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THIRTY-FIVE CENTS A COPY  ONE DOLLAR A YEAR
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THE MAKING OF A TEACHER

The normal school has a task peculiarly its own, that of training individuals for its profession of teaching. In this it differs from the college and the finishing school. The former specializes in thorough treatment of subject matter from the theoretical and cultural standpoint; the latter seeks only to give a superficial polish and social charm. As this is an intensely practical age, one which specializes in the useful, the last named type is going out of existence; and for the same reason the normal school is coming into a prominent place. Do not think that the training of a teacher is necessarily austere and conducive to an ungentle personality. On the contrary, a good teacher will lack none of the winsomeness of the feminine equation because she has added to it some of the strength which is acquired through her training and work.

When the trains begin to bring in the “new girls” every fall, there is the keenest interest on the part of the faculty and former students. The girls are of an average age of nineteen or thereabouts; and this raw material, so to speak, presents many possibilities—and a few impossibilities occasionally. Those who meet the trains sometimes have courageously to remind themselves that the adolescent period is one of change. The girls seem very young, they have yet to realize that students trained at a normal school take up the responsibilities of life two years earlier than most girls. The English have a term which fits a great many of them well—
“flapper.” Those from the country will have to learn about clothes and how to wear them, and what is suitable for various occasions. With the city-bred girls, attention to their appearance is almost second nature; so the time which would be spent in trying to improve that may well be put upon more fundamental things, which often the country girl has already acquired thru her knowledge of nature and the fact that her more quiet life often leads to better thinking.

Psychologically speaking, they are still girls in the later adolescent period, with all of its characteristics. They have their dreams and ideals, which have yet to be modified by time and experience. Altho two years seems a very short time, it holds a highly concentrated prescription of experience: in completing the curriculum, in learning to judge character, in coming up to the expectations of others, and—most important—in meeting and adapting one’s self to other persons. Since psychology may be said to be the study of human nature, it follows that the psychological changes will be great during these impressionable years; for example, the girls still admire some persons extravagantly, blindly, regardless of their better judgment, and they still take up a fad or an expression with youthful thoughtlessness. These are characteristic of most girls; but as young women who are to teach children, better discrimination is necessary. Therefore, with gentle direction from the outside world, and some quiet introspection on the part of the girls, these are corrected.

In any school you will find many types of girls. The normal school has the immense task of cultivating in each the qualities which make a good teacher, of inhibiting in each those habits which are unsuitable. Handling temperaments is a difficult thing; judging the former environment and its relation to the probable effects of a future one is likewise hard. Take the timid, quiet girl for example; she must be brought to a realization of the disadvantages of self-effacement. A teacher must be able to dominate a number of people, under sometimes adverse conditions. These quiet girls often have very fine minds, but have to be prodded to an expression of their thoughts. So many have to learn to talk well. By this I mean to talk in a way to hold attention. Some we would never recognize when they put themselves on
paper, for there their thoughts are not depreciated by a nervous manner, a lifeless voice, or faulty diction. This type presents a hard struggle every year.

Perhaps the other extreme is the "born leader." Accustomed to admiration and self-assertion, in her the qualities to be cultivated are deference to the opinions of others, an ability to reserve her own judgment, and a gentle, sympathetic attitude toward the average person, who may lack her natural gifts. Often impulsive and lovable, these girls need stability and the power to plod on when the first flush of interest and accomplishment is over.

Now let us consider the girl who has really made a mistake in trying to become a teacher. The country type of impossibility is usually of a placid, bovine temperament, too slow-witted to realize the narrowness of her own horizon, and consequently too dull to widen it appreciably. It is only when one realizes her limitations that real improvement is inaugurated. I have one in mind now—huge, badly proportioned, shaking the building with a footstep, careless in dress, not dainty (which is unpardonable), stupid, deceitful, with absolutely no acquaintance with the world of culture and brains except what she gains thru the books which she is required to read, and thru her school life, in which she naturally takes a small part. Such a girl simply can not be a teacher. To quote Emmy Lou's friend, Hattie, "If you're not pretty, you have to be smart." When one cannot be average in either her niche in the world will be hard to find.

Now, the town impossibility presents a very different proposition. She is usually pretty, vain, "crazy about" boys and clothes. Psychology and sociology are beyond her comprehensive powers; history is too slow; mathematics too tiresome; her taste for fine literature and music has been ruined by novels and rag-time. She is perfectly satisfied with her superficial judgment and lives in an atmosphere of snug self-content. You ask, "Why does such a girl take up teaching?" Because she wants to make some money of her own, and probably some enchanted member of the school board has promised to get her a position at home whenever she wants it. Before long these girls are brought to a
realization of their unfitness to grace the profession of teaching, and they drop out quietly.

And now let us take the average well-bred, intelligent girl of nineteen. Wholesome, sweet, and unspoiled, she is a pleasure to know; she works well and plays well; she may be trusted to uphold the standards of the school and the profession. Such a girl has sense enough to find her own short-comings, and the ability to overcome them. She is like a musical instrument, which responds with the best that is in it to the trained, sympathetic touch.

Psychology tells us that the two factors in growth are heredity and environment. Since the normal school begins its work after a great part of that growth has been accomplished, it is of value to consider these two. The girl whose family has been made up largely of farmers and rural professional men will have sincerity, thoughtfulness, and thoroness as her legacy. She will probably be slow, and over-impressed with her own importance; but these are changed by time. The girl who comes from the city will have the characteristics of her family, and a further advantage in that, thru the opportunities which the city affords, she has probably a broader acquaintance with the world of books, music, plays, celebrities, and present-day affairs. She has learned the lesson of "live and let live," which the crowded city life impresses upon one. The two classes meet on common footing at school, and the process of gradually assimilating, the one from the other, takes place. Growth is generally expressed in terms of personality; hence I shall discuss that in this connection.

Personality may be said to be the outward and individual expression of one's mentality and soul. Mentality and soul come from heredity and environment, but the expression of it brings out the personal element. Everybody has a personality, more or less in evidence. If it is pleasant and attractive, it is a valuable asset. The chief qualities of a pleasing personality may be said to be a sense of humor, sympathy, and independence. The first of these is as necessary to the proper development of character as it is helpful in the stress of life. Anyone who takes things too seriously is likely to be unhappy and self-centered. A sense of humor is the leaven of life; it helps over the hard places and makes
us bright and companionable. Then comes sympathy, which may be defined as the faculty of appreciating another's point of view and sharing his feelings. A good listener is always loved. One who can courteously, gently, listen to another, even tho it may be tiresome, who can tell when to sympathize and when to jeer him back into wholesome cheerfulness, shows a keen insight into human nature. Independence is also to be expected. Emerson has said, "Be yourself; never imitate." On the whole, this is America's strongest characteristic. Our men have died for it in the past, and are dying for it now. The moral struggle for freedom has been going on ever since the world began. In any enterprise it is the leader who is honored, the followers make up life's roll of casualties. Each girl's personality has been so far the result of home influences. Now she comes under the influences of school life, with all that this means; the studies, the class organization, the literary society, the Glee Club, the Y. W. C. A., and, most important of all, the other people she meets.

School life has a great effect on the girls. Objectively, they grow up; they have the "young lady" air, so mysteriously fascinating to little girls. Girls are very quick to absorb from the aura of another person; and by the time one has been two years among people whom she admires more or less, she will have acquired some of their admirable qualities. In one, she may admire thoroughness and sincerity; in another, taste and knowledge of the intricacies of the question of suitable clothes; in another, graciousness and true sweetness. There is no truer saying than that everyone influences somebody. If the teachers thus put their stamp on the student, that shows how important it is that she grow big enough to do this for the good in her turn. Subjectively speaking, there has been the change from the almost no inner self of the child and the active young girl, to that complicated part of a young woman. There has been an awakening to her own capabilities, and what is more, possibilities, in these two years. She has had to judge her work and her personality, and she will have improved it, especially in relation to practise teaching. For example: when a girl realizes that her class of children has lost interest in her and in the subject she is teaching, there will be
a period of taking inventory, of thought, of hard work, and conscious effort. The teacher must know herself—her weakness, her strength, her personal force, her ability to manage children. These all call for the introspective attitude which comes with “growing up.” The girls have formed their ideas of life and people pretty well by the time they are ready to graduate. It is a fact that normal school seniors as a rule have a faculty for careful, kindly judgment, and a practical, wholesome view of life and its relative values.

And now let us consider the qualities of a good teacher. One can take up a long list of abstract qualities, and discourse at length; but it seems to me that we may sum up in four big principles, which will include all that can be said:

First, ability to command respect and arouse a liking.

Second, ability to sympathize with and understand human nature.

Third, sound scholarship and practical methods of applying this knowledge.

Fourth, absolute fairness.

If a teacher has these, with all they imply, he or she is truly worthy of the profession.

The normal school may well be proud of its graduating classes. The girls are young women, in the truest sense of the word. Some may have more charm, some be more stylish, some display more talent, but the average is a girl to be proud of. She has learned to work most efficiently, has taken part in school activities—all of which add something to her experience and knowledge of others. And she has come triumphantly thru her practise teaching. This last is the real test—the practical theories, her personality. She has learned to adapt herself to the ideas of those who sit in “the seats of the mighty,” and in the process may have acquired some very firm ideas of her own as to how certain things should be done. Tho these may not be particularly valuable in themselves, still, the observation and reasoning which accompany them are to be placed on the credit side of the column. A graduating class is always a stirring thing; life lies ahead like a new white paper on
which each is to write. Will anyone make her mark so strong and well that honor and fame will come to her? There is always this possibility. But if each one does her part as best she can, the page will stand out careful, clean and true. These girls, who are to have the shaping of the ideals of the coming generation, have each her niche to fill; some are best fitted for teaching in the city, some in the town, some in the high school, some in the kindergarten—each has been trained to bring out her best points. In common, they have alertness, intelligence, and good ideas of social efficiency. These their school life has brought out and fostered. They are well-groomed and nice looking; for, while some may not have as costly clothes as others, they have learned how to wear them, which is the more important of the two. The routine and work have established habits of punctuality and system, which not only teachers need, but everyone else. The friends and the give-and-take of school life have helped in developing a good disposition, and also in lessening the youthful idea of one’s own immense importance in the world. A knowledge of the necessity for team work and co-operation, of the respect due authority, and of the real good that is in everyone, has been gained.

Some of these girls will not remain teachers long, but not a day of their life at school has been wasted. Perhaps the course in household arts tempted them for its own sake, but it is a fact that one learns more from the school life than from books and classes. A girl is a better homemaker for having been jostled up against a change of conditions in her way of living. She can manage people, especially children, better by applying her knowledge of psychology. She is a woman with a broader cultivation, and consequently of more value to society. All schools do this more or less; but the normal school has an atmosphere of earnestness and responsibility which characterizes the young woman, as distinct from the girl. There can be no nobler work than wearing the harmony of a well-rounded and useful life upon the deep chords of character and knowledge.

HELENA MARSH
There are four phases of student life—mental, social, recreative, and spiritual. The school, by very reason of it being an educational institution, adequately fills every mental need of the students. But because it is a place where people live and work together, there arise social and recreative situations which cannot be completely met by any set of rules and regulations. The class room, too, can furnish little experience which makes for a broader, deeper Christian life. The admonition,

"Take time to be holy—
The world rushes on,"

applies as much to students as to those in other walks of life. In the effort to reach a lofty academic goal, the higher life is apt to be neglected, and one church service on Sunday is made to furnish the religious experience of the week. Years ago the Young Woman’s Christian Association realized that this was the case, and established student associations in almost every school for girls. This branch of the association work is different from any other, as its primary aim is to meet the needs of the students in their life outside the class room. Thus it co-operates with the school in meeting its social and recreative situations, and supplements the churches in administering to the spiritual needs of the students.

The position which the Young Woman’s Christian Association holds in an institution is often a large factor in making the final selection of a school. For when those who love us best were planning to send us away to school, they tried to select an institution that would give us a good education. They wanted us to have the best text-books and the most skilful teachers. They wanted us to use the most modern equipment and be taught by the most up-to-date methods. But they wanted even more than this. They wanted us to have the richest social surroundings and a high moral atmosphere. The
highest desire of our parents is that we may grow into well-rounded, broadminded, womanly women. This can not be gained solely from classes or text-books—it comes in a large measure by contact with people. Because of its many activities, and the various lines it follows, the Christian Association is a large factor in supplying this human element.

With the high commendation of the president, and the cordial interest of every member of the faculty, the branch of the Y. W. C. A. in our school has a large active membership, and is of inestimable value to the institution. Our president has said, "One of the greatest good fortunes that could come to our school would be to have every student a member of this voluntary organization." This year it seems as tho his desire is very nearly fulfilled, as out of an enrolment of two hundred and eighty-six girls in the boarding department, the association membership numbers two hundred and forty-six, which is about eighty-six per cent.

The activities of the association are directed by eight committees, each of which meets regularly to make plans for the best way of carrying on the work of its own department. The chairmen of these committees and the president of the association, together with the advisory faculty member, comprise the cabinet. This meets regularly once a week to discuss the work of the various committees, and to make suggestions and plans for future work.

Some one has said that we lead a very intensive life here at school; and indeed this is the case. We sometimes feel that we study and go to class to be given more studying to do for another class, in an endless chain. Because we are applying ourselves so closely to our books, we need outside interests that will prove a diversion; and yet our time is so limited that we feel we can not afford to spend it unwisely. Therefore we try to make our leisure time count for the most, and accomplish some definite end. Here the Christian Association, or the "Y. W.,” as we call it, can meet the needs of each girl on the campus. Its chief aim is to serve; and it offers such varied opportunities for service that each member can find her place in the association by doing the work she likes most and for which she is best fitted.
Some girls, with big hearts and ready sympathies, are interested in "just people." There is a big work for them to do on the Social and Membership Committees that will not only further the growth of the association, but will prove of great value to the school. Some time in the summer, before the new girls even reach Harrisonburg, each one receives a letter from one of the old members of the association. This letter is like a helping hand, as it tells a little about the school, offers friendship and aid, and encloses a booklet of Student Government regulations and a handbook of the association. Many tired, uncertain girls are met at the station by bright-faced members of these two committees, and told how to reach the school. They are awaited in the lobby of Students' Building by more smiling girls, who have a word of cheery greeting for the travelers. These are ready also to lend their guidance thru the mazes of registering, arranging courses, paying bills, and finding rooms. Perhaps program cards are the most puzzling things confronting the newcomers. The array of Ed’s, Math’s and H. A’s, with various numbers attached, are very baffling to the uninitiated, but are only another opportunity for the every-ready members of the association to offer help. Many questions are answered and many suggestions and bits of advice are given during those first few days, when every member of the Social and Membership Committees makes it her duty to see that the new girls feel at home as soon as possible.

These friendly acts mean much to those who receive them, but they are also large factors in developing the characters of the givers. When a new girl finishes registering and is taken to her room, she sometimes takes one look around the bare walls, the shining floors and the spotless beds, and buries her head in the pillow for a good spell of homesickness. Perhaps it is no one’s business but her own—but the old girl in the room next door, if she is a good Y. W. C. A. member, will make it her business that the new girl does not stay there long. She will have so much to tell her, so many things to show her, and such interesting new people for the stranger to meet, that soon she will cease to feel strange and will have no time to be homesick again. Whether the old girl is conscious of it or not, she has become a little more keen to realize the needs of others, a little more ready to offer
help and sympathy to those who need it, and a little quicker to put herself in another’s place. In fact, because of her kindly interest in the girl who needed her, she has approached a little nearer the ideal set for her—that of

“A perfect woman, nobly planned
To warn, to comfort, and command.”

The girls on the Social Committee arrange and carry out all the entertainments given by the association, but theirs is far more than a party committee. The word *social* is used in its broadest sense; and the members are chosen for their unselfishness, their interest in other people, and their wide sympathies. They see that the girls in the infirmary receive cheery little notes telling of the school happenings; and magazines and books are sent them, if the sick ones are able to read. They plan cozy hours around the library fire when lessons are over, where the girls bring their knitting and fancy work, listen to music and stories, and become better acquainted with each other. Among the girls who are employed in the local shirt factory, the Social Committee is beginning a work which promises to be of value to all concerned. Every Saturday the girls come out from town to spend an hour at the school. They are met in the gymnasium, or on the campus when the weather permits, to play games and learn simple folk dances. It is hoped that gradually they may become interested in simple sewing, and the committee members hold themselves ready to give such instructions if the request is made.

