken such hold upon the traditions and memories of America. "France, the Warrior" is the title given to reproductions in color of four paintings illustrating four great moments in the military history of France. "America's France" comprises sixteen full-page views of beautiful and historic places that were visited every year by thousands of Americans. "France, the Battleground of Civilization" is a resume of the decisive battles in which France has participated, from Caesar's campaigns in 58 B.C. to the present time, showing how she has played the majority of leading roles in Europe's most significant struggles. An interesting parallel is drawn between Caesar's description of his Gallic wars and what might be written of the places and events connected with the present conflict.

"Sir Walter Scott and the South" by Hamilton James Eckenrode, in the *North American Review* for October, is a striking setting-forth of the influence of Scott's novels, so rapidly produced during the early
part of the last century, with their glorification of medievalism, their romantic, dilettante theory of life, upon the imaginative, impressionable people of the South at a period when the existence of slavery made it possible to put this theory into practice. The South had long been the leader of democracy; but the ease and security of victory, the disillusionment and discouragement attendant upon the failure of the French revolution, paved the way for the adoption of the medieval, aristocratic ideals so attractively portrayed by Scott.

The results of this were meritorious in that they strengthened the inherent qualities of the southerner, charm of manner, a high ideal of courage and honor, and a passionate love of individual freedom. But the influence of these feudalistic ideas was also evil in that it curbed the energies of the people to a great extent, put them out of harmony with the world by which they were surrounded, and checked their industrial development and social progress. After 1825 the political power lay in the hands of the aggressive, nineteenth-century North; the fundamental, temperamental differences between North and South increased, until slavery, that institution supporting medievalism, was made a point of assault and the Civil War ensued. Romanticism withered in the fires of war; but North and South were welded into component parts of the American nation; and democracy again became the impelling force of the nineteenth century.

Henry Turner Bailey, editor of The School Arts Magazine, writes in the September number of "The World War and Our Business," presenting the claims and demands of beauty as a source of satisfaction to the human spirit, and tracing the influence of these demands upon the business of furnishing manufactured articles of esthetic value. Owing probably to the large increase in the manufacture of war-time commodities, the number of young people in training for art industries at the present time in this country is only 33,000, while there are approximately 100,000 men and women now engaged in producing goods having esthetic value. The foreign supply of well-trained designers
and craftsmen is cut short, as those left from the slaughter of war will be needed at home to rehabilitate national industries. Mr. Bailey urges that teachers in the upper grades and in the high school shall use every effort to guide the few especially talented pupils to be found in every class into the practical courses and methods of work leading to these vocations. The city of Grand Rapids, Mich., in co-operation with the Board of Education, has established a School of Industrial Art for the training of the talented boys and girls of that city—a logical crown of the public school system which might well exist in every large manufacturing center.

"Traveling Libraries in Babylon," in The Library Journal for October, relates that as a result of the deciphering of the Pennsylvania Museum's collection of Babylonian tablets, indications have been found of the existence not only of a circulating library at Nippur, but also of a parcel post system such as we in this twentieth century have succeeded in establishing. Two tags have been found with inscriptions proving that they were attached to a basket of books—in clay tablet form sent from the Nippur library to Shuruppek sixty miles distant, where, by the way, local tradition avers that Noah lived and built the ark.

The National Geographic Magazine has its usual array of finely illustrated articles. Among them "Industry's Greatest Asset—Steel," by W. J. Showalter, deals with the making of the steel for the guns and shells which America will use in the war; 67,000,000 tons of ore were used last year. "The Flower of Paradise," by Charles Moser, formerly American consul to Arabia, tells of a wonderful plant, "Khat," of which science or the world at large knows little, but without which no Yemen Arab passes a day if he can help it. Its green leaves are chewed; it is a stimulant, but seems to have no immediate or harmful reaction as do other stimulants. The writer is of the opinion that this singularly endowed plant deserves more consideration at the hands of science than it has been given. "Russia from Within; Her War of Yesterday, Today, and Tomorrow," by
Stanly Washburn, special correspondent with the Russian armies, discusses the recent history of Russia, the revolution, and its probable outcome.

"War Work of the London Schools," by Sir Robert Blair, Superintendent of the London Public Schools, in the October Manual Training Magazine, is a part of a letter written to Dr. Maxwell, Superintendent of New York schools. He gives a suggestive account of the co-operation of the London schools with manufacturers and with the government in devising means of meeting the necessities of the time. The elementary schools early formed organizations for the provision of comforts for their "old boys" now soldiers, and later for Belgian and Serbian children. The technical schools train soldiers to cook, send instructors in domestic science to the army canteens for the purpose of giving advice and instruction, train women to do men's work, train workers for munition plants; and also take the general direction of the preparation of synthetic drugs. Altho the manufacturers realize that a thing may be "academically right and practically wrong," the schools have gradually obtained their complete confidence.

