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RECALLED TO LIFE

THE PHYSICAL RECONSTRUCTION OF DISABLED SOLDIERS

The problem of the return of the injured soldier has many phases—physical, economic, industrial, moral, psychological. And the greatest of these is the psychological; for the solution of this will prove the solution of all others. In times past we have offered the injured veteran a pension and a Soldiers’ Home. The results have been physical impotence, industrial deadweights, economic waste and moral deterioration. The United States has paid $5,252,018,247.09 in pensions up-to-date, and men who had fought bravely in battle and given their youth and ambitions to defend our sacred freedom were allowed to feel themselves pitiful, useless objects of charity. This has been a crime against manhood; and, as psychology has pointed out to us in the past fifty years the rights and needs of the child, it has also forced us to appreciate the rights and needs of the man. It has taught respect for personality, for the dynamic element in consciousness and made large our ideals of “self-respect” and “self-dependency.” The soul of man is one with the self of man, and we can not minister to the soul except by developing the self. “Self-knowledge, self-reverence, self-control” sung by Tennyson (the great poet is ever a psychologist) is our ideal of character, and this we must make possible for those who have given full lives of courage, faith, and bold endeavor that we might not die. They must be recalled to life.
There has been one re-birth in the training camp. We have seen it—the new strength in the lithe, muscular figure, the new light in the clear young eyes, the new purpose in the firm, determined mouth and jaw. Yes, they are “solemn looking Blokes.” From the life of little things to the life of big things, from the life of selfishness to the life of humanity they have been born anew; and with all the fire and faith of a Columbus they have cried, “sail on!”

Now they are coming back to us “out of the jaws of death, out of the mouth of hell,” crumpled pieces of men. Are we ready to fight the fight with them for their second renascence? Are we dismayed, tear-stricken, long-faced, without faith in ourselves or them? No, a thousand times no! Our people have learned the power of mind over body, and we will sing with Kipling:

“Then praise the Lord Most High
Whose strength has saved us whole,
Who bade us choose that the flesh should die
And not the living soul!”

We at home now have it in our power to make or mar the future of the injured returning to us. Each individual in society will be a factor for or against him, and it is the plain duty of each of us to study how to help him win in his struggle to make soul dominate the flesh.

There are serious dangers due to the very fact that we feel so much love and gratitude for the injured man. A town in Canada had a public demonstration over one returned soldier: flags, brass band, speeches, and refreshments—all for one man. Sentimental hero-worship will ruin a man. He yields to suggestion, believes himself a martyr to the cause and lapses into indolence, self-pity, and dissatisfaction with life. One wife came to the Home Service about her husband. He had been so entertained and indulged by the town that he had no time to be at home with her and the children. This is mistaken kindness. Over-care by the family, too, may make the injured man lazy, sensitive, or even bitter, like the adolescent youth with the fond, ever-watchful mother. Dorothy Canfield, in The First Time After, tells of a blind soldier’s misery caused by this pity and over-care. Finally, escaping to the woods, he works out his own
salvation thru his touch of the flowers, smell of their fragrance, feel of the wind and sound of its whispers in the trees. It is not how many senses we have, he thinks, but how we use them. A scientist with his telescope or microscope has one more sense than other men, and he with his blindness has but one less. All men grope in the dark, he says, and he with his understanding will see better than many who have eyes. And so he finds the light.

This philosophy is the secret of success. When we know what science has accomplished to give back to each man the lost sense, and even more than he has lost, we will have no more dread of the crippled, no more fear for his happiness. Ninety-five per cent of the wounded are made thoroughly self-supporting and efficient industrially. We must welcome them home gladly as normal, whole men of whom we may demand and receive profitable lives. For, as one writer has said, after a survey of the reconstruction of the disabled: “There are no more cripples!”

The real truth of this statement can be understood only by a thorough study of what has been accomplished in Europe and Canada and plans already under way in this country. In order to keep up the courage of our public and inspire the proper attitude in regard to the wounded and injured, every publicity agent must be employed to spread the news that our men will be made whole and efficient and will live as assets to their homes and communities. A magazine, Carry On, is published by the Surgeon General’s office for this purpose. In the August issue is the following word from the President:

“There is no subject which deserves more immediate or earnest consideration than the subject of the physical reconstruction of disabled soldiers. It must be gratifying to the country that broadly conceived plans with regard to this matter are being not only developed but carried out, and I personally welcome every instrumentality which is being used to bring about the proper execution of such plans. Woodrow Wilson.”

We are gaining much in every way from valuable experiments in other countries, and we intend to have the most scientific organization possible for rehabilita-
tion. In August, 1917, the Federal Board of Vocational Education met and resolved to make a complete study of the problem. At a second meeting in December they asked the aid of Mr. Wilson, who responded by calling a conference in January, 1918, in the Surgeon General’s office of the War Department. As a result of this conference a measure was introduced into the senate and house, on April 6, by Senator Hoke Smith, of Georgia, and Representative Sears, of Florida, which passed the senate unanimously May 25. The Smith-Sears bill appropriates $10,000,000 for the work. It was estimated that for every million men in the fight 20,000 will need partial or total vocational education, of the surgical cases only 10 per cent will require loss of limb and only 1 per cent of the disabled are blind. It is more than a problem of the maimed: tuberculosis, gassed, and shell shock patients must be reclaimed also. A Board of Vocational Rehabilitation is to be composed of one representative each from the treasury, war, navy, and labor departments and one from the Federal Board of Vocational Education. Three advisory committees are authorized, on agriculture, commerce and manufacture, and labor. Thus, specialists in many fields are co-operating to study the problem in order that our plans may not be one-sided.