Some girls do not mingle easily with people, but have a knack of handling accounts and take delight in neatly added columns of figures. These are just the ones to help handle the finances of the association, to see that the budget is followed, and to keep accurate account of all the money which comes in and is paid out. Girls who feel that they are not “good” enough to work on some of the other committees may often in this way take an active part in the association work, and gradually be drawn into a sphere of broader usefulness.

Some of the students are interested in missions; but a large majority are not keenly interested because they know so little about the subject. Where one has heard only trite facts and tiresome statistics, it is hard to be
interested; and here the association meets the situation by means of a Missionary Committee, whose work is very varied. A missionary program is given once a month, telling of the work in different countries, which at this time is all the more appealing because of the war conditions. Mission-study classes, under competent leaders, are organized to gain further information on missionary problems, and how they are being met in both the home and foreign fields.

Real Home Mission work among those near at hand who need us gives many girls a chance to bring sunshine into lives which are often drab and colorless. The people at the city almshouse, just a little way out on the pike, eagerly welcome visitors, especially if the girls can play the wheezy old organ and sing for them. They often ask for their favorite hymns, and join heartily, altho rather discordantly, in the singing. Children who may be in the county hospital across the campus enjoy the visits of our Home Missionaries. Many of them find the long “getting-well” time shortened in this way, for the girls tell stories, sing songs, and take them picture-books.

All the laundry work of the students is done in a temporary building which lacks many conveniences. The girls who work there from seven-thirty until five, starching, ironing, and folding other girls’ clothes, which are daintier than they can afford for themselves, have little time for outside pleasures. Feeling that these are strangers at our very door, the Missionary Committee several times has given simple little parties for these girls who serve us. “Sitting-down” games were played, which would not tire the workers who had been standing all day. There were jolly songs by girls who could sing, and inexpensive refreshments. Both hostesses and guests enjoyed the relaxation and the change from the daily routine, and it was a very worth-while investment of time and trouble to give from our abundance so much pleasure to those who have so little to make their lives bright.

The benevolences of the association come under the Home Mission work, and are also handled in this department. The thank-offerings of the girls were turned over to this committee and used to cover the expense of a
A generous basket of provisions. This was sent to a needy family, thus enabling those not as fortunate as ourselves to return thanks at the Thanksgiving season. A box of toys and books was sent at Christmas to a little school in the mountains where a member of our faculty had taught in the summer. This brought untold pleasure to the children whose narrow lives had lacked many of the things that make childhood happy. Several times clothing for which the girls have no further use has been collected and sent to destitute families. Every year a barrel is sent to a mountain school, where the garments are used to supplement the scanty wardrobe of the girls who are studying there. What can not be used is sold in that neighborhood, and a little chapel has been built with the proceeds from selling contributions like ours.

The one largest thing accomplished by the Association News Committee is the preparation of the handbook, which is sent to every new girl. This tells about the association, and the plan of its work, and also contains helpful bits of information about student life. But the regular duty of this committee is to keep the school informed of the Y. W. C. A. activities by means of the bulletin board. What is being done in other schools and in the city associations, and what the War Work Council is accomplishing here and abroad are told in short items and pictures. Missionary material is displayed on the bulletin board. Pictures of world interest, poems, and illuminated texts are used. The girls stop for a minute on their way to and from class, and in this way gain a bit of information or an inspiring thought that makes the day’s work easier. This committee keeps in mind the American slogan that it pays to advertise—pays in wider knowledge, in awakened interest and enthusiasm, and in better results from the work we are doing.

The Alumnae Committee keeps the graduates in touch with their Alma Mater by writing news-letters to each member of the class which has just gone out. Every girl who has served on the Cabinet in previous years is also kept informed of the school activities. The Annie Cleveland Memorial Fund is collected and handled by this committee, and a hundred and fifty dollars of it has been borrowed, and is now being used to help a girl thru school. In June, when the alumnae come back for commencement, most of the girls they knew have
gone, and among those who have taken their places the old girls are apt to feel a little strange. So this committee arranges for boarding places and tries to see that their visit is a very happy one.

Bible study is given an unusually prominent place in our curriculum, but there is also a Bible Study Committee. Its especial duty is to promote Sunday school attendance and to interest as many girls as possible in the study of the Bible. For the past few years Bible classes have been combined with the Teacher-Training courses in the various denominations. These are conducted by members of the faculty, and regular school credit is given for the work. Evening prayers are also planned by this committee, and the services are held for a few minutes after supper every night except Saturday and Sunday. On Thursday evenings the regular association meeting is held; so this takes the place of the prayer service. These meetings are largely attended, for the girls enjoy the short simple service of evening worship.

To the outsider, the weekly meetings are the most evident activity of the association. Therefore these services are carefully planned by the Devotional Committee, which makes every effort to have meetings which will mean most to the girls. It tries to secure topics and speakers of interest, puts up attractive posters announcing the features of the meetings, and plans good music. With all these things to be considered, the girls who do this work must be clever and original, as well as spiritual.

One of the outstanding things which the whole school accomplished this year thru the Y. W. C. A. was the large amount given to the Student Friendship War Relief Fund. There is such a great need of money here and abroad for the war work, that the students of America pledged themselves to give a million dollars to be used in establishing Hostess Houses, in sending relief to those in prison camps, and in keeping alive the World’s Christian Student Federation. In order that we might do our part, and send our money where it is so sorely needed, the girls pledged themselves gladly to give as much as they could from their regular allowances. Our gifts were not to be covered by any extra money from home, but we were told to “give and give until you feel the
Many of the girls did give until they felt the pinch; but they endured the hardiness as good soldiers of Jesus Christ, glad of the opportunity to help. Every girl in school gave something, and raised, as our share of that million, seven hundred and thirty-five dollars.

At this time of unrest and uncertainty, when our country is passing thru such a critical stage in its history, there is an increased reaching-out towards a Power that is bigger and stronger than we. This has been shown very clearly in the increased attendances at the weekly meetings and the evening prayer services. The girls seem to feel a need of higher things, and have especially spoken of the help and comfort gained from the intimate spiritual intercourse of the evening services. And as we meet together for a few minutes of quiet worship before beginning the studies of the evening, it is sweet to think of all the girls in all the schools over this broad land of ours who are meeting at the same time. Their thoughts and ideals all center towards the same end. All the prayers ascend towards the same loving Father.

"And so the whole round earth is every way
Bound by gold chains about the feet of God."

MARGARET WEBB

THE DOGWOOD

High on the hillside the fair tree stands;
Low there it droops o’er the broad, bright stream;
Down by the roadside it gaily smiles;
Yonder it nods in a springtime dream.
Pure are the bracts as Virginia’s name;
Sweet is its nectar to wild bees’ ken;
Fresh are the leaves as her virgin soil;
Strong are the limbs as the deeds of her men.

MAMIE OMOHUNDRO
A CONSERVATION VOCATION FOR VIRGINIA WOMEN

Honey production has been one of the neglected industries in Virginia and yet there are many reasons why it should be encouraged. Other crops must be planted and cultivated as well as harvested, but the honey crop needs only to be harvested. Thousands of dollars could be added annually by bees to the agricultural production of the state by gathering the nectar from the flowers that now goes to waste. Moreover, the presence of such large numbers of bees would result in better cross pollination and fertilization of blossoms, which would add much to the production of fruits and seeds of various kinds.

Scientists state that honey is superior in actual food value to most other foods. In converting the nectar of the flowers into honey the bees eliminate nearly all the waste, while a large part of ordinary foods is waste and when taken into the stomach must be thrown off by the eliminating organs. Honey is a very concentrated food, but when taken in proper quantities it is assimilated with less tax on the digestive organs and kidneys than with any other sweet product. Formerly honey was the principal sweet, and it was one of the items sent out as a propitiatory offering by Jacob to his unrecognized son, the chief ruler of Egypt, three thousand years before the first sugar refinery was built.

The health of the present generation would be greatly benefited if honey could be at least partially restored to its former place as a common article of diet. The almost universal craving for sweets of some kind shows that the system demands food of this kind, but the excessive use of sugar brings in its train a long list of ills. Our sugar supply could be conserved to a very great extent by a more liberal use of honey, and this would enable us to send more of it to our Allies. There can be no doubt that in eating honey our digestive machinery is saved work that it would have to perform if
we ate sugar. The longing for sweets voices the need and is an evidence of the necessity of sugar in our diet. Have honey on the table at each meal. It is safer and will largely do away with the longing for candy and other sweets, and in lessening the desire will doubtless diminish the amount of sugar eaten.

There are many reasons why honey may be substituted for sugar in cooking. In the first place honey is more healthful than sugar and in the second place, baked goods and foods of all kinds prepared with honey, keep better than if prepared with sugar. Honey has the property of absorbing moisture from the air, and cakes, on this account, are much less likely to dry out if honey is used for the sweetening. Honey is a great preservative, and for that reason fruit put up with honey will keep better and will also have a brighter color.

Considered from the standpoint of food units, rather than weight or bulk, honey is among the cheapest of foods at present prices. Bees will produce on the average over fifty pounds of honey a colony a season. At present prices that will bring an annual return to the bee-keeper of at least ten dollars a colony.

Beginners in bee keeping should always start in a small way. It is well to commence with one or two colonies and then gradually increase to the number you want. It is not well to depend entirely upon bee-keeping for an income, for there are many seasons when the bees do not put up any surplus honey, but need it all for their own use. However, bee-keeping combines very well with poultry keeping, fruit growing, market gardening, etc.

Bee-keepers always speak well as to the returns on the investment made. I might mention my own experience in beginning in the bee business. My first year I made an investment of $50, which included bees, all supplies, and labor at fifty cents an hour. At the end of the season I had sold $150 worth of honey, had some honey left for my own use and twice as many colonies of bees as I had when I started. This shows what bees will do in a good season and in a poor season they are of no expense.

The most essential part in the keeping of bees is the locality. There must be enough nectar secreting
flowers within reach of the apiary to enable the bees to store a profitable surplus. It is not necessary that the location be in the country. I have seen some very profitable apiaries located in cities and towns.

It is very important that a person get good stock in starting in the bee business. To the average person a bee is a bee, but there is just as much difference between good stock and poor stock as there is between a good cow and a poor cow. It is very easy to improve the stock, for the queen very soon makes the colony. The average life of the working bee during the honey flow is only a few weeks, and the introduction of a vigorous queen that is young will have the effect of making over the colony.

Strong colonies at the beginning of the honey flow are essential for success because there must be great numbers of bees to gather the nectar so as to make a showing. A bee-keeper who takes care of his colonies and sees that he has them strong at this time will have a profitable crop, while the bee-keeper, whose bees have received no attention, will get a very little, if any, surplus. Vigorous young queens, plenty of honey for food, protection from cold, etc., are some of the things that help to insure strong colonies early.

In buying equipment for bees it is always well to get the best. Get good hives with movable frames at the beginning, for it is impossible to handle bees profitably in box hives. I would always buy the standard dovetail hive in the ten frame size. In addition to the hives, the beginner will need a veil, gloves, a suitable hive tool, and a smoker.

In buying bees the main thing is to get strong colonies that are free from disease. It is very easy to improve the stock by buying a queen from some reliable breeder. By doing this way good stock can be obtained for less money than to buy all good stock in the beginning. As to the prices of bees we find they vary so widely in different localities and under different conditions that it is impossible to set a definite figure. A full colony of Italian bees with a vigorous queen, in a first class new hive should be bought for not over ten dollars. Very often a person is able to buy bees in good hives for not more than the cost of new hives.
For a person who is interested in bees it is no trouble to get information on the subject. Fortunately many books, magazines, pamphlets, etc., are devoted to bee culture. One who is willing to read can readily inform himself on all branches of the industry. From time to time the United States Department of Agriculture publishes valuable information on bee culture in the form of Farmers' Bulletins, etc. These may be had free by addressing the Secretary of Agriculture, Washington, D. C.

Paul R. Little

HARMONY

A tapestry of blended tones
With intermingled pictures rare,
And colors rich, my fancy weaves
On warp of sound and woof of dreams.

Portrayed by melody entwined
With throbbing cords and lilting strains,
Rich pageantry of harmony,
Half heard, half dreamed, goes trailing slow.

With crashing cords the knights ride by,
Their glinting armor, grace-notes light;
Fair dark-eyed damsels in distress
Are fashioned from the minor strains.

A May-day party tripping by
With gayest airs is followed next
By chanting monks; then a croon
Of swaying evening lullaby.

The music ends: the keyboard-loom
Sets free the last, long-Quivering thread.
The gold and rose and azure fade:
The web is done, and silence reigns.
A Chapter in the Annals of Virginia Witchcraft

The orthodox people of that colonial period in the county of Princess Anne, we may rest assured, were duly outraged; one of their number had been properly accused and judicially sentenced as a witch. The execution served but to confirm the sentence. It was indeed a sad situation, but the witch has only herself to blame and deserves little of the pity that should be freely given to really unfortunate beings.

Grace Sherwood had aroused the jealousy of her sisters; and thereby hangs the tale. The untimely end of Grace’s life is fully told in the court records of the county; the very court house in which she was tried and the bench from which she was ducked by order of the court may be shown the curious even at this day.

As one of the oldest official court documents in the United States, the record of Grace’s trials and conviction is of unusual interest. The seven justices, whose descendants are named among the distinguished citizens of the county at this day, performed their office with all the dignity that becomes the court. But let the record tell its own story.

Record of Trial

Present at the trial.

At a court held the 10th of July, 1706, Capt. Moseley, Col. Morely, Capt. Woodhouse, Mr. John Cornick, Capt. Chapman, Capt. Smith.

Mr. Richardson came late. Justices

Grace Sherwood to be Ducked

Whereas Grace Sherwood, being suspected of witchcraft had a long time waited for a fit opportunity for a further examination by the consent and approbation of the court, it is ordered that the sheriff take all such convenient assistance of boats and men as shall be by him thought fit, to meet at John Harter’s plantation, in order
to take the same Grace forthwith and put her into above man's depth, and try her how she swims therein, always having care of her life to preserve her from drowning; and as soon as she comes out that he request as many ancient knowing women as possible, to search her carefully for all such spots about her body not usual on others, and that as soon as they find the same to make report on oath to the truth thereof to the court; and further it is ordered some women be requested to search her before she goes into the water that she carry nothing about her to cause further suspicion.

Grace Sherwood Ducked

Whereas on complaint of Luke Hill in behalf of her Majesty that now is against Grace Sherwood, for a person suspected of witchcraft and having sundry evidences sworn against her, proving many circumstances to which she could not make any excuse or had little or nothing to say in her own behalf, only seeming to rely on which the court should do, thereof consenting to be tried in the water and likewise to be searched again, which experiment being tried, and she swimming therein and tried contrary to custom and the judgment of all the spectators, and afterward searched by five ancient women who have all declared on oath that she is not like them or any other women they know—

In “Gaol”

The court, weighing in their consideration, do therefore order that the sheriff take the same Grace into his custody, and commit her body to the common Gaol of this county, there to secure her by irons or otherwise, there to remain till such time as he shall be otherwise directed, in order for her carrying to the common Gaol of the county to be brought to a future trial.

Signed { Edward Mosely

and

John Richardson

The room in which Grace Sherwood, the Princess Anne witch, was kept while waiting for her trial and execution is still preserved as a curiosity at Old Donation farm house, on Lynhaven River. The Old Donation
dwelling was originally a courthouse and jail—the first in this section of the country.

It is worth a trip to Princess Anne Courthouse just to read the details of Grace’s various trials; some of them before twelve of her peers—all women. It is the first, and until recent years, the only time in the history of the United States that a woman sat on jury.

Much of the witch’s history has been lost, but there are many things which have lived to connect her prominently with the development of North America. Though dead, her name means more to the old timers, far more, than that of Edison, Fulton, or Bell. She did not need engines to take her across the seas. When she wished to go to England for a visit, she simply stepped into an egg shell and sailed away. Before she had gotten a mile out at sea the shell had taken the shape of an enormous wind-jammer speeding swiftly thru the water. She could board her ship at night, make a trip to England, and be back at her Princess Anne home in time for breakfast the next morning.