MARY I. BELL
REVIEWS OF LATE BOOKS OF IMPORTANCE


As a result of the great work of Herbart and others the dominating influence in education during the last fifty years has been psychological, and hence problems of methodology and the development of the individual have received most attention. Sociology is a comparatively new science and has to do with groups rather than with individuals. Spencer and others called attention to the importance to education of a study of society, and Dewey claimed for sociology a co-partnership with psychology as a basis for educational organization. The past few years have produced a number of books on social phases of education. These, while valuable, have been written almost entirely from the standpoint of the professional educator.

In the above book the author has approached his subject primarily from the standpoint of the sociologist. One-half of the volume is devoted to an exposition of the sociological foundations of education as found in the social groups, including an illuminating discussion of the relation of the school to the state, particularly as regards the growth of democracy and its effect upon educational evolution. This is fundamental to an understanding of the forces at work in our educational reorganization of the present. The latter half of the book is altogether constructive and full of practical suggestions. In it are treated the socialization of the management, the curricula, and the methods, of both rural and urban schools. The vocational and the cultural aspects of a socialized education are considered, and the newer problems arising in the effort to educate the masses, together with the possibilities of the solution of these problems, are pointed out. The chapter discusses the value and scope of surveys.

Useful and promising features of the book are selected lists at the end of each chapter containing refer-
ences and topics for discussion and investigation. This book presents to the teacher and to the normal school student the most satisfactory social interpretation of the educational situation of the present day to be found in any one volume, and the arrangement of its material commends it for textbook use.

J. A. B.

OLD VIRGINIA DAYS AND WAYS: Reminiscences of Mrs. Sally McCarty Pleasants, (George Banta Publishing Company, Menasha, Wisconsin.)

The review of this book should have appeared in the last issue of the Normal Bulletin, but the reviewer was unable to dispose of it in the conventional way by reading a little here and there. He started reading and could not stop till he had read every word. Then he wished that there were a lot more of it. One hundred and sixty-five pages of pleasure—this is the way he remembers it. Early industries, domestic affairs, some country damsels, gallantry and repartee, war times, manners upon the road—these are some of the sparkling topics that run thru the twenty delightful chapters, in which a dear old lady opens her heart and tells about the people and things of other days. An open coal fire, a foot on a fender, a snow storm howling in the darkness,—and Mrs. McCarty's book will make an ideal winter night for anybody who has a scintilla of romance, humor, sentiment, or humanity.

J. W. W.

SCIENCE FOR BEGINNERS, by Delos Fall, D. Sc. (World Book Co., Yonkers, N. Y.)

This book is one of the "New-World Science Series" edited by Dr. John W. Ritchie, formerly of William and Mary College. It is intended as a first book in general science for the use of intermediate schools and junior high schools. There seems to be a positive need for such a textbook. The elementary science work of our schools is all too frequent uninteresting and unrelated to the life of the children. This book removes this defect. Its material is really scientific, and it is presented in a scientific manner. It must make an appeal to the pupil. The method is explained in such a way that the pupil is
made conscious of it, he approaches his lessons as projects which he desires to work out, and the study is carried thru to the principles of the subject. The subject-making, while useful and important in itself, is closely related to the life of the child and hence is of interest to him. The mechanical make-up of the book is somewhat unique in its free use of underlined words and in its substitute of realistic pictures instead of the usual diagrams. Teachers should find this a good foundation for more advanced work in the sciences.

J. A. B.

GOOD HEALTH—HOW TO GET IT AND HOW TO KEEP IT, by Alvah H. Doty. (D. Appleton & Co., New York. Price $1.50.)

We have heard people say they enjoy poor health, but we want to enjoy good health and to do so we should read, mark, and inwardly digest the very helpful book on Good Health, How to Get It and How to Keep It, by Alvah H. Doty. It is clear, concise and to the point.

The book is written for the layman and combines a good treatment of the subject with a minimum of technical terms—no easy task in the field of hygiene.

There are no astonishing revelations of new medical truth; the little volume merely seeks to gather up the body of knowledge on this subject available for the daily use of the average man and woman. It is written not only for the well man who needs to know how to keep "fit;" it holds out before the semi-invalid a very reasonable hope for "the man he yet may be."