From a study of the reconstruction work of other countries it has been found that the process involves six steps: (1) restoration thru surgical or medical treatment; (2) bed convalescence, when simple occupations such as knitting, basketry, and bead work are used for therapeutic value; (3) advanced convalescence, when muscular and vocational therapy takes the place of occupational therapy, and the man begins training for definite work like typewriting or mechanical drawing; (4) vocational training proper in shops or technical schools; (5) placement in permanent position where he renders competent service for regular salary; (6) follow-up period, when government inspectors watch his progress to give advice, moral support, and ensure the right attitude from employers. In connection with this process several psychological principles are emphasized in every country as a result of experience. The patient must begin some work as soon as the physician will permit; for only the hope of ultimate social efficiency will make him
happy. And Amroise Pare, the great French surgeon of the sixteenth century, went so far as to say, "The happy always recover." Furthermore, exercise assists in strengthening the body and regaining functional activity of the injured parts. Work also forces a man to think for himself and begin to assume some responsibility. This is essential, for in the army machine he has not had to think. After the hell of the battle the peace and calm of the hospital may even be a paradise that woos him to inactivity. He must be beaten into activity and self-assertion as the dope-man is shaken into consciousness. The occupations must from the first be motivated, that is, must appeal to the native interests of the man and prove useful to him by being closely related to real industrial efficiency. Raffia and beads are too trivial to interest a real man long. He will begin to think himself an imbecile. If he is unable to do anything but knit, let him knit for soldiers and feel that his work is helping to win the war. The vocational training should be allied to former work. For instance, a train man could learn telegraphy and be re-employed by his railroad at twice his old salary. Canada publishes a letter from a mechanic who used to make three dollars a day and now after training in mechanical drawing makes six dollars a day. If a man has been a farm laborer, educate him in scientific agriculture so that he may be a foreman of a farm or run his own farm that the government will arrange for him to obtain. A man who has had any business experience before the war will have an appreciative background in that field that will make it comparatively easy to educate him in the same or an allied field. It is estimated that 80 per cent return to former vocations; 10 per cent need partial re-education and 10 per cent need total re-education.

Crippled men as teachers and master workmen prove a great inspiration to the injured. They see what can be achieved, how others have made good. It is well to have cripples in artificial limb factories, too, to fit limbs to the newly crippled, as that relieves them of embarrassment. If disabled men are taught in regular trade or technical schools, they should have special classes, as it will discourage them to have to compete with able-bodied young boys. There has been only one exception to this
rule. In the crafts school for deformed children of the London slums each soldier has a child similarly crippled assigned to him as an “orderly.” This has proved really curative in that the soldier has some one else to think of, and the child’s condition takes his mind off his own. Human nature asserts itself in the soldier as much as in the small boy who refuses to work for an orange if he thinks he will get it anyway. Thus, it is very important that a man’s pension or insurance be fixed when he leaves the hospital, before he begins special vocational training, and that he be convinced that it will not be decreased when he attains industrial efficiency. Otherwise he will not take the training. Belgium alone makes training compulsory. Compulsory re-education is lawful in France and Italy, but seldom practicable. Everything is done to make men decide to take it while in the hospital. Experts talk to them and encourage them to do so. This ensures the development of initiative from the first.

In all of the above principles of re-education the rural teacher of the one-room school recognizes her own educational psychology that daily guides her in discipline, choice of subject matter, and method. She knows that not the teaching of the subject, nor the teaching of a method, but the teaching of her pupils should be her main aim. And Mr. James Monroe, vice-president of the Federal Board of Vocational Education, tells us that doctors, nurses, and vocational teachers of disabled men must not make the mistake of stressing industrial output or the curative process, but only the development of the man, his self-respect and his ambition.

There had been very little effort to help the industrial cripple before the war. Belgium and Germany had given most attention to the conservation of man power for industry. Exiled Belgium was the first to meet the need of the war crippled. M. Schollaert, president of the Belgian House of Representatives, who had taken refuge at St. Addresse, opened his home to wounded soldiers. Because of their melancholy he had to occupy their minds and soon obtained tools for shoemakers, tailors, cabinet makers, leather workers, etc. The Belgium government established the National School for War Injured at Port Villesh, France, in August, 1915, and in a
year 1,200 men were being re-educated there. The "Home University" of Paris completes the Belgian system. Here the disabled attended the great Paris schools at government expense, studying law, medicine, science, and philosophy. The before-the-war school at Charleroi was destroyed in the German invasion, and the director, M. Baseque, appeared in Lyon just in time to help the mayor there solve his problem of the "idle wounded." In December, 1914, he began the now famous Ecole Joffre to give vocational training. A second school was established in the suburbs of the city, Ecole Tourvielle. These two have served as models for trade schools all over France. Throughout 1915 every effort was made by the government to establish special schools and to arrange special classes in existing institutions. There are now over one hundred schools for re-education in France. When the curative power of work was fully realized, the government established hospitals in connection with these schools. At present there is in every military region of France a hospital or hospitals to which has been annexed a school of vocational training. Eleven of these combined institutions co-operate with shops manufacturing artificial limbs and appliances needed to equip the wounded for his work, called prosthetic appliances.

In England the work was not nationalized till the third year of the war. Philanthropic societies, however, and various volunteer organizations did much efficient service. The Soldiers and Sailors Help Society had already established workshops in London for the employment of the maimed. Since the war the Lord Roberts Memorial Workshops have been established, where the men learn a trade, are paid for their work, and may remain as permanent employees. Most hospitals, particularly Brighton, have workshops. Roehampton has the Queen Mary Workshops and also an artificial limb factory near. When the men are discharged from the hospital, England's many trade and technical schools furnish valuable training. Italy had no facilities when the war opened. Her system has been modeled after the French; but, since 80 per cent of her disabled are peasants with no background, she has to give them an elementary education. This is proving a great nationalizing force.
Italy has revived her wood carving and metal arts, and is also giving scientific agricultural courses in regions where no new idea has penetrated since the time of Caesar.