She could cast spells over people! Most people at that time were very superstitious and when a child was taken sick, blame was immediately laid on Grace Sherwood. They said she had cast a spell over it or had conjured it, especially if she had been to that home just before the child became ill.

She was a very busy woman, for she controlled the winds and waves and often turned men and women into animals. But, of course, all this was mere child’s play for her!

She was feared throughout the country, if the truth were known, she was really envied. Records show that she was a very intelligent, very well educated, and very attractive woman. So the ignorant, simple women did not understand her, but feared that she might gain some unwonted influence over their husbands. It was the women, as shown in the copy of the trial, who appealed for her arrest.

So, under the sentence of the women she was convicted, tho no one knows anything she did. They really did believe that she cast all the spells, controlled the winds, killed people, and continually kept the women scared. She was sentenced to be ducked in the waters
of Lynhaven River until drowned. The place is now called "Witch Duck."

When the time came for the ducking to be given, the shores—where the Buchanon farm now is—were crowded with thousands of people who had come to see the witch get her just deserts—as they thought.

They tied her to the end of a weighted pole and pushed her under the water and kept her there for several minutes, then raised the pole to find she was not dead. This was done three times, but she still lived. Stones were tied to her neck, but this did no good. She was certainly proven to be a witch then, if there had been any doubt before! Each time that Grace came up she was sitting on one of the stones! Perhaps this sounds incredible but it must be true as she could do anything she wished.

"If you really wish to drown me," she finally told them, "let me tell you how to do it. It can not be done by hanging weights about my neck. But before I tell you, I want to say to each of you, that you will be wetter than I am before you get home."

Could this witch be telling the truth? Certainly, heretofore everything had happened just as she had said it would! Still they were willing to risk their lives in order to get rid of Grace Sherwood.

"Stones and weights are of no avail. If you want to kill me, tie a Bible around my neck and throw me in again," was her final speech.

This was done at once and the pole was again lowered. The next time she came to the top of the water she was lifeless.

This act accomplished, the people turned joyfully away and proceeded toward their homes. But before they had gotten half a mile from the place of the ducking the heavens seemed to open and the storm which ensued was the most terrible ever heard of in that part of the country. Wagon loads of people were washed away and hundreds of them drowned. The few who did escape declared that they had never passed thru such an experience.

So ended the career of Grace Sherwood. Many others who have tried to do their part in developing the new world have died in like manner.

Georgie Etta Foreman
April 6, 1918, marks the close of the first year of our participation in the world war. The period has been essentially one of preparation and yet it has not been a period devoid of achievement. Not only has the United States been a material help to the Allies, but it has accomplished much toward getting ready to play its part actively upon the battle fields of Europe.

When we entered the war our Allies had been fighting for nearly three years, and our immediate duty was to give our help and co-operation to those nations already engaged. They expected from us money, provisions, ships, and men. We promised to supply them with these necessities. What have we done in the fulfillment of these expectations?

In money we have actually loaned our Allies over five billion and a half dollars for their military and economic needs. And we have promised much more. These loans include loans to Great Britain, France, Italy, and even to Russia. We have truly become the banker for the Allied nations. To accomplish this, two Liberty Loans have not only been successfully launched, but have been heavily oversubscribed, the subscribers numbering into millions. A third loan is under way, and this loan promises to surpass all others. And even now, in spite of this, the American nation stands as the richest nation on the globe, with a national indebtedness far below that of any belligerent nation, and with our resources far in excess. Gladly and freely this wealth is being offered for the cause of democracy.

In provisions, we have supplied to the armies of our Allies and to our own army an amount of material almost inconceivable. For instance we are turning out rifles at the rate of 45,000 a week, and this production will be increased this year. To the British, French, and Italian governments, we have been able to furnish, from our navy, guns of all sizes. On the other hand, however, not only have we failed to furnish guns of the machine gun and artillery types to the Allied armies, but we have
actually depended upon them for the guns with which to equip our own armies. This defect will in all probability be corrected during our second year.

At the very beginning of the war we made glowing promises to the Allies substantially to increase their aircraft resources. Up to this time these promises have not materialized, and our contributions to the Allied aircraft forces have not only been negligible but lamentable. A thorough investigation ordered by President Wilson has been made and as a result of this, and with the initial difficulties solved, immediate steps are being taken which indicate the success of a standardized machine and engine, and a steady supply of aerial scouts being sent overseas to our army in France.

Enormous quantities of food supplies of all kinds have been sent abroad, and these supplies have been invaluable to our Allies. Chief among these food substances was wheat. In this, although furnishing immense quantities, we have not lived up to our pledge. The same thing can be said in regard to fuel. This failure on our part helped to bring disaster to Italy during the past year. But it must not be forgotten that what we have exported has been essential to the successful maintenance of the Allied forces on the western battle front and without our aid in food and fuel, the Allied nations could not have maintained their positions against the German forces reinforced by the troops from the Russian front.

In addition we have furnished enormous supplies for our own army, and have built docks, railways, warehouses, and bases to care for these supplies in this country, as well as in France. Besides the camps in the United States, there is one ordnance base in France which alone cost $25,000,000. A few odd items are interesting: 20,000,000 woolen blankets, 75,000,000 yards of olive drab for uniforms, 31,000,000 pairs of light stockings, 50,000,000 pairs of heavy stockings (socks), 40,000,000 yards of bobbinet for mosquito bars. Articles of every description had to be manufactured, and mistakes have been inevitable. But despite this and despite official red tape, work has been accomplished, and for a nation unprepared, we have a just right to feel proud of what we have done.
Our contribution to the Allies in the way of ships has been two-fold, namely, in adding to their merchant fleet and in increasing the naval forces of the Allies. We have not been equally successful in our two contributions.

Our program to increase the shipping of the world, as planned and adopted by our Government, was far-reaching and admirable, but in carrying out this program quarrels and inexcusable delays in our action have been humiliating to every American, in fact almost criminal. On the other hand the creation of huge ship yards all along our coast, and the almost miraculous transformation of barren land into large ship building plants augurs well for the fulfillment of our promise to the Allies this year. Ordinarily it would have taken over two years to accomplish what has been done in less than six months. Under new management and recent reorganization our ship building resources are being put to their best and most efficient use, and the next twelve months promises to see the fulfillment of the hope of the past twelve months.

In fighting ships we have added greatly to the strength of our Allies and we have placed vessels of war in commission numbering more than a thousand, battleships, cruisers, submarines, destroyers, transports, colliers, and small craft. Of this number none have been of greater service than our destroyers, and we are building new destroyers in one-half to one-third the time required a year ago. The work of our navy has been of the highest calibre, and of greatest value, especially to the transportation of our men to France.

One year ago our army numbered two hundred thousand men. Today we have over one million and a half men under arms. Not only have we expanded our army to this extent, but our navy has been increased by about four hundred per cent, and we are providing for a greater increase in both branches of our service this coming year. At the very beginning America decided not to trust the volunteer movement, which had proved a failure in England, to augment our military forces, and our selective draft policy has already shown its worth in the first year of war. Not only have these men been placed in camps and received military training, but something like half a million American soldiers have
already been transported to France, where they are ready to bear their share in actual combat. In transporting this army a distance of over two thousand miles with a negligible loss of life thru the submarine, and in establishing the military base of sufficient size adequately to care for them, the United States has accomplished a task which a year ago would have been pronounced impossible.

Such has been our contribution directly to the Allied forces in France. Money, provisions, ships and men have we furnished. In order to accomplish this, it has been necessary to take somewhat drastic steps in the organization of our business and national life. Our nation has summoned to its aid the ablest and most capable men of the country. These men are giving their time, their strength, their resources, and, with increased efficiency, our entire national life has been reorganized. The railroads have been taken over from private control by the Government, and are being operated as a unit for the best interests of our entire nation. Our National Government has control of the food supplies and fuel resources of the country, and labor is being reorganized for public and national efficiency. In short, the economic, financial and human resources of our nation have been correlated one to another, so as to give the maximum efficiency, leading to maximum results in the conduct of our task, "to make the world safe for democracy." President Wilson has said: "We shall fight for the thing which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free."

What has this past year meant to our people? It has been an awakening to higher and nobler ideals, has been a year in which the American people have begun to realize the size of their task. The American people are in earnest. We have seen the small nation of Rumania added to the small nations of Belgium and Serbia as victims of German treachery and greed for power supremacy. We have seen Russia, torn by rebellion in their vain stragglings after freedom and life, betrayed by Prussianism. We have seen the armies of France and
Great Britain thrown back. We are realizing that all our efforts are of no avail, unless they accomplish that which we set out to do. "There is but one response possible from us: force, force to the utmost, force without stint or limit." And this the American people are ready to give. And this is the response Germany will receive.

Altho a year of preparation, it has also been a year of greater determination, a year in which national life and effort were uniting in a common cause and purpose; and with our men on the battlefields of France fighting and dying for freedom and liberty, we find our people rising up and giving their noblest and best. Sacrifice and service are taking the place of selfishness and greed. And from this struggle, the American nation will emerge a truer and bigger nation, and the world will emerge free and safe for those who live in it.

RAYMOND C. DINGLEDINE

BY PROXY

Deep in Virginia's quiet fragrant woods
There lies a little pool so crystal clear,
That all the swaying grasses in its depth
Lend their soft brownness to its limpid charm,
As the sunshine filters thru the old pine boughs
And flecks the water with its glinting gold.
But, ah! if you too know the pool,
My secret is discovered:
For then you too have seen them,
Have smiled into the dear dark eyes—
The eyes of one I love!
ON THE "LITTLE DINKY" TRAIN

I had often heard much to the disparagement of that mode of travel called, in our part of the country, the "little dinky" train, but had never experienced a ride upon one. So, on that day in June, one of those days when traveling is not as pleasant as it might be on a cooler or a less cindery day, I was not anticipating any great amount of pleasure in the ride.

I had been traveling all day and had reached the climatical creeping stage when one is weary and begrimed almost to the end of his endurance. The sun streamed thru the window upon the only vacant seat in the small dingy place. Cinders lay in almost heaps on the seat. I pull the curtain part of the way down and occupied the seat. It was too warm to finish my nap which had been rudely interrupted by the changing of trains.

I looked about me. The inmates of the car presented an aspect worth studying. In the front seat on the left side a woman sat on the outer edge, while the space between her and the window was well occupied by three small children much interested in the consumption of edibles obtained on their probably somewhat novel trip to town.

A fat old gentleman occupied the bench next to them. With his hat pulled down over his eyes he waited patiently for the train to pull out and proceed on its way.

Across the aisle, occupying two seats, was another interesting family party. In the seat facing me sat a tiny little woman with cheeks so red it seemed they had had more than their share of either the sun or something else (probably sun). By her side sat a tow-headed lad of some nine or ten years who sat in the hot sun streaming thru the window, as if he were used to it. One could tell from her attitude that he meant a great deal to her. The seat in front of them was occupied by two women, seemingly the mother and sister of the other, and a desultory conversation was carried on between them.
In the next seat sat a girl of probably fourteen or fifteen who (as I found out afterwards) seemed to be traveling from a distance. A group of school girls, returning home for vacation, occupied two seats across the aisle, behind the old man. Their gay chatter and eager anticipation of being nearly home soon betrayed their destination and the school from which they came.

Last, and perhaps most interesting of all, on the back seat opposite me sat a man and a young girl. You might have surmised almost anything akin to the truth concerning them.

I had begun to think we were stationed for the rest of the day, when at last the whistle blew and the engine puffed, signifying a start. I drew a sigh of relief and, having made a complete study of all the passengers, I now occupied myself in looking out of the window.

At the frequent stops, one by one the fat man, the little red-faced woman, the mother and three children, and some of the school girls dropped off the train.

The man and young girl quietly got off at a little "woodsy" station further on. The next place was a more important one, and the tediousness of the journey was relieved somewhat by the sight of the crowd which had gathered to greet the bride and groom, only to find that they had vanished.

Some high school girls boarded the train here and got off at the next station.

The crowd had dwindled down to three. The remaining school girl got off at the next station leaving the young girl and myself alone. The slowness of the train and its habit of stopping so often became more nerve-racking than ever, and we struck up an acquaintance in order to help pass the time away. Only two more stations, the conductor told us, and we would change trains.

What relief when we at last descended from the coach where we had spent such a wearisome hour! Joyfully we made our way into the dingy station to await the coming of our train.

Two hours to wait! O horrors!
The "little dinky" wasn't as bad as we had thought.

Mildred Kidd
HOW TO INTRODUCE CHILDREN TO THE USE OF THE DICTIONARY

You may have watched a youngster go home from school with his arms full of books, proudly looking around. This was some afternoon early in September, and the boy was just beginning the fourth grade. But later in the year this pride has changed to disgust. These books no longer represent a wonderful world to be peeped into curiously, but a vast unknown territory which he has to plod thru without a map or a compass.

The unknown has its charms only when we have some idea as to how to attack it, or an appreciation of the wealth in store for us because we have had some of it before. So, to many children, the school books remain unknown to them because of not knowing how to use them. Much more would be gained in the fourth grade, if the time were spent in teaching the child how to use the books he has acquired, in connecting this new knowledge with all of his other experiences, and in showing him how to gain new knowledge for himself from these books.

Among these books is a dictionary. The intelligent use of a dictionary is one of the tools by means of which we are able to gain new ideas for ourselves. But we have no peculiar instinct which enables us to attack a dictionary as we have for eating food when we are hungry. This must be a learned action. Trial and success method along these lines has too often proven to be trial and error. Therefore it is expedient to teach the class how to use a dictionary. Too much of the more advanced work in school depends upon the right use of reference books to allow the first ones to be misused. The following plan has been carried out successfully in several schools and can be as well used in the sixth or seventh grade as in the fourth.

The present school editions of the Webster’s dictionaries are much better than those used in the past. Fortunately the old primary school dictionary is no
longer on the state text-book list. I would suggest to teachers the advisability of urging their pupils to buy the Elementary School Dictionary instead of the Shorter School Dictionary. The difference in price is only about twenty cents, which would make very little difference in the parent’s financial standing at the end of the year. While, on the other hand, a dictionary once bought is apt to remain as the only one to be used throughout the child’s educational life and even into after life. I know a great many boys who have never owned any dictionary other than the little primary dictionary. Their knowledge of the extent and use of the English language is about the size of this book. Therefore urge your pupils to buy the more comprehensive edition.

The first step in using a dictionary is to see that your pupils have the essential tools at their command. These tools are as follows: a knowledge of the alphabet in its consecutive order; the understanding of the diacritical marks and the ability to translate them into the correct sounds; the division of words into syllables; the force of the accent mark in pronunciation. These points must not be overlooked on the supposition that the pupils have learned much of them in the lower grades. Even if they had been learned before they now need to be reviewed in connection with the dictionary.

Definite drills should be given the class in finding words of certain letters in the dictionary. Much time is wasted by students in turning thru a book in order to find a certain place. The following exercises are suggested as a drill for securing skill in turning quickly to any desired place in the dictionary. Have different children give the alphabet in its consecutive order. Have the class write the alphabet in its consecutive order. Have a list of words, such as the names of the children in the class, to be arranged in alphabet order. Have the class open their dictionaries as near the middle as possible. Ask such questions as these: With what letter do these words begin? In which direction will you turn to find I? How far will you turn? In which direction will you turn to find U? In which direction will you turn to find G? What letter comes before G? Close your books. Open to C? How many did it the first time. These exercises should be given frequently until the class has gained
enough skill to turn directly to a given letter without any random movements. Games, words of two or three letters which can be easily found, and competition can be used to make these exercises interesting.

As soon as the class is able to find a simple word quickly and accurately by means of the first letter, then they need to be shown thru questions and practise that words are arranged alphabetically not only according to their initial letter but also according to each succeeding letter in the word. Words of three letters should be chosen for the first lesson and the difficulties gradually increased as skill is gained.