E. G.


The Great Public Schools of England, headed by Eton and Rugby, are still the old type of classical schools furnishing the necessary training for entrance to Oxford and Cambridge. The author attempts to prove in his monograph two points regarding these schools. First, that specialization along any educational lines before the age of 16 1-2 years is narrowing. Even in the
preparatory schools from the age of 13, the boy spends 40.5% of his time on the study of the dead languages, while in the public schools even a greater amount of time is used. Thus, the boys educated in the so-called public schools of England must specialize in classical languages from this early age. Second, that "The truth of the matter is that the classically educated boy is, and obviously must be, imperfectly educated." To emphasize this point the author shows that the classically educated statesmen, because of their ignorance regarding ordinary scientific facts, fail to pass needed restrictions regarding exports, which has caused a duration of the war and the loss of many lives. Therefore he urges the adoption of curricula which will give the future leaders of England a broader and more general knowledge of life.

The little book shows very clearly the slowness with which modern educational philosophy is affecting the school systems of England.

R. E. G.

Professionalism and Originality, by F. H. Hayward, D. Litt., B. Sc. (The Open Court Publishing Company, Chicago. Price, $1.75.)

In Part I of this volume one finds fifteen indictments of professionalism. Successively the professions of medicine, law, pedagogy, ministry, the military, etc., are arraigned. In a word the alligations are that the professions lose contact with the facts of life and the needs of society and thus develop a rich crop of pedantry; that they tend to confuse means with ends and run into selfishness; that they acquire power, privileges and emoluments for themselves; that they invent complications and laborious methods to bring profit or that they create work for selfish purposes; that they employ a jargon to mystify the public; that they claim for themselves much perfection and erect barriers against such definiteness and precision as would make for progress; that they too habitually resent lay criticism or superintendence, such as would safeguard the public weal; that they often rebut criticism by means of self praise; that they are guilty of insincerity; that they use reticence where publicity is expedient and eulogize an unbecom-
ing modesty; that they are uncreative, many of their finest advances being due to laymen; that they are un-chivalrous and cruel; that they resort to a warfare of slander and spite for self advancement; finally, that the professions overflow with mediocrity. These indictments are supported by specific instances and illustrations chosen largely from history and literature.

The second part of the volume is concerned with the discussion of originality or the characterization of the superman. The man of genius is called a living man in contrast to a professional who is but a dead man. It turns out that the living man or man of genius has many unworthy characteristics but upon him professionalism must depend. The author has a graceful way of explaining how the unworthy characteristics of his superman are due in the main to the unprogressiveness or selfishness of the dead man. Seventeen chapters are devoted to picturing the superman. He is said to respond to a call which he can not brush aside. The revelation of his task often comes suddenly, with a flash of inspiration. Because of this revelation he often speaks with an authority which is sometimes held to be unbecoming; thus the megalomania of genius is explained. The superman is perennially young, unconventional, disinterested, unpopular at home, opposed, especially by his relatives, charged with onesidedness. Genius is given to taking short cuts and accordingly is accused by professionalism with ignorance or illiteracy. Because the superman many times sees the relation between the facts of the universe which the mediocre has pointed out, but has been unable to understand and to apply in useful ways, he is stigmatized as unoriginal. Moreover, his private life is studied with the hope that he can be proved immoral. His sorrows are different from the common run of mankind; consequently, he looks to the future with the hope that then he will be understood and appreciated.

In the appendix the author offers a number of questions which he wishes the various professions to answer—questions, which, if answered in sincerity, would tend still further to prove his point. His is a bold attempt. He defies custom, convention, pretense,
insincerity. He may sometimes miss the mark but often he brings down his quarry. He has written a book that is good to think about. It is even a pleasure to read these points which can not quite accept.

W. T. S.

A Naturalist of Souls, by Gamaliel Bradford. (Dodd, Mead & Company, New York. Price, $2.50 net)

"A Naturalist of Souls" is an exposition of a new method of biography. The author terms it, somewhat apologetically, the art of psychography. This new method of writing biography differs from the traditional in that it cuts loose from the trammels of chronology, dares to overlook insignificant circumstances, and deals with the facts that have a real bearing on a man's character and inner life. The effort is directed towards picturing the man's soul, of showing him as he really was, rather than the giving of a great deal of gossip about his relationship to others. "Out of the perpetual flux of actions and circumstances that constitutes a man's whole life," says the author, "it seeks to extract what is essential, what is permanent and so vitally characteristic . . . . Psychography is the condensed, essential, artistic presentation of character." The work is a novel and important addition to biographical literature; the psychologist as well as the biographer will find it a fruitful source of ideas.

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