Strange to say, Germany exerts less government authority in the reconstruction of the cripple than any other country. The reason is that the reclaiming of cripples was already well organized there and private organizations opened their doors to war cripples. All of these organizations, however, are headed by government officials and so co-operate with the government and obey its orders. Each state has its own methods of dealing with reconstruction, and Bavaria is the only one with state control. Teachers are usually volunteers, but all well trained and efficient. The soldiers are so accustomed to obey orders that they take the training without question. This has enabled Germany to utilize 80 per cent of her cripples in industry, releasing others for the army. Germany is making a big appeal to all to be warriors of industry and show their will power in overcoming handicaps. Their motto is: "Der Deutsche Wille Siegt!" (The German will conquers.)

Canada is proving our greatest source of inspiration. She has a well worked out system under the war department and Department of Soldiers’ Civil Re-establishment. Her spirit is splendid. The soldier and the public are given the proper "mind set" by such posters as this: "Canadians are unanimously resolved that every returned soldier shall have full opportunity to succeed. When that opportunity is put within his reach, his success will depend on his own good sense in seizing and using it." Canada is as proud of her conquering of handicaps as of her dashing capture of Vimy Ridge. Her men are going steadily back into civil life in every type of service: agriculture, bookkeeping, typewriting, expert accountant, telephone, telegraph, electrical and mechanical engineering, and government service.

Australia has especially good land laws by means of which soldiers may take government land and eventually pay for it. Men with both arms gone have prosthetic appliances that enable them to farm. Scotland has model villages for cripples and their families, but isolation is psychologically bad for them. However,
for shell shock, epileptic, and other nerve cases our government is thinking of utilizing the old Shaker villages. Canada has her blind re-educated at St. Dunstan's, England, known as the 'Happy House.' In France the hospitals for the blind are called 'light houses.' We have a 'light house' on 59th street, New York, also a hospital for the blind in Baltimore, where nine of our soldiers are already learning Braille. The blind may become efficient workmen, and we can give them every cultural advantage in our large Braille section of the Library of Congress.

Plans for sixteen military hospitals have been completed, one for each military section of the United States, in order that men may be near home while recovering. Curative workshops will be establish near the hospitals. The Surgeon General will have complete charge of a man till he is dismissed from the hospital. Then the Federal Board for Vocational Education gives him the chance of re-education in a special school or existing technical schools. The Red Cross Institute for Crippled and Disabled men has already done invaluable work in providing a training school, placing men in positions, and giving the people a new conception of the cripple based on his capability after training. Teachers and reconstruction aides have been trained this summer in several schools, especially at Reed College and at Smith College. The former emphasized occupational therapy, while the latter emphasized treatment for shell shock, nervous and mental diseases.

The United States will probably improve on other countries in the treatment of nerve cases. The Rockefeller Institute sent Dr. Porter to France to study shock, and his experiments show that shock in wound cases is caused by fat globules of the bones getting into the veins, which retards circulation and stops the heart beat. This he remedies by forced inhalation of carbon dioxide. Our psychologists have been making a special study of loss of memory or sense function and remarkable cures have been wrought by suggestion, psycho-analysis, electric shocks and cold water shocks. Europe has already declared her indebtedness to American psychologists in their management of neurological cases. One man says that nerve cases had been so misunderstood that they
went into the hospital as "shell shock" cases and came out "nervous wrecks." We can reclaim them from the verge of insanity and we will.

Our next step will be to apply this wonderful conservation of man power to all disabled men. We have now 100,000 industrial cripples in the United States. We have 2,000,000 industrial accidents each year. We owe our industrially crippled a re-education, too, that they may keep their places as efficient citizens, industrially and morally. When all of these are given their equal opportunity in education and industry we can say that the United States is safe for democracy. Each loyal man and woman is ready to sacrifice life and powers for the sake of democracy. But our country is determined to guard every life and every power that there may be no useless sacrifice. We are making the supreme effort to conserve life in the baby, in the child at school, in the soldier, and in the industrial worker. Each of us at home can render valuable assistance to our country by keeping our judgment sane, our courage to the "sticking place," and by giving cheer and inspiration to those in need of moral support.

Susie Garland Dawson
IN VIRGINIA

When the air is fresh and sweet,
When the earth wakes, "dewy weet,"
When the wrens the sunshine greet,
    Then it's morn in old Virginia.

When the clouds are streaked with light,
When the sun dips down from sight,
When the winds have lost their might,
    Then it's sunset in Virginia.

When the distant hills turn blue,
When the skies are one gray hue,
When the birdsong softens too,
    Then it's twilight in Virginia.

When the earth is bathed in sleep,
When the stars from white clouds peep,
When the moon doth vigil keep,
    Then it's night in old Virginia.

IRENE MOORE
THE RED CROSS—A LEAGUE OF LOVE

The idea of the Red Cross was born in the mind of Henri Dunant in 1859. Passing by the battlefield of Solferino in northern Italy, where the Austrians had been defeated by the French and Italians, he saw the numberless dead, and wounded, un-cared-for, and it touched his heart so that he gathered a few friends and acquaintances, who with him administered such aid as they could. Upon his return to Switzerland, he laid the matter before the Society of Public Utility in Geneva. In 1863, they proposed the formation of a permanent society for the relief of wounded soldiers. Subsequently, in October of that year, they called an international conference which lasted four days. This conference decided to call an international convention to meet in Geneva in the autumn of 1864. When this conference met, the "Geneva Treaty" was agreed upon, and a permanent international committee was formed, with headquarters in Geneva, Switzerland. The insignia chosen in honor of Switzerland, where the Red Cross movement originated, was a red cross upon a white field, which is the reverse of the Swiss flag, that being a red field with a white cross. The Red Cross international committee has headquarters in Geneva, but each nation has its own organization under National authority and control, and the Red Cross is now protected by treaty among most of the nations of the earth.