The next important step in finding words in the dictionary is the use of the guide words at the top of each page. The teacher might ask, "What is the use of these words at the top of the page?" "Do you find them anywhere else on the page?" "Where?" "Look at the next page. Are there any words at the top of this page? Can you find these words on the page?" After looking at a number of pages in this way, the class should be asked, "What is the purpose of these words? How can they aid you in finding a word?" A further exercise should be given wherein the class is given a certain word to find, such as furlong. The teacher should ask the class what words they find at the top of the page when they open to "F." They may say that they find frow and fulmination. The teacher would ask, "Is furlong on that page? Why not? What words are at the top of the next page?" The words at the top of the next page are fulminic and fury. "Is furlong on this page? How do you know?"

The dictionary is used for two purposes: to find the meaning and use of words, and to get the right pronunciation. As our language is not phonetic, various devices are used to translate words into their correct sounds. One of these devices is certain marks over letters which are called diacritical marks. Children do not need to know these marks until they are ready to use the dictionary. Those found in the school dictionaries are few and arranged with the key, which makes it comparatively easy to translate these marks into correct sound. In the preface to the dictionary is found a key to the sound value of the letters and the corresponding marks. At
the bottom of each page in the dictionary is found the markings for the vowels. Those vowel sounds which are most difficult are used in familiar words so that they may be easily translated into the correct sound. Much practise should be given in working out the sound value of these letters in connection with well-known words. The class should be given new words of one syllable to determine the pronunciation from the markings. If this is carefully followed the class will be able to build up very accurate knowledge of the pronunciation of words.

The breaking up of words into syllables is necessary in order to pronounce correctly words of more than one syllable. Probably the class has had some knowledge of this from spelling and from language, but this needs to be carefully reviewed in connection with dictionary practise. In this connection the force of the accent mark should be studied. This should be taken up when words of more than one syllable are worked upon.

The method of working out the pronunciation of words in the dictionaries is very simple. Most frequently the word is respelled into an equivalent phonetic word which can be easily pronounced. In most cases few markings are used.

In beginning the study of the diacritical marks, it would be best to begin with the short sound of the vowels. Let the class make lists of words having the short sounds of the different vowels. Then let them see the force of a final "e" upon the preceding vowel. When the more difficult sounds are studied the teacher will have an opportunity to correct many incorrect pronunciations. There is no place in the elementary school where these drills should be stopped. When difficult words are to occur in the new lesson, the teacher should take sufficient time during the assignment to have the class work out the correct pronunciation and meaning with her.

The most difficult step in the use of the dictionary is to discover the meaning of words. Children do not need to use the dictionary for this purpose until in the upper grades, but they should be taught to define from their use in the sentence the words which they have in reading in the primary grades. All of the words which they use in these grades are in their vocabulary and they need to acquire the ability of carefully limiting the mean-
ing of them to a certain use. The development of their ability to define these words will be of great assistance to them in clearing up vague meanings and in appreciating the peculiar qualities of definitions.

The first word whose definition is to be studied from the dictionary should be similar to the word *furlong*, which has a limited use. The next step would be to look up a word having several different meanings. This word should have been in some of their lessons for that day. The problem of the class now is to see which one of the definitions can be substituted for the word in the sentence and keep the thought clear.

Another problem arises when the definition is more difficult than the word. The definition of the word *marmot* is "a rodent inhabiting the Alps and Pyrenees." The word *rodent* needs further help, so the teacher has the class look up this word. It means, one of the *rodentia*. When he looks up the word *rodentia* they have a definition which will clear up the situation. But such work can be done only under the direction of the teacher. The children of the intermediate grades and very few of the upper grades are able to continue this hunt for a word alone.

Geographies, physiologies, and readers have a vocabulary at the back of the book modeled after a dictionary. These vocabularies should be consulted for the pronunciation and definitions of words occurring in the text. The children should be taught to consult these on all occasions. The skill gained in using a dictionary will enable the class to consult other books of reference, but it is necessary for the teacher to connect these habits with these other books.

The work as outlined here should cover the greater part of a year. The teacher is trying to form the dictionary habit. It is a very complicated habit, therefore it is necessary to go slowly, allowing no exception to enter into the manner of using the dictionary until it is thoroughly established. The class that has formed this habit successfully has secured one of the greatest aids for gaining knowledge independently and will have a greater chance for becoming well educated citizens.

*Rachel Elizabeth Gregg*
THE FLAG

I am your flag:
Simply what you make me;
No more, no less,
I give myself to thee.

Truth, purity, love,
Honor, faith, strength, and glory—
The red blood of life—
All live and die for me.

The weak are strong,
When my colors they see;
The brave are bravest
Where'er my stars and stripes be.

Guide me, and guard,
And follow me gloriously;
I'll give the strength
To live or die for me!

Madge Bryan
PSYCHOLOGY APPLIED TO THE WAR

Every individual doing well the task for which he is fitted by nature and training is a national ideal. In the present war this ideal has become the new "categorical imperative." While this imperative is laid upon every man, woman, and child of the nation, its full force is felt by those who must meet the special obligations of war in the training of a vast and perfect fighting machine. The task of fitting millions into the places where they can best serve is obviously a difficult undertaking. Nevertheless, if accomplished, this means immeasurable elimination of waste.

We had hardly entered the war when the psychologists of America, thru their national organizations, offered their services to the government. Their plan, in general, was to eliminate the mentally unfit from the service and to assist in assigning men in the service into the place for which they were particularly qualified. It was believed that this work could be made to cover all branches and grades of the service.

Profiting and inspired by the experience of Canada, numerous committees of leading psychologists were organized. One of these undertook to list and digest important psychological military contributions for the immediate use of various other committees. Another began the standardization of psychological methods to be used in the examination of recruits. This committee soon devised and tested a method of group examination and varied methods of individual examinations. Committees covering these problems were also organized: selection of men for tasks requiring special skill; problems of aviation, including examination of aviation recruits; problems of shock, re-education and vocational training; psychological problems of recreation in the army and navy; pedagogical and psychological problems of military training and discipline; problems of motivation in connection with military training and discipline; problems of emotional stability, fear and self-control;
acoustic problems of military importance; and many others.

The organized work of examining the recruits of the army went on so satisfactorily from the start, despite prejudiced objectors, that early in this year Surgeon-General Gorgas ordered a psychological examination of every officer, all candidates for commissions, and all enlisted and drafted men in the American army, in order to determine their fitness for service.

Such an order was a logical expectation; the psychological examination conducted in four divisional camps where the method was first given a trial disclosed, among other things:

1. That approximately two per cent of the drafted men, as received in camp, are so seriously defective mentally that they are either nuisances or menaces in the military;

2. That intelligence ratings applied to company commanders greatly assist the latter in assigning and using men where they can serve most effectively;

3. That the examining of officers makes possible assigning, promoting, or retiring them on the basis of ascertainable merit.

Under the old procedure it required extended experience with men to place them where their training and inclinations best fitted them. Scientific mental measurement obviates this. Thousands of men can be adequately tested and recommended for assignment in a comparatively short time, depending upon the size of the force of experts at work. So far, where this has been done, a correlation of approximately seventy per cent, with the officer's rating, has been the result. This means that the psychologists and army officers reach approximately seventy per cent agreement in estimating the abilities of the men. Moreover, the presumption of greater accuracy may lie with the psychologists because of the refined methods at their command. The meaning of this becomes more significant when it is recalled that in rating abilities the method of the officers requires time and varied experience with the men, whereas the psychologists' technique requires a few minutes to each
Their work, too, may come in advance of military experience on the part of those tested, which saves the waste of chance assignment, failures, transfers, and other experimental tests necessarily made in service in order to measure fitness.

To carry forward the mental testing required, four hundred men must be examined daily in each of the thirty-one divisional training camps. According to press reports the personnel for this work will include, for service in the Surgeon-general’s office and camps, twenty-seven majors, fifty-one captains, fifty-four first lieutenants, of the sanitary corps, National Army, and sixty-two sergeants, sixty-two corporals, and six hundred and twenty enlisted men. Special buildings and equipment to cost $10,000 to $12,000 for each camp have been authorized for the work.

Many psychologists volunteered and others were asked to volunteer for the testing. In April, 1918, a special training school in military psychology was opened at the medical officers’ training camp, Fort Oglethorpe, Georgia, where about fifty psychologists can be entered monthly for a minimum of two months’ training. Here will be pooled the lessons of the pioneer and later work to expedite the undertaking and eliminate waste.

It has been conservatively estimated that, should the mental ratings result in shortening the war but a single day thru increased effectiveness of the fighting machine developed, this would more than justify the cost of the whole undertaking.

While it can be seen that mental classification is fundamental to true efficiency in prosecuting the war, so that at all times and especially in a crisis, men can be relied upon to perform expertly the duties assigned them, yet this is not the sole type of classifications required in the present world emergency. The range and complexity of this subject is such as to preclude treatment here. Notwithstanding, mention must be made of occupational classification; it is especially significant. The various branches of the service, both army and navy, require many kinds and degrees of occupational ability and experience. Volunteers and drafted men coming from all vocations, possess all of their qualifications. The real problem, then, is accurately to determine the
men who have the specific occupational qualifications for
the specific posts in the different arms of the service and
varied positions in each.

This is one of the undertakings of the Committee
on Classifications of Personnel in the Army. The work
is so organized that whether a man or men be required
such can be found somewhere in the service by making
application at a Division Personnel Office or at the Cen-
tral Personnel Bureau in Washington. Strong (Journal
of Applied Psychology, June 1918, p 131) illustrates the
indispensability of occupational classification:

“A Colonel of a regiment of engineers came to the
Division Personnel Officer for help in finding a man for
the most responsible position an enlisted man can fill,
that of Regimental Sergeant Major. The Colonel was
looking for a mature man of commanding presence and
force of character, with military experience. He wanted
some one who had had clerical experience, preferably
as an accountant, and who also had had engineering
training. The Personnel Officer found him a man who
met even these varied specifications. As a lad this man
had enlisted in the Navy and risen to the rank of
Machinists’ Mate. He had then left the Navy and
worked for two years or so as a stenographer and book-
keeper; and at the time of his enlistment in the National
Guard Army last fall he was a senior in the Engineering
School of Tulane University. Moreover, he was a pri-
vate in that Colonel’s own regiment.”

When the full story of the attempts at classifying
men on the basis of bent, training, and experience, in
order to secure maximal efficiency from each in hastening
the conduct of the war, has been written, it will doubtless
show, even as much as it means now, but the beginning
of a universal movement scientifically to guarantee
fitting young life from the beginning into right places of
work. This will insure superior achievement and in-
creased contentment for all. Misfits will then be reduced
to the minimum. In all of this the public schools every-
where will eventually assist conspicuously.

William T. Sanger
TERMS OF WORLD PEACE

A Statement of Some of the Basic Problems of Permanent Peace

Whether we agree as to the causes of the war, or as to the terms on which to base a world democracy of permanent peace after the war, we must all recognize the leadership of America in announcing thru its great President the purpose for which the war must be fought to a finish. Every war of history has had its peace terms, but no war has been concluded with the definite aim to prevent the repetition of the same sort of war when suitable excuses might be offered. In other words, the causes of the wars have never been eliminated. And the reason they have not been eliminated is that nations have not developed the civic conscience to abandon this barbaric strife. That civilization is progressive, and altruic civic conscience has developed cumulatively thru the ages are facts of history. Yet the time seems just to have arrived for a definite statement of the fact that this war may make further war impossible. The highest civic, social, and domestic manhood has found voice in announcing the results of the present world conflict to consist in a democratic world-peace.

To conceive such ideals is great. Boldly to state them and fight to maintain them is greater. The Allies have accepted the American suggestion that territorial integrity shall be respected, no indemnity shall be demanded, and Kaiserism shall be everlastingly dead or destroyed. Having conceived of the possibility of world-freedom from the ravages of wars, which are but the relics of more savage times, the still higher and more complex problem of fixing the terms of perpetual peace is presented. If it has taken the world six thousand years to develop a world-peace conscience, it may still take a generation of giant intellects to devise treaty terms on which that peace may be founded in perpetuity. No more war. "Peace on earth, good will towards men."
How many people can make or hear these statements and not feel that they are mere dreams rather than the near facts of current history? But this universal peace-conscience must be in the mind of the average citizen of every nation before permanent peace is secure. Like the discovery of America demonstrating the shape and size of the earth, a great truth once formulated and sincerely and clearly expressed may quickly become the property of mental humanity and elevate the human family to the next level of advancing civilization. That this great step forward is the conscious and expressed purpose of a great majority of the nations is the most significant fact of all history. And yet as Rome was not built in a day, nor was Carthage destroyed in one campaign, the terms of permanent universal peace may not be inscribed by one stroke of the master statesman's pen. Follow the lines of history with a discerning eye and one may see the causes of the breach of peace that now upsets the world. Let these causes be weighed in the balance of clear judgment. Let no other than human right, the universality of manhood, arbitrate this greatest problem of the ages. At this juncture of our brief survey a statement of the causes of the wars of the past would be enlightening. An analysis of the peace terms of those same wars would be suggestive. These "casus bell;' and "oratio de pace;" would have a similar tune and tone thru the past ages and reach the grand symphony of the same chords in the present world conflict. What then, are the elements which on analysis may be found in the causes of wars, and which have not been eliminated in terms of peace? These are the facts of human experience which when fully analyzed must throw light on the great problem now before us. People, in all ages of history, have acted according to their ambitions, fears, hates, and appetites; and these rest on comparative knowledge of the facts and philosophies of the case. We may, therefore, classify those human attributes which have made war, and which will have to be eliminated or controlled to prevent war, as, first, that selfish ambition which respects neither the person, property, nor territory of others; second, that racial pride which places all other races at the mercy of superior forces; third, that weaker nations must submit to the govern-
ment imposed upon them by stronger nations; fourth, that commerce and industry must be the prey of those who are able to enforce their schemes of thievery; fifth, that one people or nation, past or present, should dictate the religious forms and beliefs and intellectual activities of other nations and individuals; sixth, that the human race was created in the light of a predestination which fixes individual and national fate and therefore any added knowledge or training is not only superfluous but contrary to Divine Pleasure.

"War is a game, were their subjects wise, kings would not play at." These are the blots and blurs of human character comparable to the weeds and thorns of the garden which has not been cultivated and planted to better fruits. The nature of the garden may be of the most desirable character, but the fruit it produces will depend on the seeds planted and the care and culture they receive. So with nations and peoples; if seeds of strife, contention, and hatred are planted and cultivated in the world, war is bound to be the crop. But suppose some want war and some want peace? Then if there is not some means of eliminating or controlling the war spirit, all must pass under the yoke of the war demon. It is as impossible that all the peoples of the earth should have one national government, or hold land in common, or have one form of religion, as it would be for them to have one language, or one color, or one mode of dress. Therefore, if one form of government, or one religion, or one community of land tenure were possible, which would be the nation or people to dictate those common forms and modes? Diversity in unity is the fundamental law in Nature. Mankind is as much of Nature as is a tree. Therefore, the diversity in human affairs is to be found in enlightened individuality; unity in human affairs is to be found in the spirit of the "Golden Rule."

The above named human attributes, which in practise make for war, may be traced thru historical lines to their culmination in the present great world-struggle. The world is yet young, and it does not appear what it may be, but as the discovery of America ushered in a new age and era, so, now another great change is at hand. We know too much of the facts and laws of human life and its environment ever to fall back to barbarism;
therefore, it is but a reasonable and near suggestion that the whole world is rising to a higher plane of thinking and feeling. In that case, the blood of our brave boys who have gone "over there" will not have been shed in vain.

First, then, that selfish ambition which does not have respect for the person, property, and territory of others made empires of Egypt, Babylonia, Assyria, Persia, Greece, Rome, that of Charlemagne, the Holy Roman Empire, and finally that of the Hohenzollerns. It was this spirit of rule or ruin, or might is right, now so shamefully exemplified in Kaiserism, "me and God," that scattered salt on the foundation of great Carthage, that blotted from the face of the earth that little Jewish nation by the mountains of Lebanon and the sea, which denied to Zenobia the ancient right of woman to rule, which planted the Crescent in Cordova and in Constantinople, which menaced Europe with that bloody star which fell at Waterloo, which turned the scales in favor of injustice in the Crimean and Balkan wars, and which struck at little Serbia and Belgium in 1914, as a drunken giant would strike at a sleeping infant. The Teutons are simply using modern equipment and training to extend their territorial boundaries. The abominations of such an enterprise are magnified in proportion to the magnitude of the undertaking and the broader light in which the details now appear. As these horrors have brought blood and death to millions of homes in many lands, all have been aroused from a dream of security which can never be restored to us until the Hun Dragon of Blood, Fire, and Death is laid low to rise no more.