The Red Cross has been commonly associated with battlefields, with its ministry to the sick and wounded; with its hospitals, surgeons and nurses, and with its contributions for the comfort of the soldier, in the way of comfort kits, sweaters, and material things for their welfare. What is called the Civilian Relief of the Red Cross is a newer development of its work, much less known, and pertains to the social, economic, and educational welfare of the citizens of a country. Broadly, Civilian Relief is whatever aids the civilian population of a country, when any National or community need arises because of earthquake, famine, or catastrophe of
any kind. What is called the Home Service Section of the Red Cross has to do with the homes of the men who have gone into the service of their country, whether they be fighting abroad or in camps in the home land. It has undertaken to guarantee that the families and dependents of those in the service of their country shall lack for none of the necessaries of life, nor for friendly sympathy and help, while the soldier is away from home. During the first year of the present great war, England and France discovered that men who were furloughed home for ten days, or two weeks, and who found suffering and need in their homes which they were unable to relieve, returned to the firing line only half-hearted soldiers, and these countries determined to put the Red Cross on the job of caring for the loved ones and families of the men who were in the service of their country. They found that this was by far the best way to maintain and increase the morale of the army.

When the United States entered the war, becoming convinced that this war was our war no less than Europe's war, the government profited by the experience of France and England, and committed to the American Red Cross the great work of co-operating with the Government in the care of the homes of the men called into the service of their country. At once the movement was begun, to organize local chapters of the Red Cross in every county of the United States for the help of the men, in supplying their material wants, and in each Chapter a Home Service Section, whose duty it is to visit and to care for the families and dependents of every man from their county called into the service of our country, was also organized. The effort was made, further, to organize branches of the Red Cross with their Home Service sections in different districts of each county. The entire United States was divided into thirteen divisions for the purpose of making the Home Service work comprehensive and efficient. The Potomac Division embraces the states of Virginia, West Virginia, Maryland, and the District of Columbia, and it was the first division to report the organization of county chapters and district branches in every county of the division.

It is the duty of each local chapter in each county to secure a complete list of the men who have entered the
army, by draft or enlistment, from the county; to visit these families, and to find out any who may need the help of the Red Cross; to write a letter to each soldier who had gone from the county, and to let him know that the Red Cross will faithfully care for his dependent loved ones; and to write a letter to each of the homes of the men, assuring their families that they would gladly respond to any call made upon them. The Home Service Section in many cases has a physician and a lawyer on its Executive Committee, who give gladly and freely medical aid or legal advice to the family of our soldiers. The Home Service Section of each chapter gives financial aid, friendly sympathy and counsel, not as a task but as a privilege, to the families left by the soldier who has gone into the army. They see that all allotments and allowances come promptly to their families, that the insurance of the husband, or father, or son is cared for, and that no family or dependent of a soldier is dispossessed of property during his absence.

This Home Service work has been extended into all the large camps of the country where an Associate Field Director is placed by the Bureau of Civilian Relief, and appointed by authority of the Bureau of Military Relief, who is the medium of communication between the soldier in camp or in foreign service, and his home, on the one hand, and also with the Bureaus of the American Red Cross in Washington. He is also the accredited channel of communication between the divisional headquarters of civilian relief, and the local chapters of the American Red Cross in the various states. When the soldier in camp is worried about his home affairs, whether it be anxiety because of financial need, or sickness, or property difficulties, he can go at once to the associate field director, who will have the matter attended to for him promptly and efficiently. If there is need of financial aid, or medical attention, or legal advice, the local chapter of the Red Cross, where the soldier’s family resides, is immediately put on the job, and the need is supplied gladly and sympathetically. Often there are strained family relations which a wise and human-hearted Associate Field Director can adjust, wholesome and helpfully, so that the family standard of living can not only be maintained, but elevated, in order
that the growing soldier may return to a home after the war where there will be intelligent and sympathetic family life. The Red Cross is constantly discovering lost members of families and re-uniting them; it is constantly securing medical attention and legal advice for the families of soldiers which they themselves could not afford to secure; it is securing the education of the children of the men in the service, often with better effect than when the soldier was at home; it is frequently moving the families of soldiers into more desirable homes and more healthful surroundings for family life; it is guarding the children, where the mother may be inefficient or morally unsuited for the care of the children, having the allotment and allowance come to an appointed guardian who sees that it is wisely applied for the children's good. It is the only medium of communication between the soldier and his family when the soldier has gone from the United States. Any one wishing information about a soldier belonging to the expeditionary forces, who has not been heard from, or who has been wounded, or who may be in an enemy prison should write to Mr. W. R. Castle, Jr., Director of Bureau of Communication, American Red Cross, Washington, D. C. If you desire detailed information about the Home Service Work of the American Red Cross, write to the Bureau of Civilian Relief, 930 16th St., N. W., Washington, D. C., for any of the following small bulletins:

3. This Side the Trenches with the American Red Cross.
4. Law Relating to Family Allotments, Allowances, Compensation and Insurance; Civil Relief Act; Vocational Rehabilitation Act.
6. What the Red Cross Does for the Soldier and Sailor.

"The Home Service aims to keep the home safe for those who fight to make the world safe for our homes. It is the duty of the Home Service to hand back to the fighting man when he returns his family, as good as he
left it, if he left it good, and better than he left it, if he did not leave it good."