In the second place, America has spoken, directly or indirectly, and the Allies have agreed, that racial and territorial integrity shall be maintained. No one thread in history's story passes thru more blood and crime, intrigue and hate, than that which demarks the races. The Jews exterminated the Philistines because they were not of Abraham's seed. Alexander the Great attempted to Hellenize the world as he knew it, but even then it could not be done. Egypt remains Egyptian, Persia remains Persian. The Turks at Constantinople have been a thorn in the flesh to Europe for over three hundred years, and civilization can not be reorganized on
a permanent peace basis until the "Sick Man of the East" is returned to the Steppes and plains of Asia, which originated his ancestors. Poland is still Polish, and her voice crying for justice at the hands of Russia, Austria, and Germany will eventually be heard and that brave little people will have prosperity under their "own vine and fig-tree." Who is there who does not love and would not fight for the little cottage on the hillside where he was born and spent his childhood days?

"Breathes there a man with soul so dead,
Who never unto himself hath said
This is my own, my native land?"

How much more do the hills and dales, the seas and skies, become sacred to the mind and heart when hearth and heath fear the art and name of a lengthening line of ancestors? Justice and respect for our fellow creatures of God must take the place of rapine and greed ere the white wings of peace will brood over the earth. Since the Philistines are no more to claim a priority of right, let the Jews return to the land of Abraham, Isaac and Jacob. Let the nations again see Solomon's Temple restored on Mount Moriah. Poland, Armenia, Serbia, Belgium—God can not sit upon a throne of justice and mercy and see those brave, innocent, and helpless people serve as a bloody "door mat" for savage aristocracy. Let the fundamental wrongs of history be righted, when the great battle is done. Let not the festering and cancerous causes of hate and conflict remain in the compact when peace is again negotiated. Let not the spirit of Peace be outraged by pretence, subterfuge, and hypocrisy. Nothing is done until it is done right. "Murder will out" is an old, but suggestive, proverb. We have gone into the war to see justice done. Let us stay in until the elements of injustice are exterminated, and our boys "over there" may return with the proud feeling that no compromise was made with the unspeakable Huns. Death will be welcome to the brave American boys rather than any compromise with the evils which they went out to destroy. As long as the smallest racial or territorial unit is left in unwilling serfdom there will be a smouldering fuse to a war-bomb. Hence, racial and territorial integrity of the peoples and lands of the
earth shall be respected. This is fundamental in a world-
peace propaganda. It has been illustrated in the early
wars between England and Scotland and is continually
exemplified in the perpetual English-Irish question.
These, with other instances mentioned, are sufficient
moving pictures to convince the reasonable mind that
racial instincts and attachment to locality are human
attributes so inherent and so divine that their violation
means "War to the sword and the sword to the hilt."

Again, America's great statesman and president has
pointed out that the coming world peace compact must
have as one of its cardinal articles, "that forms of gov-
ernment must be established and controlled by the
majority of those who are to live under said govern-
ment." If the government of all the peoples now con-
cerned in the European conflict may be restored to the
rightful races and national units, then the war will have
been worth to the world all it has cost or may yet cost.
There is one highest purpose of living, namely, that the
world may be a better place to live in because of our
having lived in it. A government "by the people, for
the people," is America's contribution to ideal and
permanent peace. Until the time of Greece and Rome
the early nations were ruled by the strongest hand that
wielded the sword. Even in Greece and Rome the voice
of the people had but little influence with those in
authority, tho the tyrants were constantly crying, "Vox
populi vox dei." The early Saxons in Britain were fond
of their moot-court and Witenagemot, but neither Eng-
land nor America, the leading democracies of the world,
have done full justice to the voice of the governed. Partic-
ipation in government has generally been very grudg-
ingly passed towards the foot of the social and political
spelling class. The right to vote has usually been passed
around as a privilege of aristocracy or as a religious
reward, and not as a right of citizenship which every
clean and right-minded person should enjoy. America's
suffrage record is not of a character to arouse enthusi-
asm. One result of our civil war was to place an ignorant
and untrained race in charge of the government by ex-
ercising the ballot above their former masters. Foreign-
ers are given the ballot after a few years of residence, 
while our own boys must wait twenty-one years, and
our intelligent and refined women have waited and are still waiting for the privilege of doing their bit in the government by which they are governed. Now the present world conflict is opening up a clearer perspective in many directions. This is the time when the whole world is to step upwards in social, political, religious and intellectual scale, not that a few may step up from the rest, but that all may step up together. A better world for the brotherhood of man under God’s laws is the slogan. One may not be his brother’s keeper, but his brother’s helper. “Upon what doth our Caesar feed” that he claims the divine right to rule his neighbor? Whatever internal policy may be adopted, it is clear that the great world compact of peace will preclude the possibility of one nation interfering with the politics of another, or one class ruling another class in the same country. The leaven must leaven the whole lump. Germany has been taught to obey a Prussian clique. The controlling will is the Kaiser. If there were no other reasons, this would be sufficient to warrant all governments “by the people for the people.” Having put our hands to the plow, we may not look back until the people of all nations are on the job of carrying on their own government.

In the next place, international, commercial, and industrial relations must be maintained on a basis of justice and fair play. In America we know something of high finance. We have heard of watered stocks and a cornered market. Commercial relations have always been a fruitful source of international discord. From the time of the Argonautic expedition in search of the golden fleece to the recent Hun blockade of a danger zone, commercial treaties have favored the few. Old Venice, Genoa, and the Germanic Hanse towns accumulated vast wealth on a basis of practical piracy. England and Holland had a most bitter quarrel over the wool trade. Civilized England forced the opium trade on China. England and Russia have protected the Turk in Constantinople, largely because of mutual jealousy as to the commercial exploitation of the Dardanelles. And but for that jealousy, there is much reason for the belief that the Bosporus would long since have been passed by the Allies and the war won. The American revolution was
due primarily to England’s narrow commercial policy. America was drawn into the present Maelstrom of Mars because of Germany’s preying upon the commerce of the high seas. Thus, unless international, industrial, and commercial amity be established on a basis of business justice and fairness, commercial rivalry will continue to be a source of bitter warfare through the ages. Solomon kept the locality of his gold mines a secret for state policy. The Phoenicians guarded the tin mines of Britain. So, wars have been fought primarily for commercial and industrial freedom. After the war, to settle the commercial and industrial relations of all the nations will be the biggest business problem ever presented for human solution. Yet the wings of permanent peace must hover over nothing less than a universal political economy which shall expound just and workable principles governing the relations of capital and labor. Therefore, the world peace for which we are fighting will eliminate trade monopoly and international interference with trade. But the Hun is seeking all the trade and all the territory, therefore Kaiserism must be utterly crushed. Cato, the Censor, always concluded a speech with the exhortation, “Carthage must be destroyed.” He spoke from a spirit of revenge. We denounce Kaiserism that the world may be free. Then we may look out on broad rivers and blue oceans lined with barges and airplanes carrying the commerce of a peaceful and prosperous world.

Fifthly, religious intolerance and hatred has caused more blood-shed in the world than any other cause named in history. In all the causes of conflict named above, religious difference played a large factor. The terms of world peace must include religious and intellectual freedom for the nations as well as for individuals in each nation. This new and war-free civilization can not rest on dogmas formulated in an age when the commonest laws of Nature and life were not known. Many forms of religious beliefs and practices have existed and may still exist. Each religious system is an effort to explain the genesis and nature of the Universe, the origin and end of man, and his duty in this world. Each devotee holds to his form of belief as devotedly as another to his. Therefore, in making the terms of world peace, who will
stand in the great Parliament of Nations and say, "My way of believing is right and best, all must believe as I do?" That would be to re-establish Kaiserism. This German prodigy claims to be God's appointed representative to subdue the nations and bring them to his feet. "Me und Gott," he says, "rule the world." Religious bigotry, religious intolerance, religious hate, are the most difficult human passions to control. They sink to a burning, bottomless pit, or rise to the sublime felicity of a seventh heaven. Mahommet found it difficult to gain converts, so he appealed to the sword as a certain passport to paradise. Soon, Western Asia, Africa, and Spain were under the Crescent. The subjugated people must accept Moslemism or the sword. Constantine lay dreaming on the battlefield at the Milvian Bridge. He was having a hard struggle to be Emperor. His dream visioned a cross in the sky with the legend, "in hoc signo vinces." Then and there militarism was injected into the tactics of Christian leaders, forgetting, or ignoring the voices on the plains of Judea, "Peace on earth, good will to men," and of that other Voice by the Sea of Galilee, "If a man strike thee on the one cheek, turn to him the other." Now the world must turn the religious sword into the plowshare of peace. Kaiserism is the summit of religious bigotry and arrogance. The olive branch of toleration must pass over the nations and peoples. Every student of history is familiar with the bloody wars of contests between the early popes and emperors, the Bloody Marys of England, the Huguenot massacres of France, the Spanish cruelties in the Netherlands, etc. The Turks often declare a "holy" war when hard pressed by the enemy. The Kaiser is waging his "holy" crusade against his territorial and commercial rivals. He tells his people that God will give them the victory. Some great rulers seem to have very narrow notions of their Ruler. This is a great Universe in which we live. There are millions of world's all controlled by definite and unvarying law. The Creator and Ruler of this vast Universe must be a different God from what many people figure Him to be. It will be safe to take a broad and high view of the Ruler of the Universe when the World Treaty of Peace is formed. Since God gave to man the capacity and inclination to
think for himself, each one of us might well hesitate before arrogating unto himself the authority to dictate to others what they shall think and believe. In this the World Congress may find its most difficult problem. But World Peace can not rest on the volcanoes of religious intolerance. Let every religion speak its voice, and let every individual form his belief and mode of worship according to his knowledge and conscience. God will know how to balance the accounts in the end. The Saracen, the Hindoo, the Jew, and the multitudinous Christian sects will all be protected in their modes and beliefs of worship. This spirit of tolerance will break the sword and spike the gun of religious war. These remarks are not inconsistent with the cry of death to Kaiserism, for we are waging war to kill war. America freed Cuba and the Philippine Islanders, not for conquest, but for humanity. So, on, "Bonnie Blue Flag," float across the seas, and drive terrorism and murder and rapine to their last sepulchers! Give humanity a chance in the world! Remove the manacles of fear and force. Our God is not a God of fear and death, but a God of peace, prosperity, and better life in this world. "Render unto God your heart service, and unto man your hand service, and thus fulfill your place in the scheme of life."

To prepare men and women to do their duty efficiently in the new world which the present war will usher in, there must be a universal system of education. The human race has worked out a rich inheritance in the form of Science, Literature, and Art. People are not born to the knowledge and skill of these things, but must be taught and trained in them. This teaching and training develops and strengthens the native powers of mind and body. One can not meet his obligations in life and acquit himself creditably without this so-called education. This reasoning applies to every individual of the human race in the world, as well as to the millionaire's son on Broadway. Therefore, the World Congress will need to reserve every sixteenth section of the globe to educate the children. Suppose the treasure and energy that is being consumed in this war could be applied to education? If it teaches the world the principles and conditions of peace, it will have accomplished the great-
est education yet attained in the world. It is "up to the surviving nation" to determine how well the lesson has been learned. But an advance once attained requires a struggle if maintained. Knowledge and training that puts energy under intelligent control and efficient direction is what the world must have, or the stone will roll down the hill again. Instead of making millionaires and other colossal waste, put all surplus above a decent and comfortable living into education and other improvements to make the world better for everybody to live in. Why would not anyone be happier to make pleasant ways and surroundings for others rather than to put himself on a pyramid of gold and leave many others struggling in the mud? Therefore, in order that all the peoples of the nations may come up to the high level of maintaining democratic institutions and of respecting the same of others there shall have to be maintained a system of universal education embracing that knowledge and training everyone should have in whatever walk of life. This would be the Elementary Education of the world, including standardized graded courses which will develop physical, moral and mental characters and forces, which, thru proper information and training may fit the individual for the most satisfactory living which his natural endowments may warrant. Then may the world live in more or less harmony with the laws of Nature, which are God's laws constituting human environment. Here we have the greatest educational problem.

So, look at the picture from any angle we will, we find that every principle and spirit of medieval barbarism may be traced to its logical focus in the plans and purposes of Kaiserism. It also seems equally clear that to free the world of this leprosy, the cause of the disease must be removed. I have tried in a brief and general way to indicate the cause and the remedy. But the details of the method of treatment after the war may require generations of the wisest statesmen to bring to a working condition. Of course one would suppose that nations shall establish an international code of honor of the spirit and substance of that now maintaining legality among individuals of our free America. This means that international law shall become an international con-
stitution, defining the powers and duties of an international Congress, whose acts shall be passed upon by an international court. Every separate political organization shall be a party to the international compact, which affiliation shall be a guarantee of good faith to keep the peace, or pay the penalty which the international Congress shall fix. If an individual violates the social, business, or political compact of his State, the courts pass upon his case, which decision legal organizations are ready to execute. History affords multitudinous examples of superior power being the only excuse for one nation trespassing on or absorbing another. It was on this principle that Belgium was violated, which has set the world afame with war.

And the World Congress would sit at the Hague, or at Paris or at Constantinople. We would suppose this Congress to be composed of the wise and safe men and women of all the nations of the earth. Also that they would so keep in touch with the people "at home," that whatever was finally agreed upon in this Council of the Nations would be readily and gladly accepted by their constituents. Having before them the purposes to be attained and knowing the principles involved, the deliberations should be smooth and dignified, and the conclusions readily reached. Then the world will have passed the formative stages of civilization and will be on the high plane of service and efficiency which may give every individual a chance to live his own life under God's laws, free from fear and above the level of want. The selfish greed and hoarding of a lucky few has caused in the most part the poverty and misery of many others. This is not a socialistic view, but a simple statement of the records of history. Society can and must protect itself. Look at what our Government has already done in diverting resources to a war service. The national social compacts, whether called governments or not, can and must prevent extremes of multi-millionaires and abject paupers. A child should no more be left to itself to be a pauper in after years than it should be left to become a criminal or a leper. There will be institutions for the mentally and physically unfortunates. There will be means and methods of informing and training all others to a safe
and reasonable degree of industrial and social efficiency. These results will not interfere with the sacred primacy and independence of the home, which will continue to be the safest and most sacred institution. If parents and guardians neglect their duty to the children, the law can take its course in defense of childhood and call those who may be in fault to a just reckoning. It was a custom among the early Romans to allow the father the power of life or death over his children. We shudder now at the thought of such a barbarous custom. And, yet, no parent or guardian has any better excuse to shut off their charges from sufficient education to enable them to use their natural abilities to the best advantage according to circumstances. It is the exercise of man’s own wild passions, ignorance, and inefficiency that make the world a cesspool of crime and misery. Educate to helpful efficiency, teach law and order and honor unto God and Paradise will return. “He that hath ears to hear, let him hear.”

And World Peace will spread her benign wings over humanity organized on a plane above mere physical force, brutish intolleration, and criminal greed. Then will every heart rejoice in an atmosphere of plenty and contentment, worshiping without fear the Creator of the Universe. Then may reign “Peace on Earth, good will to men.” How long shall it take the world to work out this program?

Edna Matthews
EDITORIAL

How May the Educational Commission Best Justify Its Creation?

The Education Commission appointed by the last legislature, without the necessity of doing the unexpected thing, without spectacular methods, or without the making of sensational recommendations, has a fine opportunity to make itself profoundly felt and to justify its creation. There is undoubtedly a splendid scheme of work which this Commission may map out for itself, the accomplishment of which will be to the lasting credit of the Commission and to the great good of the school system of the state.

Before anything else is undertaken, however, if the Commission is to take its mission seriously, it must make a rational survey, under expert supervision, of the entire public school system of the state. Only upon the basis of the findings of a complete survey can intelligent general recommendations be made. If Virginia
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persists in a low relative standing in educational matters, the reasons can be brought out only by an unbiased investigation of the conditions under which the schools are administered, both by local and by state officials. These conditions should be seen by an experienced, and especially by an unprejudiced, specialist in the field of education; and the hurt of a candid report, however adverse the findings may be, will be only temporary, and it will be at the most merely a hurt to our pride and self-complacency.

There are doubtless a number of changes that will appeal to any body of properly qualified men as being advisable for a more effective system of public education. Among these, assuredly ought to be the recommendation to make the State Superintendent of Public Instruction the appointee of the State Board of Education, as likewise the County Superintendents should be appointed by the County Boards; and that eligibility lists for either local or state school officials should be broadened to include any properly equipped professional educator in the nation. It would seem highly desirable, moreover, to limit the authority of the District Boards to that of custodians of the property of the schools of the districts.

There is considerable opportunity for a fine piece of constructive work in eliminating duplication, whether it occur in the higher institutions of the state or otherwise, for such duplication, wherever found, means to a large extent a wastage of state funds. A more satisfactory distribution of the work of the schools could possibly be made, if the schools best equipped for a certain type of work should be permitted for that kind of work an exclusive field. There is, moreover, no real justification from the state’s point of view of financial support, unless the returns to the state are commensurate with the returns of other institutions receiving the same support. Only an adequate survey could bring out the cold facts of inequalities and inconsistencies that are believed to exist in such cases.

The findings of a suitable survey will doubtless reveal many conditions that will suggest recommendations that should be made to the next legislature. It is hoped this Commission will lose no time in getting itself
in trim for a program of highly constructive work. There never was a finer attitude toward public education in our state; and there never has been a greater desire on the part of the educators for a better showing than we have hitherto been able to make. Hence, the Commission has the exceptional advantage of a very general desire that whatever may be necessary should be done for the help of our school system.

**The Development of a Sacrificial Consciousness**

Many high tributes are due the character of the average American; in ingenuity, alertness, energy, it would be difficult to find his superior; his frank, outspoken mind, in its utter lack of reserve and deference for the conventional, suggests at times no recognition of authority; not infrequently purse-proud, as an easy getter he is for the most part a free spender. There is something of the healthfulness of the boy about him, and tho inclined to be boisterous he has as a rule well-developed principles of the quiet, mature man.

While he gave, in the past, freely to charity, because at times quite moved at the sight of the unfortunate, he can assuredly never be regarded as an example of the sacrificed. When he gave, he did so of his abundance, rather than of a pittance; he did not know what it was to feel the hurt of sacrifice. Yet, today, the American is an illustration of the change that war has wrought, and in no less a respect than that of his acutely developed sense of sacrifice. He is positively taking a delight in the delicate feeling of joy that comes when one has given “until it hurts.”

There are many ways in which the American character will show a marked difference, when the day of peace is at hand; but there will be none more remarkable than that of the sacrificial consciousness which he has developed within such a comparatively few months. The nation has given itself to the noblest cause that it was ever the opportunity of a great people to espouse; it has given richly of everything it has; it has sacrificed beyond the most daring conception of a few years ago; it is indeed paying dear in a material way for the maintenance of its ideals. But it is gaining infinitely in the spiritual
and moral richness that only a great crisis like this could bring.

The willingness, even desire, to give up time, position, wealth, and even the dearest things of life of a mere self-centered interest, for the benefits of others is no longer an occasional impulse; it is becoming the national trait. In striking contrast to the bestial degeneration of the German people, the American people are seeking a way somehow, somewhere, to help others. They have developed a genuine sacrificial consciousness that is finding increasing opportunities for unostentatious use.

The thought for others, the conscious sacrifice, the splendid reaction of the daily doing without—who can estimate what it may mean to us as a nation! We are not only increasing our national self-respect, but we are developing an admirable trait that will make the word American carry with it associations that are enviable for many generations to come!

Educational Comment
(by J. A. B.)

The War Department is issuing a call for men teachers to give instruction in curative workshops located at hospitals for disabled soldiers. It is contemplated that such instruction will include various forms of practical work, for improving both the mental and physical condition of the sick and wounded, along the line of the general school subjects and also in certain subjects related to commercial, industrial, technical, professional, and agricultural pursuits. Shops, farms, and gardens will be maintained at the hospitals. The names of successful teachers are desired, those already in military service in camps in this country, those who are within the draft requirements and have not yet been called into service, and any others, whether eligible to draft or not, who are willing to enlist in this service. The organization of this work comes under the jurisdiction of the Surgeon General of the War Department, who will gladly supply any information that may be desired concerning it.
The various departments of the national government are continuing with increasing vigor the campaign to maintain the efficiency of the schools of the country during the war period. Bulletins, circular letters, and other forms of appeal are being distributed widely and frequently throughout the country. Too much can not be said in this direction. It would be a most fatal mistake to suffer the schools to lose in efficiency. More than ever before efforts should be made to raise standards and increase their usefulness, because the burden to be borne by education will increase as the war continues and not decrease for many years after the coming of peace.

The entire spirit of the present administration of our national affairs has been from the beginning that the war should in no way be used as an excuse for giving the children less education, either in quantity or quality. Elementary schools surely have no reason to lose any of their pupils. As to high schools, attention is called to the fact that the army and navy do not need, and do not want, boys under eighteen years of age; and high school boys can render the best service by remaining in school until they complete their courses. The needs of industry are great, but there is nothing even here to justify high school pupils in leaving their school duties at the present time.

Keeping the boys and girls in school, however, is not the only thing that is demanded. It is necessary to see that the work of the school is closely linked up to the ideals of service and sacrifice which are now actuating our people. To this end teachers and pupils should find ways of performing in the schools service of war value, such as activities connected with the Junior Red Cross, War Garden Work, Boy Scouts, War Thrift Work, and similar forms of activity. In the high schools particularly the work in physical education should be emphasized, and special courses in commercial branches and agriculture might well be offered in all schools for both boys and girls.
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The children of the schools are being called upon to play a large and important part in present war measures. The Council of National Defense in conjunction with the United States Bureau of Education has inaugurated a nation-wide movement to organize 750,000 teachers and 22,000,000 school children and their parents for national service. The idea in view is to connect every home in the country with the work of the food and fuel administrations and the Red Cross. Community centers will be organized in connection with the schools in all sections. The aim is not to add to the already long list of organizations but rather to decrease the number of such organizations by co-ordinating them and preventing duplication of effort and possible waste. Information may be obtained from the Council of National Defense or from the United States Bureau of Education, at Washington. Teachers everywhere are called upon to make their slogan: "Every public school a community center for state and national service."

The National Society for the Promotion of Industrial Education, organized about twelve years ago, feeling that its greatest aim had been accomplished with the securing of legislation for the establishment of Federal Board for Vocational Education, has decided to reorganize and change its name to National Society for Vocational Education, as more nearly expressing its function. In addition to strictly industrial education, the organization has decided to include agricultural, commercial, and home economics education, thereby considerably broadening its scope and bringing into its membership a large number of educators interested particularly along these lines. The closest affiliation will be maintained with the work of the Federal Board for Vocational Education and all other agencies, public and private, for the promotion and strengthening of the cause of vocational education in its various forms. It is realized that the present times demand great activity and a great variety of endeavors along this line. The success of the national cause is dependent in large degree upon technical education for the people at large as well as for those who are now enrolled in the national service.
A recently organized branch of the National Education Association is the National Council of Normal School Presidents. This organization has appointed an "Emergency Council," which is undertaking many lines of work, among which are educational surveys, universal military training, the correlation of all educational organizations with similar purposes, establishment of a national department of education by enlarging the present bureau, and the five problems outlined by the "Joint Commission" of the N. E. A., namely, the training of teachers, Americanization, rural education, conservation of health and the providing of recreation, and training for national service. Sub-committees along these lines have been appointed and are expected to report at the summer meeting in Pittsburgh. There is no question that the normal school occupies a strategic point in the life of the nation today, and the importance and absolute necessity of its work can not be too strongly emphasized.

Two movements of special interest to children, which not only give promise of producing valuable results, but have already done so, are the "Four Minute Men" and the home garden. The former organization enlists boys and girls in a speech-making competition and campaign in the interest of war savings stamps. The Committee on Public Information, Washington, will gladly mail bulletins giving full information, including outlines and sample speeches, and wherever the plan has been tried in the schools the pupils have taken intense interest in it. As to the home garden much has been said in the past, and at this season interest is being re-awakened. It ought to thrill the heart of every child in America to read the words of President Wilson: "Every boy and girl who really sees what the home garden may mean will, I am sure, enter into the purpose with high spirits, because I am sure they would all like to feel that they are in fact fighting in France by joining the home garden army. The movement to establish gardens, therefore, and to have the children work in them is just as real and patriotic an effort as the building of
Editorial

Among the many valuable lessons we have learned from the Food Administration during the present campaign for conservation of certain food supplies, one of the most surprising to some is the fact that wheat is not an indispensable article of diet. We are told, and who will deny it, that after all wheat bread is an article of luxury and not of necessity. Scientific reasons for this are that wheat contains no more protein and no better protein, no more fat and no different fat, no more and no better mineral salt, no more and no better fuel, no more and no better nutritional value, than oats, corn, and rice. Instead of placing it supreme it should really be considered as only one of the cereals and as without the slightest claim to being the best one—being in fact far from the best one. It has held a high place solely as a result of our predilection, our taste, our comfort, and our convenience. Just because of the fact that it is most convenient to use, it should be sent to feed the troops in Europe and not kept here to satisfy our own whims. Surely we shall consider it a privilege to make this slight sacrifice to help the great cause to which our nation has committed itself.

Departments of home economics in schools of all grades were never so important and necessary as at present. National food problems and clothing problems are pressing mightily upon us, and we have a right to look to our experts in home economics to lead us in the right direction. Teachers of home economics are reaching forth into the homes of the land and performing an immensely valuable service. They are helping to raise economy in household matters to the plane of patriotic service, and are giving the intelligent guidance necessary to prevent injury to the welfare of the household. By teaching food selection and the proper diet for children lives
are being saved and strengthened; by demonstrating methods of preserving foods and preventing waste, our people are being maintained and supplies are being secured for those who are fighting our battles for us. The same is true as regards clothing, for here methods of using worn garments, of remaking, dyeing, and cleaning, and of buying economically, are being taught by precept and example in every community where there is such a teacher. The governmental agencies are finding these home economics specialists to be their most valuable allies. Courses in schools are being modified and enlarged to meet the suggestion of the Food Administration and other divisions of governmental activity, and more students than ever before are becoming interested along this special and practical line.

The important place which education of the proper type holds in the national welfare is indicated by the variety of war emergency courses which are being fostered by the Government. Among these may be mentioned the aviation service with its present need for ten thousand skilled men in a large number of mechanical specialities; the shipbuilding industry which can use any number of machinists, woodworkers, electricians, metal-workers, and so on; the motor service which needs a multitude of trained drivers, repairmen, and mechanical experts; and the signal corps which is calling for a thousand trained photographers. It is interesting to note in this connection that women are being employed not alone as clerks and nurses but also as workers and supervisors in munitions plants, as inspectors of small-arms, and as telephone operators in overseas service. For the last-named occupation applicants must have perfect command of the English and French languages, so that they may be able to understand and be understood by our Allies as well as our own forces in France. Farming courses are being offered to women in many places. If the war continues it is certain that women will have to assume more and more of the industrial burden of the country; and there is no question that the maintenance of the schools will rest almost entirely upon them.
The loss of teachers as a result of the numerous calls that are coming particularly for young women, to engage in clerical, commercial, and industrial occupations, has assumed serious proportions. Unless something can be done speedily and on a big scale to counteract this movement away from the schools, the places of many trained and experienced teachers will have to be filled with the untrained and inexperienced, and the children will suffer as a result. Standards of efficiency are being lowered, or are in danger of being lowered, at the very time when it is more important than ever before to raise them as rapidly as possible. After-war conditions will bring greater demands for general intelligence, industrial efficiency, and civic knowledge than have prevailed in the past, and education is the only hope. The appeal is being sent broadcast throughout the land, therefore, for young women to enlist in the great cause of education, to come to the rescue of the schools; and for those who have stopped teaching, to re-enter the profession and do their part as far as possible. Everything possible should be done to fill our training schools for teachers and to increase their capacity to meet the enlarged demands. At the same time communities should recognize that, while teachers may be rightfully expected to do some sacrificing at this time, it is a right of the teacher to expect a living wage for her work. It may not be possible, and it may not be necessary, to completely match the salaries being offered in other lines of occupation, but as a matter of justice all teachers’ salaries should be raised to a reasonable amount to meet the increased cost of living.
WAR NOTES FROM THE MAGAZINES

PLANE TALES FROM THE SKIES

"Plane Tales from the Skies," in The Century for April, is an account by L. L. Driggs of the air-fighters' risk, and the extravagant odds against which they daily venture forth to offer combat with a heroism never recorded in history. Most of the celebrated fighting aces are under twenty years of age; and tho every nationality at war claims one or more of them, all possess the selfsame extraordinary characteristics.

HOW BATTLES ARE Fought in the Air

In "How Battles are Fought in the Air," February Harper, Lawrence Driggs, an authority in this field, sets forth vividly and picturesquely the latest principles and practise of the airmen, who form "the eye of the army" and are its most valuable defenders. He also gives an imaginative sketch of the future decisive battle of the Great War as it shall be fought by an American fleet of two thousand fighting-planes opposed by all available aircraft of the enemy, at an altitude of ten or twelve thousand feet, and resulting in the surmounting and sweeping away of the hitherto insurmountable cross-continent barrier where the great issue is now being fought out.

THE Y. M. C. A. AT THE FRONT

The same issue of Harper has a most interesting article "The Y. M. C. A. at the Front," by Francis B. Sayre, son-in-law of the President, based upon his personal experience in France. The difficulties in the way of ministering to the social and religious needs, often physical needs also, of thirty-seven million men are of unimaginable vastness; but such is the efficiency, the devotion, of the men chosen to organize and carry on this work, and such the hearty co-operation of the military authorities added to the generous support of the
home people, that, to use the words of Mr. Sayre, "The Y. M. C. A. has become an international force; it is breaking down the barriers of race and sect exclusiveness, and is given proof once again of the great healing and uniting power of Christ's love as interpreted in terms of modern service."

**Miss Amerikanka**

"Miss Amerikanka," by Olive Gilbreath, is a war-romance of uncommon quality continued thru the February, March, and April issues of *Harper*. The heroine is an American girl, the background is Russia during the first years of the war. The reading of it must give a more intimate understanding of the true soul of the Russians, and a deeper sympathy for them in their present plight.

**War and the Supernatural in Current Fiction**

The popularity of the ouija board and the comfortable living made by spiritualists have for a long time shown the yearning of man after the supernatural; and it seems that the more he learns of natural laws the more he believes in the supernatural. Dr. Dorothy Scarborough, instructor in short-story writing at Columbia University, writes in *The Bookman* for April of "War and the Supernatural in Current Fiction," in an interesting way hard to do justice to in a review. She assigns as a reason for the great increase of this tendency since the war began, and the revival of the supernatural in literature, the fact that "the war has so belittled ordinary thinking for us that we need superlative symbols more than mortal images to match the mighty swing of events. One does not go on thinking afternoon-tea thoughts when a world is aflame, when the sword-point is at humanity's throat." The vast numbers of the slain in battle, the daily, hourly contact with the proofs of the uncertainty of life, bring the spirit-world to the thoughts of men more than ever before in their lives; and, in the words of an author writing of the events of 1815, so like our own, "At these moments of universal rending, it happens, I imagine, that the ideal which lies behind the terrestrial world is revealed, made suddenly visible, to mortal eyes."
The author quotes from several recent books such as "War Letters from a Living Dead Man," claimed to have been dictated by a spirit visitant; "Across the Border;" "The Unseen Host;" "Raymond," which she considers the most appealing, communications to a father from a young son killed in battle, etc.

**War-Time Pleasures of the Table**

Henry T. Frick, of the New York Evening Post, gives in the *Century* for April practical suggestions as to converting the food restrictions imposed by war demands into real pleasures and the betterment of health and efficiency, and names his recital of the process "War-Time Pleasures of the Table."