There are to-day nearly 5,000 local chapters of the Red Cross in the United States, and nearly 50,000 workers for the Home Service in the United States, who are pledged loyally and lovingly to defend the homes of the men while they are defending our country. The verses of Edwin Markham fitly characterize the Spirit of the Red Cross.

O League of Kindness! woven in all lands,
You bring Love's tender mercies in your hands;
Above all flags you lift the conquering sign,
And hold invincible Love's battle line.

O League of Kindness! in your far-flung bands,
You weave a chain that reaches to God's hands;
And where blind guns are plotting for the grave,
Yours are the lips that cheer, the arms that save.

O League of Kindness! in your flag we see
A foregleam of the brotherhood to be—
In ages when the agonies are done,
When all will love and all will lift as one.

When this terrible war is over—"when the agonies are done"—the great instrumentality for reconstruction, socially and economically, must be the work of the Home Service Section of the Red Cross, in the re-establishment of homes, and the fitting of disabled men to take up remunerative work, for it will not be entertainment and diversion which the returned soldier will need to make him happy, but to be fitted for, and helped in, securing some productive occupation. To this end, the earnest teachers of the land will have a great opportunity for service.

Benjamin F. Wilson
THE SCHOOL CURRICULUM VITALIZED

BY THE WAR

There perhaps has never been a time in the history of education when so many questions have been asked and so few have been satisfactorily answered as at the present time.

Has not education promised to bring world peace? Has not education built the Peace Palace at The Hague? Has it not given millions of dollars to secure peace? Has not the country to whom the world was rapidly bowing and seeking to answer its questions of science, of literature, of history, of education, of philosophy, its questions of methods and management, secretly broken the principles of education in dealing with peace conferences; has she not directly or indirectly declared war against nearly all of the world powers?

Then we are led to ask what has education done for Germany? Is it her education that has made her the enemy of education, the enemy of herself, the enemy of the world and all mankind? Is it her education that has, by the sword, rendered her own mothers childless, and that has murdered the men, women, and children of all other nations? Is it her education that has placed such a blot on civilization? Is Germany educated? If she is, then what is education?

Since earliest times poets, historians, philosophers have defined it in prose, in poetry, in song, in principle. Herbert Spencer seems to have included nearly all other definitions when he said, "Education is learning how to live." In an address on one occasion Dr. Alexander B. Coffey said, "Education is knowing how to meet the situation."

The educational world to-day is confronted with a situation "the like of which has not been seen before." The world is speaking as it has never spoken before; it is using a new vernacular; almost hourly new words are being coined, and those who fail to keep up with this different vernacular become uninterested and uninter-
esting. For more than half a century America has not been so awakened, so alive, and so alert. She has never been so thrust into action or had such incentive to act.

Indeed, the world has never had such reason to keep awake always as it has now, for it has never before awakened and found itself invaded by a nation that had agreed that it, too, was in favor of arbitrating every matter of dispute, personal, national, and inter-national.

This is a world in arms! The daily newspapers, magazines and other periodicals are filled with war, with drives, with airplanes, submarines, artillery, army, navy, men, hundreds of thousands, millions, billions, liberty bonds, war stamps, thrift stamps, food, fuel, conservation.

What has education to do with this condition?

It is not the purpose of this article to define education or to say what part education has had in bringing about this condition but rather how is education meeting the situation and what is education’s duty in regard to the situation?

We know that when the President of the United States declared a state of war existing between the United States and Germany that the United States mobilized her army. At once her physicians, surgeons, nurses mobilized. Men and women everywhere in America mobilized their forces and resources in such a way as to be able to meet the situation in the best possible way. If this was important for all other classes of people is it not of equal, if not of more, importance for the teachers of the country, to mobilize their material, both subject and subject matter?

The colleges and universities are giving their men and women in active service; they are engaging lectures who have first hand knowledge of the world conditions and who realize the needs of the situation; they are elaborating their curricula in such a way as to give instruction in the vital questions of the day; their theory is going into practise as it has not ever been possible for it to do before. In practically every way suggested by the Administrator of American affairs, the college and the university are responding to the situation admirably, and they find that the situation is enlivening and making real their curricula.
The elementary and secondary schools have been patriotic in buying and selling thrift stamps, war savings stamps, giving patriotic entertainments, Red Cross pageants, securing good speakers and other things. This is, indeed, a good part but not the full part, for this opportunity to enrich and to vitalize the school curricula must not be given merely accidental and unplanned attention but purposeful, planned definiteness in method and in application. The world problem: To Win the War,—"To make the world safe for democracy"—must be in the heart and the brain of every American child, and the surest way to get it there, is the way in which we get other things there—thru the school curriculum.

Dr. Dewey and many other prominent educators have advocated freedom in education, encouragement of the instinctive interests, development of the natural tendencies; the home interests, the game and playground interests brought into the school room and identified with the activities of the school room, thus developing the identification of self with the formal school activities.

In the light of this theory the schools of to-day have a golden opportunity to vitalize their curricula. To do this we will need our old friend, Correllation, associated with this somewhat more modern friend, Self-identification.

Every little boy is begging for a soldier suit, is turning every plaything into a gun, a cannon, a machine of somekind. Every little girl is wanting a Red Cross costume and wishing that she were old enough to nurse the soldiers. Both boys and girls are demending by expression of themselves that they be permitted to join the colors and become soldiers in camp. This, again, is a call for teachers to mobilize, a demand for schools to become camps.

How will our schools respond to this situation?

Some have already felt every-burdened with the "regular work of the school room and the war work too." Let us not think of how we can not do it, but consider together how we can do it.

The teacher must first become informed herself. She must have at hand a list of practically all good current publications and select what will supply her needs and fulfil her purpose. She must know the combination
and special prices in club subscriptions of magazines. She should have on her school room bookshelf or in its library the *Official Bulletin* published by the United States government, *Current Events, The National Geographic Magazine*. At least one good daily paper, one weekly publication (*The Saturday Evening Post* is excellent), and one monthly publication. The board of trustees should furnish every school in their respective districts with one copy each of such literature as long as the war continues. Each pupil should be required to subscribe to *Current Events* and to one weekly or monthly publication. This would cost about what his formal reading books would cost in the course of a year.

From this literature, regularly study work should be assigned and correlated with practically all the subjects of the curriculum. For example, an article assigned for a prepared reading lesson, may be profitably used for a theme in English, a topic of current news in history, a list of selected words for study of derivation, definition, and use in a spelling lesson. Again a selection may be assigned with a view to being used as a supplementary lesson in history or civics, which may furnish material for a drawing lesson, a constructive lesson in manual training, a theme in English, a proverb for the practise period of the writing lesson. This same assignment may include a picture that can well be used for a picture study in war art or in appreciation. It may also include a map, location of places, study of rivers, position, etc., that will give light and reality to a geography lesson. Again the assignment may be a study on financing the war. It may be designed to teach Interest in the arithmetic lesson, or Percentage, or Taxation, or Stocks and Bonds, or Banking, any may be applied in many lessons in the course of a day or a week. Again, the assignment may be designed for a Geography lesson. Could there ever have been such an opportunity to teach geography! Could there ever have been such an opportunity to teach the earth as the home of the people! Surely the names of places never before suggested such heart subjects and such activities. Not in this day are places thoughtlessly located, nor our maps mechanically or meaninglessly drawn. France and Germany and Italy are no longer far away, nor is the
Atlantic Ocean a means of separating the World Powers, but rather a means of joining us all together in a few hours and days, in heart and mind and effort. It is no longer a meaningless thing to say geography has a history—it is daily being enacted—and that history can not be taught without geography. It is daily being proven. Every pupil, large or small, should be making his map of the world and the world's history.

A war poem or a selection from some war book of prese may be assigned as a study in classics or interpretation; and it may teach courage, faith, loyalty, truth, fidelity, sacrifice, unselfishness, and thus have some ethical application. A selection on diplomatic relations may likewise be applied.

There is not space for this article to give detailed directions for what it has advocated. It submits the following outline with the hope that it will be helpfully suggestive:

I. English

1. Language (or Grammar)
   a. War Bulletins, The President's Addresses and many others of this series studied as classics, as masterpieces of English, of oratory, of history, of government—critically studied for appreciation, for analysis.
   b. Use the above for additional study of words, themes, debates, etc., etc.
   c. Poetry—Select books of War Poetry.
   d. Literature—The above with the lives of the authors, etc.

2. Reading
   a. Read to the children from magazines, newspapers; war poetry and prose.
   b. Make a list of new words, war terms and expressions, and teach these along with the old list of words.
   c. Make lists of new sentences and phrases and teach in relation with the old ones.
   d. Accumulate war pictures for illustrated talks, etc.
3. *Story Telling*

Telling war stories and have them retold. Use material from books, papers, lectures, etc.

4. *Dramatization*

Study costumes of nations and dramatize stories, reading lessons, etc.

5. *Spelling*

a. Make a list of the newly coined words, especially those that have become war terms. Add to this daily and study the derivation, definition, syllabication, accent, pronunciation, meaning, and use. Use these along with the regular work in spelling.

b. Add to the list from the daily reading, history, and English work.

c. In construction work make a book in which to keep these words. The lists of individual pupils may not be alike. The book might be labeled: Composition.

**War Spelling Book**

Complied by Dorothy Anne Perkins

This booklet might be illustrated with some war design.

6. *Writing*

Replace some of the meaningless sayings in the copy books with some of the present war proverbs that are calculated to live forever, e. g., “Lafayette, we are here.”

II. *History*

Bulletins—The War Information Series studied critically to follow up the making of world history, the causes of war, history as movements, as growths, developments; the advantages and disadvantages compared. Study *Current Events, The Literary Digest*, and compile daily records of the war. Keep some daily account.

Study of flags of all nations, especially the history of the American flag. Study national and
inter-national treaties. Study duty and life of ambassadors, ministers, diplomats, in peace and in war, who they are, and who they were, and what they have been doing, their qualifications, etc.

Have pageants of present day struggle of different phases of the war, and of the respective allied countries—simple class room illustrations. The words war, battle, company, regiment, division, army, navy, artillery, infantry, cavalry, torpedo, submarine, aviation, ground school, etc., etc., should be very clearly taught.

III. Science

1. Arithmetic (or number)
   a. Thrift Stamps (Every child have a book), War Stamps, Liberty Bonds, Taxation, (the kinds of taxes, laws regarding them, etc.), Life Insurance, Stocks and Bonds—all of these present wonderful opportunities to teach decimals, percentage, interest. The terms, rate, base, principal, etc. This furnishes material for problems of all kinds from simple to complex mathematics.
   b. Make a book of problems taken from every day activities in the war. Encourage each child to make a collection and to add originals and compile a book of war problems for class and discussion work.