**Economics of the Palate**

Another aspect of this question is treated by Dr. David Fairchild, U. S. Department of Agriculture, in "Economics of the Palate," reviewed in the *Literary Digest*. He declares that many food habits depend upon caprice and fashion, and yet upon those habits depend the success or failure of millions of acres of farms or plantations. As the sense of hearing is trained in music schools, and the sense of sight in art schools, why not train the sense of taste in domestic science schools? The present time, with its restrictions as to food which may become more stringent in future, Dr. Fairchild thinks affords a remarkable opportunity to cease insisting that our likes and dislikes in foods are nobody’s business, and to begin to cultivate a wide liking for everything that is good to eat; to test the food plants of the world, and thus further the development of the agriculture of the future.

**The Cross at Neuve Chapelle**

"The Cross at Neuve Chapelle," April *Atlantic*, by Thomas Tiplady, an English chaplain, was written within sound of the guns, and is a feeling account of the impressions made on the fighting men by the crucifixes found at all the chief cross roads in the Roman Catholic countries of the Western Front, with especial reference to the battle of Neuve Chapelle. The crucifix
stood to the firing line, in the midst of a labyrinth of trenches, but the hundreds of shells and millions of machine-gun bullets swept by it, it remained undamaged, always in view of the men, a comfort and an inspiration.

**Hymns and Songs of the Soldiers**

Chaplain Tiplady's book "Hymns and Songs of the Soldiers," reviewed in the *Literary Digest* for May 4, seems a fitting companion to the article mentioned above. The songs the soldiers love to sing in their moments of relaxation we are all singing here, such as "Smile, Smile," "Keep the Home Fires Burning," etc.; but when shadowed by the progress of a great battle their hearts and voices turn to the great hymns of the ages, and in their services you can not give them too many of such as "Rock of ages," "Jesus, lover of my soul," "O God, our help in ages past;" and, standing out above all others in the blessing and strength they have brought to them, are "Abide with me," and "When I survey the wondrous cross." The author says, "They never think of singing a patriotic song as they march into battle. It would be like painting the lily and gilding refined gold. The soldiers' patriotism calls for no expression in song. They are expressing it night and day in the endurance of hardships and wounds, in the risking of their lives."

**The Greatest Battle in the World**

*Can the Germans Bomb New York from the Air*

Notable war articles in the *Review of Reviews* for May are: "The Greatest Battle in the World," by F. H. Simonds, a clear and spirited account of the great drive begun on March 21, whose illuminating quality is increased by maps and photographic illustrations. "Can the Germans Bomb New York from the Air?" by the editor of the *Popular Science Monthly*, assisted by a skilled aviator, ingeniously and scientifically discusses this question.

These experts are of the opinion that while a gambler's chance would have to be taken in encountering the difficulties to be met, yet as gamblers occasionally do succeed, "if we cherish the illusion that New York and other coast cities are safe from aerial bombardment, we live in a fool's paradise."
WAR AND THE PHYSICIAN

In "War and the Physician" in the May Century, Dr. Frederick Peterson, of New York, an authority on mental diseases, emphasizes the increasing importance of the relation between the interests of medicine, especially preventive medicine, and every department of life. He describes a number of new conditions incidentally brought about by the war, and the wonderful organization of the medical corps of the armies, despite the many difficulties encountered. The article is illustrated with photographs.

CARING FOR THE AMERICAN WOUNDED IN FRANCE

Of similar import to the above is "Caring for the American Wounded in France," by Dr. C. L. Gibson, Major Medical Reserve Corps, in Scribner's for May. America's late entrance into the war enabled the medical corps to profit by the experience or mistakes of the Allies; and the Allies in turn have an opportunity to profit by the great advance of our country in the field of surgery. Military medicine is unquestionably a distinct science, and, especially in the treatment of wounds inflicted by high-explosive shells, has called for the highest skill and resourcefulness. Improvements are constantly being made in all methods, and after nine months of experience in this work in France, Dr. Gibson says "I feel that our soldiers will in general receive the very best care it is humanly possible to give." The photographic illustrations show various phases of ministry to wounded, both friends and foes.

A DESTROYER IN ACTIVE SERVICE

"A Destroyer in Active Service," April Atlantic, by an American naval officer who has been serving abroad since the outbreak of the war, gives, in the form of a diary written for his wife, in the easy, intimate style to be expected under these circumstances, a description of the life of dreary monotony on these vessels. He says it "much resembles a campaign against cholera germs or anything else which is deadly but difficult to get any joy-of-battle out of." However, the danger, tho little in evidence, is always present; and his account
of an experience with a combination of a storm, a jammed rudder, and an important secret mission, forces us to realize the heroic service of these defenders.

Only the Naval Reserve

The blood-stirring character of the history now in the making, is shown by the number of articles dealing with the tragedies of the sea. "Only the Naval Reserve," by R. E. Cropley who reproduces in the Atlantic a number of first-hand stories gathered from those dauntless heroes whose duty it is to protect the precious cargoes traversing the war zone, and in fulfilling that duty face death daily and hourly. "It is they who have gathered the great armies of the Allies from the ends of the earth. It is they who fuel and provision the dreadnoughts. With their lives the Allies have purchased every ton of food they have imported."

Restoration Work in France

C. LeRoy Baldridge, of the French army, has in the May Scribner a realistic word and pen sketch "Restoration Work in France" of the dire necessity and some phases of the good work being done in restoring the towns and villages, and, so far as is possible, rebuilding the lives of the inhabitants.

The Administration of Public Education in War Times

The War and Vocational Education

The War and Methods of Instruction

The Training of Teachers as a Phase of Democracy's Program

A valuable contribution to the educational literature of the times is the special war number issued by Educational Administration and Supervision in January. Many phases and problems which must be considered by educators are treated by those high in authority in such matters, as "The Administration of Public Education in War Times," by George D. Strayer; "The War and Vocational Education," by David Snedden; "The War and Methods of Instruction," by W. W.
Charters; "The Training of Teachers as a Phase of Democracy's Program," by W. C. Bagley, etc. A copy of this magazine may be obtained for forty cents from the publishers, Warwick & Yorke, Baltimore.

**The American Negro and the World War**

The successor of Booker Washington at Tuskegee Institute, R. R. Moton, writes in the *World's Work* for May of "The American Negro and the World War;" how the negro is proving his worth in the army; the negro officers and negro regiments; the point of view of the negro in the present crisis, etc.—a very readable and reasonable discussion.

**The Civilian in Khaki**

"The Civilian in Khaki," by K. M. Roof, shows that the inadequate supply of khaki for soldiers' uniforms is probably due to the large quantities of the material used in making the numberless garments worn by all classes and conditions of persons in civil life under the very mistaken impression that by so doing they are being patriotic. The author makes a vigorous protest against this cheapening of the distinctive dress of the soldier; and surely if his use of it is thus delayed, she is right in declaring that "its use by civilians in war-time is an actual crime against the boys who are going out to fight our battles."

**Patriotic Building**

In *The Touchstone* for April Lewis E. Welch makes a plea in "Patriotic Building" for this time as most suitable for building the small house of stone which may be bought from small dealers who have no army contract. Thus would be kept up interest in the noble art of architecture, and in the cultivation of the home spirit which is the background of civilization. Also, the more homes built, the better the Government will be supported; not palaces, nor apartment houses, requiring much steel, but little homes where people may live while serving the Government in whatever capacity.
College Activities in War-Time

"College Activities in War Time," in Scribner for April, is mostly a pictorial review of scenes at the universities of Illinois, Vermont, Yale, Princeton, Harvard, Vassar, Bowdoin, Oklahoma, and others.

Mr. Henry Morgenthau, American Ambassador at Constantinople, has in the World's Work for May an illuminating story to tell of the political assimilation of Turkey by Germany just before the beginning of the great war, and shows that Germany had then made all her plans for world dominion. This article is the first chapter of his forthcoming book which will afford such history of German intrigues as will be of lasting value.
REVIEWS OF RECENT BOOKS OF IMPORTANCE TO TEACHERS

The Soul of Lee, by Radolph H. McKim. (Longmans, Green & Co., 4th Avenue and 30th St., New York. $1.50 net.)

This volume, written by an eminent soldier who calls himself here "one of his soldiers," seeks to portray in brief outline the achievements of the commander who by usual agreement of the best military critics is held to be one of the greatest generals of history. At the same time it brings out those exalted human qualities that have won the unstinted admiration of the most profound students of character.

The author believes that at this crisis when "our young men are offering their strength and their lives in the greatest struggle for liberty and democracy the world has ever seen, a study of the life and character of Lee can not but be an inspiration." The frontispiece is reproduced from the portrait at Washington and Lee University; and the book contains a number of incidents that have not been given to the public heretofore. Any one who knows Dr. McKim will know what to expect when he speaks of Lee.

J. W. W.

Our School in War Time—and After, by Arthur D. Dean, Sc. D. (The Macmillan Company, New York.)

This is a book for every American; the unpatriotic will not be interested. Professor Dean outlines the specific work of the school in relation to the war and suggests measures for post-war consideration. He proposes a program for every type of school from the college to the one-room rural school. Liberty Loan, Red Cross, war and community uses of the school, industrial and trade activities, manual and household arts, re-education of the disabled, farm cadets and their organization—these topics indicates the scope of treatment. Reference is made to the effect of the war on the schools of Europe from which we may profit. The book indicates, too, what reorganization of the schools must follow the war.

W. T. S.
LOYALTY: THE APPROACH TO FAITH, by John A. Hutton. (George H. Doran Co., New York. $1.50 net.)

"Faith is a final and utter loyalty, a state of honor towards Christ. And how can one manifest loyalty except towards a threatened cause! How can one be said to have faith, unless he dwells in an uncertain and ambiguous world?"

This is the subject which is here worked out with insight and originality. The author's spirit will touch the reader as the latter sees the dedication: "To the memory of my son ... who fell in battle before Thiepval, on the Somme in France, early on the morning of July 3, 1916." From this moment one is prepared to follow reverently and confidently to the chapters on "The Anchor Cast in Front," "Impatience and Fatigue," "Unconquerable Confidence," "Armed for Uncertain Days," and "The Big Way of Looking at Life." It is a book that is healthful to the soul when the bell of conscience stirs life's pauses.

J. W. W.

THE CONFESSION OF A BROWNING LOVER, by John Walter Powell. (The Abingdon Press, New York.)

In this volume the author presents to us the man Browning as an artist, a philosopher. The author believes and proves to us that Browning is primarily an artist, that also he is a philosopher and a theologian. Throughout the book, John Walter Powell meets the criticism of Browning by some skeptics and answers all questions proving to us that Browning's poetry and his teachings are of the highest order. Browning's love of truth is brought out in the chapter on Truth. The philosophy of love and life are well brought out and we are awakened to the fact that a "humanity capable of love is akin to God." The chapter on immortality is very helpful. We find our belief in a life to come strengthened as we read. We feel as Browning felt and as the author feels that the after life will come and we will "fare ever, there as here."

Lovers of Browning will find this volume very interesting and their love for the great poet will be the deeper after reading it. For skeptics and those who do not appreciate Browning, read this book and your skepticism will vanish.

M. B.
THE WORLD WAR AND WHAT WAS BEHIND IT, by L. P. Benezet. (Scott, Foresman and Company, New York.)

This book is also styled The Story of the Map of Europe. Its author is an Indiana school superintendent. His discussion of the war before various educational and business organizations was considered so effective that he was at length induced to publish his material. Numerous maps and pictures, untechnical and comprehensive treatment, make this a most useful book in the schoolroom. Children of the upper grades will be able to read this with pleasure. An extended Pronouncing Glossary is included. This would make an admirable text in recent European history for the upper grades and high school. Its message should be taught for patriotic reasons.

W. T. S.


Outgrowth of an investigation of the language problem in the Cambridge, Mass. schools, this book discusses first the language course, second, gives a detailed course of study in language for each of the elementary grades, and, third, an outline of literature for the grades. This monograph is recent in spirit and ample in treatment. The appendix includes lists of pictures useful in language work, games for language drills and other useful material.

W. T. S.

LITERARY CHAPTERS, by W. L. George. (Little, Brown and Company, Boston. Price, $1.50.)

The author of this book is both a novelist and a critic of novelists. In this volume he appears in the latter guise. Eight chapters are given to this task. The chapters have been written in varying and fluctuating feeling aroused in the author by the modern novel and its treatment at the hands of the public. The chapters on Falstaff, Esperanto of Art, and Twilight of Genius have been included because their general implication affects the fiction form. In his clever and daring way he touches many features of the modern novel which are interesting to all readers of such books.

C. J.
Reviews of Recent Books

Food Problems, by Farmer and Huntington. (Ginn and Company, Boston.)

This book is, in part, the outgrowth of the work of the Food Administration. The authors realized that the voluntary ration system could be accomplished only thru a campaign of education and that the schools afford opportunity for this work.

The book illustrates the meaning of food conservation and waste and what may be accomplished by economical and intelligent substitutes. Each food fact stands out in large print. It is followed by problems in arithmetic based on that fact. For example, a chapter is given to wheat—the problems given out being the different phases of the wheat situation, what we have, what we need, what 1 oz. a week waste means, amount of wheat consumed by one person, whole wheat flour compared to white flour, profit on flour, wheat substitutes, etc. This is followed by graphic representation of food facts, thus teaching children to make and interpret such charts. It is suggestive to teachers of the grades and should be far reaching in putting the food situation into homes of the children.

P. P. W.


This is a handbook on the organization, insignia of rank, and customs of the service of the world’s important armies and navies. It is elaborately illustrated with full page color plates. It is a most interesting and timely book and should appeal to all who wish to know about the military and naval forces of the present day. It is of use, at the present moment, to the civilian as an authoritative answer to the many questions about army and navy usage.


This is undoubtedly a great book, original in conception and in execution. It has sufficient mystery to lend an added attractiveness, for every one is still asking,
'Who is Ford?' Suffice it to say that it is the brilliant story of a man who revolutionized education and that any one who is interested in the Gary System and the new Rockefeller School will wish to read this remarkable book. It is the spiritual biography of a man who lived before his time.

Poems My Children Love Best of All, by Clifton Johnson. (Lloyd Adams Noble, New York.)

One of a series of books for which the child world must be deeply grateful. The publishers have made a point of putting before the public a collection of books that emphasize individuality; this is an important one of the group. It contains just those poems that you know the child will thoroughly enjoy, especially between the ages of six and twelve years.
NOTES AND NEWS FROM THE SCHOOL AND ITS ALUMNAE

War Activities of Our School

War activities have by no means found a small place in the school this year. The work began in the summer of 1917 when the summer students gave entertainments, the proceeds of which, $114.22, went to the local Red Cross chapter to be used in buying materials for sweaters, pajamas, and hospital shirts and three boxes of surgical dressings which were sent to France. The school feels that this is not the time for sentiment alone; it is not enough to read the papers and posters, to wear Red Cross buttons and service pins, but every woman and child in this country must not only do something, but everything she can; all must stand behind the Government and push; they must take an active part in this fight; they must feel an individual responsibility; they must make sacrifices, and they must have the courage to do without those things they do not need no matter how much they may admire them. The field is so big, the duties so numerous that every one can get in and find something which she can do. That has been the feeling in the school this year, where the students have accepted and met difficulties cheerfully, as they arose; and in every department, from the Kindergarten in the Training School to the Seniors in the High School department, in the normal the students and faculty are giving their time and energy so that the nation may be strengthened and democracy for which the men in the trenches are giving their lives may be possible.

It is hardly possible to put on paper everything that is being done in the school, for something new is being done all the time; but I shall endeavor to tell some of the activities, not in order of importance, for there can be no such order, but just as they occur to me. Many of the members of the present senior class are making their own graduation dresses. The material for these is white organdy, with no lace and embroidery; in no case is the dress to be elaborate or expensive, for the
students feel this is not the time for finery when so many people on the other side are suffering for the bare necessities of life. An auxiliary of the American Red Cross has been formed, with Miss Elizabeth Harris as chairman. This auxiliary meets every Saturday morning. It has completed 17 sweaters and many bandages. This probably gives the girls one of the best opportunities for work. $750.00 has been raised for the Y. W. C. A. Friendship Fund. At Christmas time the students packed 120 Christmas boxes; they paid for 35 of the boxes. In the Industrial Arts Classes hundreds of trench candles have been made. In the Home Economics Classes, all the cooking classes have been modified by the courses sent out by the government. Courses I and II sent out by the government have been combined and given to all students twice a week at the chapel period. They have been given in the form of lectures by Dr. Wayland, Mr. Johnston, Mrs. Moody, Misses Corbett and Sale. War recipes have been worked out in all of the cooking classes. From time to time demonstrations on war breads, cakes, and cookies have been given by members of the department and Miss Dinwiddie. Food conservation has been practised in every phase of cooking, in the school dining room and practise house. A conservation rally day program was given in chapel. The Red Cross course in dietetics has been given, also the Red Cross courses in first aid and home nursing. The sewing classes have been busy too; the exhibit in this department will not be as large as usual this year, for, instead of using all the time allotted to sewing in making garments for themselves, they have made 40 pajama suits, 100 hospital bed shirts, and 110 T-bandages, 68 of the bandages being made by the students for their final practical examination. In the course in textiles, wool production, shortage, substitutes, and adulterations have been studied, as well as the uses of cotton, silk, and linen in war products.

The students have also participated in the Liberty Loan and Red Cross parades and in the Community Sings. The Glee Club sent $10.00 worth of records to Camp Lee for an Easter gift. Many Liberty Bonds and Thrift Stamps have been purchased.

It would hardly be fair to mention the work done, without telling what the children in the Training School
have done. Every child in the Main Street and Newman schools belongs to the Junior Red Cross. It is difficult to find the exact number of Belgian blankets which the children have knitted. It is not uncommon to go into any of the grades to find the children, boys and girls alike, knitting and listening to a victrola concert. The children in the Newman School, composed of the kindergarten, two first, and second, grades have made squares enough for a soldier’s blanket. Thousands of gun wipes have been made, wash clothes and hot water bottle covers knitted, 4 layettes for refuge children, bandages and other hospital garments have been made. In the manual training classes the children have made checker boards. During the recent Thrift Stamp drive, 6,332 stamps were sold. The eighth grade has bought a W. S. S. Certificate for the room, the proceeds from which will be used to buy a picture of a hero in 1923. One hour a week is spent in the study of the Red Cross; all the children earn money for the Red Cross; and nearly all of the children have gardens.

Neither in the normal nor in the training school has this work interfered with the regular school work, nor has it taken time from other subjects. The thing which would impress the visitor most is the cheerful and happy spirit which pervades throughout the work. Everyone feels that she is truly doing something and that something is her best; and the school spirit, interest in the work and respect for the profession is greater than it ever has been, for these young ladies feel that they are taking an active part in this great struggle for humanity.

HONOR ROLL FOR SECOND QUARTER

The following students made Honor List grades in their classes during the Winter Quarter, ending March 15, 1918:

Grade "A" on all subjects:
Misses Margaret Bear (Sophomore)
Margaret Bryan (Senior)
Hazel Davis (Junior—2d consecutive qr.)
Annie Dowell (Junior)
<table>
<thead>
<tr>
<th>Laura Henley</th>
<th>(Senior)</th>
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</thead>
<tbody>
<tr>
<td>Frances Kemper</td>
<td>(Junior—2d consecutive qr.)</td>
</tr>
<tr>
<td>Elizabeth Nicol</td>
<td>(Post-graduate)</td>
</tr>
<tr>
<td>(Mrs.) Madge Rose</td>
<td>(Special)</td>
</tr>
<tr>
<td>Ruth Witt</td>
<td>(Post-graduate—2d consecutive quarter)</td>
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</tbody>
</table>

**Grade "A" on all subjects except one, which is a "B":**

<table>
<thead>
<tr>
<th>Misses Ada Berrey</th>
<th>Ruth Marshall</th>
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</thead>
<tbody>
<tr>
<td>Carrie Bishop</td>
<td>Merla Matthews</td>
</tr>
<tr>
<td>Juliet Coffman</td>
<td>Penelope Morgan</td>
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<tr>
<td>Nell Critzer</td>
<td>Elizabeth Murphy</td>
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<tr>
<td>Grace Fisher</td>
<td>Mamie Omohundro</td>
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<tr>
<td>Sue Foster</td>
<td>Elizabeth Primrose</td>
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<tr>
<td>Gaylord Gibson</td>
<td>Marie Scribner</td>
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<tr>
<td>Iris Glascok</td>
<td>Lemma Snider</td>
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<tr>
<td>Martha Hauch</td>
<td>Frances Rolston</td>
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<tr>
<td>Mae Hoover</td>
<td>Verlie Story</td>
</tr>
<tr>
<td>Anna Lewis</td>
<td>Dallas Warren</td>
</tr>
<tr>
<td>Elise Loewner</td>
<td>Virginia Zirkle</td>
</tr>
</tbody>
</table>

**Grade "A" on all subjects except two, both of which are "B":**

<table>
<thead>
<tr>
<th>Misses Miriam Belote</th>
<th>Mary Lancaster</th>
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<tbody>
<tr>
<td>Elizabeth Callender</td>
<td>Helena Marsh</td>
</tr>
<tr>
<td>Pauline Callender</td>
<td>Margaret Menzel</td>
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<tr>
<td>Lillie Coates</td>
<td>Ella Peck</td>
</tr>
<tr>
<td>Anna Dean</td>
<td>Gertrude Pierce</td>
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<tr>
<td>Audrey Girard</td>
<td>Sara Roller</td>
</tr>
<tr>
<td>Mary Greenawalt</td>
<td>Emily Smith</td>
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<tr>
<td>Ruth Holland</td>
<td>Dorothy Spooner</td>
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<tr>
<td>Anna Hundley</td>
<td>Ruth Sullivan</td>
</tr>
<tr>
<td>Annie Johnson</td>
<td>Genoa Sweeker</td>
</tr>
<tr>
<td>Mildred Jones</td>
<td>Lucile Whitesel</td>
</tr>
<tr>
<td>Mildred Kidd</td>
<td></td>
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</tbody>
</table>

**Grade "A" on all subjects except one, which is a "C":**

<table>
<thead>
<tr>
<th>Misses Sallie Brown</th>
<th>Ruby Brill</th>
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</thead>
</table>
LOCAL CHAPTERS OF THE ALUMNAE ASSOCIATION

DEAR ALUMNAE:

A number of requests having come to us from our members concerning the formation of local chapters of the Alumnae Association, a committee chosen at a recent meeting has drawn up the following plan which they offer for your approval.

While this is, as yet, only a tentative plan, it will be definitely worked out at the regular meeting in June. In the meantime however, we hope that several chapters will be formed which shall be given full recognition at this meeting.

We are counting on you to take this matter up among the girls in your vicinity, and we are hoping to hear from you very soon, saying that such a chapter has been formed.

We would appreciate any suggestions you may wish to make in regard to the enclosed plan.

Sincerely yours,

THE COMMITTEE

P. S.—All communications should be addressed to Miss A. Pearl Haldeman, Middletown, Virginia.

The following suggestions are offered by the Committee of the Alumnae Association:

I. Groups of non-resident graduates and former students of the Harrisonburg State Normal School shall be empowered to form among themselves local chapters of the Alumnae Association, of the Harrisonburg State Normal School, provided there be a minimum of eight members.

II. The object of each local chapter shall be to stimulate and perpetuate school spirit and fellowship among the students, to render definite and effective in each locality the aims and work of the general association, and to advance the interests of education and Alma Mater in every legitimate way.
III. Any graduate of the Harrisonburg State Normal School shall be admitted to membership in local chapters with all the rights and privileges which they enjoy in the general association.

IV. Any person who has been in attendance at the school at any time, but who is not a graduate, shall be admitted to membership in the local associations under the following limitation: she shall not be entitled to vote or to hold office in the general association, though she may vote and hold office in the local association.

V. There shall be an annual membership fee of twenty-five cents, ten cents of which shall be sent to the general association.

VI. The president of the general association shall be notified immediately upon the formation of any local chapter, and shall be supplied with a complete list of the officers and members of the same.

VII. All local chapters shall conform, in general, to these regulations, but each local chapter shall be privileged to work out all minor details in accordance with its own needs.

VIII. These suggestions shall be offered for adoption by the general association as an amendment to the constitution of the Alumnae Association of the Harrisonburg State Normal School for Women.

GRADUATING ESSAYS—1918

The Teacher as Measured by the Present War—Susie Moffatt Hawkins

The Values of the Kindergarten—Pauline Miley

The Values of the Kindergarten—Mary Lifsey

The Teacher Out of School—Nellie M. Critzer

The Young Women’s Christian Association in Our School—Margaret L. Webb
Institutional Management from the Vocational Standpoint—Mary Garden
The Dietitian of Today and Her Value to the Boarding School—Mary McKee Seebert
Community Music—Katherine Broughton
The Health Problem in the Rural School—Clara E. Lee.
A Study of the County of Halifax from a Production and Sociological Standpoint—Annie Johnson
Development of the Claremont Plantation—Elizabeth Primrose
Woman’s Work in the War—Gertrude Pierce
Social Conditions in Danville, Virginia—Willie Guthrie
The Kindergarten and Its Values—Dorothy W. Williams
Why and How to Secure Recreation in the Rural School—Etta McDonald
How to Keep the Country Boy in the Country—Madge Bryan
The History of Leesburg, Virginia—Marguerite Householder
Terms of World Peace—A Statement of Some of the Basic Problems of Permanent Peace—Edna Matthews
School Friendships—Grace B. Gaw
Fluvanna County's Part in the Present War—R. Mildred Kidd
The Relation of Health to Wealth—Flossie Grant
The Value of Music in the Public Schools—Francis Grace Fisher
The Making of a Teacher—Helena Marsh
The Teacher as a Patriot—Esther Derring
Virgil in Poetry and Legend—Mae Hoover
The Quaker Influence in Loudoun County—Tillie Derflinger
A Sociological Survey of the City of Albemarle, North Carolina—Emmie Brown
What is Being Done for the Boys and Girls of the Rural Schools of Today—Katharine McClung
A History of Botetourt County, Virginia—M. Virginia Styne
A Study of the Schools of Botetourt County, Virginia—Ella M. Peck
The Need of Rural Amusements—Lemma Snider
Amusements Good and Bad as Observed in Norfolk—Laura M. Henley
A Review of Harrisonburg, Virginia—Juliet Coffman
Women’s Work of Today—Mattie Gregory
Some Needs of Our Rural Schools—Annie Lee Crawford
The American Woman in This War—Elizabeth Rubush
Some Possibilities for the Young Woman on the Farm—Rachel J. Speas
Music and War—L. Audrey Gerard
Augusta County—Mary E. Jones
Social Life in the South—Mildred Hoshour
The Field Open to the Graduates in Home Economics—Pauline Layman
Jane Addam’s Work and Life—The Opportunities of the Home Economics Teacher for Service—Marguerite Whitney
New Music—Catherine Neville Hinton
A Cotton Seed’s Story—Irene M. Moore
Nature in English Poetry—Nell Acree
The Schools of Loudoun County—Catherine Furr
How the War Has Affected the Women of the United States—Margaret Omohundro
America’s Answer to Her Call—Katie Wilson
The Practical Practise House at the Harrisonburg Normal School—Its Value in the Household Arts Course—Gretchen P. Bell
Social Problems of a Student Body—Dorothy McK. Spooner
EXTRACTS FROM ALUMNAE LETTERS

Miss Margaret Ropp, Charlie Hope, Virginia, writes:

"I have enjoyed my work this year immensely. We gave the play Peg O’ My Heart at our school in February. Then we were invited to bring it to Lawrenceville, which we did. At our school we made over forty dollars at the door, and in Lawrenceville we made over seventy-five dollars. Half of this we gave to the Home Guards in the town and the other half to the Charlie Hope School. We, of the faculty, took the leading parts and I played the part of Peg. I love all of my pupils dearly. Sometimes I have a most difficult time trying to keep from laughing at them. One little girl had never heard the word “tourist.” She came to it the first time while studying history and in class she made the following statement:

‘When the war broke out there were many American tortoise in Europe.’

Our school is very progressive. We have a school league, a community league, two War Saving Societies,
one for the school children and one for the parents. The school children have two Literary Societies. They get up their own programs and really do good work. The girls have two basket ball teams, a Senior and a Junior team. The boys have a baseball team. We play ball with other teams.

The patrons are greatly interested in the school and co-operate with us teachers. They come to meetings and bring their entire families."

Another interesting letter comes from Miss Jennie Loving, who has been teaching in Wilmington, Virginia, during the past session.

"I have only one more month to teach—much to my sorrow. I do hate to give up my pupils, because I know they are the best and the sweetest a teacher ever had. When I came home last year the patrons asked me if I would take my "home" school—where I got my start; at first I hesitated, because so many people had told me I could never manager pupils who had been to school with me; but I felt very secure, so I consented, and I never hope to have a more successful year, certainly so far as discipline is concerned.

Our entire school belongs to the Red Cross. We have not done much work, because there are only five girls in school and they are too small to sew. I have been doing some to keep up our record.

I believe I have told you what kind of school work I am doing. I am principal of a two-teacher school and am teaching the fifth and sixth grades and the first and second years of high school. I am supposed to hear twenty-two classes a day—I do not say teach them, because no mortal could do that. Often I have four classes at a time, so you know my work is not the kind I would like to do. I see some splendid results and the pupils seem to be getting along very nicely, but it is not so thoro as it should be. I have never worked quite so hard, but I have never enjoyed work so much either. It seems this has been such an unusually busy year. There have been so many things to do besides the regular school work. I yet have charge of the Local Red Cross Chapter, and that keeps me quite busy."
Miss Mabel Kendig, of the 1917 Class, writes from Sandridge, Va.

"Of course, mine was only one of the regular forms sent to all Alumnae, but this evening when my "letter" came from Mr. Burruss, it was so interesting that I took it as a personal letter, and enjoyed it accordingly.

Just because I'm rather far back in the mountains doesn't mean, at all, that I've forgotten Harrisonburg. I think of it so often, and wonder how many things have changed, and what those changes are.

This year I am teaching about fifteen miles from Amherst Court House, near the Nelson County line. We have six teachers, and teach nine months. The principal is a young W. and L. man, and his first assistant graduated last June from William and Mary. Now, I have thirty-six children enrolled, and an average of almost twenty-five. They are all very much "alive," and certainly keep me busy. I wish you could hear my children sing. They enjoy that, and stories I tell them, more than anything else."

News of some interesting war work comes to us from Miss Janie Werner, Charlottesville, Va.

"We are so proud of our children for the interest they're taking in the war work. They are buying Thrift Stamps. A bank here has offered a twenty-dollar prize to the room having the most money invested in War Savings Stamps and Thrift Stamps at the close of this session. There is a second prize of ten dollars and a third prize of five dollars. The same bank is also offering prizes to the grammar school.

Our school—primary—has adopted a little French girl. We just decided on it last week, and already they have brought enough money to take care of her for half a year. We hope by the end of this month to have enough to support her for a year—then we'll not have them bring any more money for her this session. The children are earning the money they bring. It's very interesting to hear them tell how they make it. They enjoy that part too, for they realize they are really supporting the child and not their parents just giving them money for her. They voted to adopt a girl because they thought a boy could take care of himself better."
Last fall the children contributed so willingly to the war Y. M. C. A. They also brought money to buy some books for the soldiers. They’re certainly doing their bit.

I have been hearing the Normal news quite often this year, and have been enjoying it very much.

Every day at noon the fire bell rings slowly, at which time every one is requested to pray for the Allies. At school we have silent prayer and close with ‘‘God Save Our Men’’—the new verse to America.

The following letter tells of good work being done at Fork Union, Va:

I have had a very successful year in school work and feel that I must give the honor of it, where it is due, to you all.

I had hoped to come back for Commencement, but my school does not close until the 2nd of June, so am afraid I cannot come.

I just wish you could see our Junior Red Cross Society and the work it has turned out. Not long ago we gave a minstrel for it and made $17.30. Wasn’t that just splendid?

We had a teachers’ meeting at Palmyra last week and the teachers said I wouldn’t give them a chance to say anything—that their schools were just as good as mine, and I’m sure they are. But I first want to say, Miss Gregg, I believe I’ve really gotten down to the right attitude. Do you remember how you used to haunt me with that word?

I would just love for you all to come to see my school, and really see for yourselves what the children are doing in the Belgium Relief work and also in the War Savings work. I know you wouldn’t believe that it was my school.

Remember me to all of my instructors and also the girls I know, and tell them I long for, and am going to have, some more school days soon.”