2. Geography
   a. Study of Cantonments in American.
   b. Study of routes of travel to and from them; of all possible routes from them to all possible sailing ports in United States.
   c. Location of all the ports and cities in Europe and America (and perhaps in the world) with relation to the part it has or might have in the war. How to reach those places from the scene of action, and how to reach these scene of action from those places. What those places contribute or could contribute to the war. Study of the railroads, steamboat lines, etc.
d. Continuous study of the maps of America and Europe in relations to each other, and daily study in changes of map of Europe and routes of travel in Europe so that students will be thoroughly conversant with geographical situations from every point.

e. Draw war maps and situate all cities, rivers, lines of battle, etc., possible.

f. Know the distance, direction, roads, ambulance routes, base hospitals, etc.

g. Study nations in order of entrance into the war, their reasons for entrance, their location, their activities in war, their resources, etc. Study of the people in each place, their industries, occupations, etc., their manners and customs, religion, education, etc.

3. Physiology

a. The physical tests of soldiers, the importance of strong, clear organs, and all of them performing their functions; the influence of alcohol, tobacco, stimulants of all kinds, upon the organs, the importance of pure air, of strict sanitary and hygienic conditions, of correct posture, of attention to eye, ear, throat, and nose; of regular life, well balanced head and nerves.

b. Compare the relative physical ability of a "cigarette fiend" with the "anti-cigarette" man, the fresh air fiend's physical superiority to the housed man. Teach this with special reference to military fitness, not forgetting the opportunity for moral lessons right here.

c. Study of camps from a sanitary view point.

d. Opportunity for stressing importance of "a strong mind in a strong body."

4. Nature Study

a. School Gardening (Here is a field of opportunity for War Gardens, practise work and application in nearly every subject in the curriculum).

b. Study of air, atmospheric conditions applied to airplanes, air battles, etc.; study of ocean and sub-ocean conditions applied to transportation and submarines.
c. Study of food-stuffs in America and Europe and the world at large, with a view to solving the problem, How to Feed the World. The study of relative values of food stuffs, etc.

d. Study of the climate of all the countries at war, applied to clothing of our soldiers, what we should send them, etc.

5. **Drawing**

Apply the drawing lesson constantly to different phases of the war. Teach them to draw soldier’s uniforms, caps, guns of many kinds, cots, stretchers, huts, trenches, machines, airplanes, camps, ships, torpedoes, submarines, flags of all nations, book covers, magazine covers, etc.

6. **Manual Training**

a. Make in paper, cardboard, and wood (where practicable) the articles that have been drawn and those needed for filing and compiling purposes suggested under other heads.

b. Frame the pictures that have been collected.

c. Make kodak or cartoon books, where cartoons of the war may be conveniently filed.

7. **Games and Music**

a. Outdoor activities suggested by the children themselves in regard to war.

b. The Folk Dances will be enjoyed more now than previously.

c. The marches, bands, (made of tin pans if nothing better can be secured), songs, etc., illustrating camp life.

d. The songs of the Allied Nations, “the hymns the boys love to sing,” etc.

e. The Red Cross nurses (the girls of the school playing as such) could have many fine and helpful games.

8. **Ethics**

a. Here is an opportunity to teach morals and manners, duty, privilege, worked out in English and other subjects.
b. Duty to country, to President of United States, to the Administration; our duty to make sacrifices and co-operate with the Government in all its actions.

c. Somethings in other parts of the outline can also be taught from this viewpoint. Some war poetry and prose can be used for material here.

IV...*The Library or Leisure Hour*

This should be a short period at least once a week in which the student may wander (among the material at hand) and report on his wanderings. “Tell me how a man spends his leisure hours and I will tell you what he is.”

This effort to interpret the school room schedule in war terms does not mean that we are to discard our reading books, our spelling books, our English or history books, or our text books at any place. We must retain these as basal books, as railroad tracks and oceans on which our trains and steamers of current information must run continually, carrying their cargoes of ammunition, of food stuffs and fuel to the brain to be turned out into brain power of our children and citizenship of our reconstruction period, for it is the student of today who is to be the pillar and the strength in tomorrow’s reorganization.

If our teachers would be the architects of the new world into which they are being inevitably ushered, then let them ponder well their responsibility in training the builders. If they would have a voice in matters when their best days have been spent, then let them graciously and proudly serve their country today in the proper interpretation of their problem.

The live teacher, the quick intellect, the zealous heart, the leader of children who longs to serve her country in the highest possible way will, I am sure, be faithful to her post by using the resources at hand. Thus, her work will become easy, her efforts will be rewarded, her hours of instruction seemingly shortened, and her days, days of joy, thru a vitalized curriculum made so by the world situation.

*Charlotte L. Stoakley*
"CRUSHES"

A STUDY IN SCHOOL FRIENDSHIPS

One of the most vital questions that will arise in the career of a young teacher will be that of her relations with her pupils, her study of them and her efforts to mold their character in the right way. In her influence upon character building she will perhaps find the girl in the adolescent or teen-age the most susceptible to a teacher’s friendship. By her own example—her own standards of friendship as shown in her association with her pupils and with others—she may do more than in any other way to instill in her girls a true meaning of what real friendship is and demands. By being a true friend herself she may be able to cause her girls to believe with her—

"Of all the blessings Heaven doth send,
Of all the gifts that life doth lend,
Of all rewards the utmost end,
Of all the essence and the blend,
Here’s to the one who’ll not pretend
But is, and stays, the steadfast friend!"

As a girl reaches the adolescent period, the time of change and of departure from things that have formerly interested her, there awakens from within her soul an innate longing for something that is bigger and better than herself. In her own striving for a nobler and fuller sphere she reaches out—groping—for something or for some one to guide her. She sees others in whom she perceives these qualities that she wishes to make a part of herself, and a desire to imitate grows into something deeper—into a type of friendship, that sometimes may be helpful, sometimes may bring harm.

It is a superstition that we choose our friends. They are chosen for us by a hidden law of sympathy and not by our conscious wills. We are attracted to some and indifferent to others. Upon knowing people our brain registers "friend or non-friend."
In the same way the teen-age girl unconsciously fixes her interest and affection upon some woman or girl, almost always upon one older than herself. In this choice of her ideal, the leading factor is not the real character of that ideal, but that innate longing for the good and true. The longing is there, and the affections are there, and they must be focused upon some particular object, and the first particular object that comes along, having characteristics different from and better than those furnished by the girl’s past experiences and environment, is likely to become her ideal.

It is generally said that women have few friendships; and Lord Lyttleton says, “Women, like princes, find few real friends.” This is considered true because often women outpour their grief, share their sufferings, to take a half-pleased interest in the misfortunes of their friends—thus lessening the fineness of friendship that exists between men. All friendship should be of a ‘sunny’ type.

Such friendships, or rather such attachments, may be helpful. There are many ways in which they are helpful. The younger girl is inspired to higher, nobler ideals and the good characteristics of the older woman are assimilated along with the bad. During the early stages of adolescence, the girl will naturally select as her ideal some one of whom she sees a great deal. This will most probably be some friend of her mother, or some teacher.

The results, be they for the bad or for the good, will be determined by the character and experience of the older woman. If a teacher, the girl will be inspired to better work and in the long run will be helped—but at the time her work apparently will not come up to the standard of a healthy girl in a normal state of mind. It is true she will try harder, but, being so desirous of doing exactly what her adoree will like and expect in her, she becomes nervous and self-conscious. She is afraid to assert herself for fear she will not come up to the standards of her ideal and do her best work. If the girl is timid, or if her affection is of the “far-off-worship-at-a-distance” type, she will become still more self-conscious.

Sometimes, one of her teachers, a woman of maturity, cultured and charming, takes note of a girl’s ability
“Crushes”  

and ambition and gives special help with a genuine interest. This seems unspeakable bliss to the little girl. She drinks in with rapture every word, she goes about with flushed face, heart beating wildly. Perhaps her devotion exerts itself in writing love-sick would-be poems, extolling the charms of the lady love in terms far more touching than any boy could inspire, for the girl’s passion is far more exciting than that which any boy could arouse.

Perhaps the next winter the teacher or girl may have moved to a distant place. She may in her busy life, remember to send the girl a card, a clipping about her work, or some other token of remembrance. The little girl is by no means satisfied. “Why doesn’t she write me? If she only cared she could make time!” And so it goes on until finally she is cured.

If the older woman is ‘the right sort’ and has a genuine, unselfish interest in the girl, she can be consciously a great help to her in shaping her ideals, her career, and in broadening her horizon, and introducing her to things she possesses herself and which have not been within the range of the girl’s past experiences.

If this older woman’s interest is not genuine—if it is selfish—her influence upon the girl will be for no good and may be for the bad. Perhaps she likes attention and has encouraged the girl’s affection merely to satisfy a selfish whim, then she is sure to tire of it and somebody is going to receive a jolt. This will be the unsuspecting little school-girl, who has hitched her wagon to an unreliable star. When she finds out this lack of reliability, her faith in humankind goes down many notches, she becomes cynical and distrustful. She can not realize that there is nothing irrevocable about friendship, and that when strained it is likely to snap. She then looks upon all friendship as unworthy and can not see that true friendship is a thing fragile and precious.

The depth of her fall of faith will depend upon the height of the pedestal upon which she has placed her heroine and the degree to which she has idealized her. Sometimes she will soon get over it—perhaps some new power will come into her life—and a new person, who seems to embody all the wanting perfections of the fallen idol, will take the place of her ideal. If a girl
has several of her ideals to fail her, she will be cured perhaps.

There are some girls who, however, can have ideals, whom they love dearly, admire, respect, and long to imitate, in whom they can see faults. These girls are those who get the real benefit from the friendship of an older woman—and, when the fall comes, if it does come, the shock will be far less great because the girl thru her study and realization of the frailties of human nature has not imagined as perfect any mortal woman.

All such attachments are hard upon the older woman. I have often wondered just what were the feelings of the adoree towards her little worshipper and towards the love and admiration so bountifully bestowed upon herself. If the girl is the slightest bit attractive, she must be drawn toward her and must want to do something in return for the love given to her. She should look upon it as a trust and should treat the girl with respect and consideration, but still be firm and allow no silly demonstrations.

Sometimes the older girl may be so popular that several little girls will fall in love with her; then her problem is more difficult. She must prevent jealousy, which is most imminent, unless a great deal of tact and judgment are used, or unless her admirers are friends and have a partnership friendship with their adoree. This is really a splendid state of affairs, for the girls can talk it over among themselves and thus work off some of the fervor that, unexpressed, might cause moodiness and dissatisfaction. If a teacher allows jealousy to arise, she has made for herself and her pupils a difficult situation which sometimes causes enmity between the girls. I have known a girl to become so jealous of a teacher’s affection, seemingly bestowed upon another girl rather than upon herself, that for years she couldn’t bear the sight of her rival. On the other hand I have seen friendships that proved true and lasting have their beginning in a common adoree.

There are several different kinds of friendships that are commonly and somewhat vulgarly known as “crushes.” These can be given several classifications. One has to do with the individuals concerned. A young girl may be attracted to an older woman, to a girl some-
what older than herself, or to a girl of her own age. On
the other hand we may classify these friendships accord-
ing to their types. The young girl may have a "case" of
the "worship-at-a-distance" type or she may have a
wholesome, helpful friendship with a woman, an older
girl, or a girl of her own age.

All of these may be wholesome friendships, but their
trueness and solidarity depend largely upon what other
people say. Especially is this the case in a girls' school.
Two girls are seen together several times; a girl is heard
to say that some other girl is attractive, or that she
likes a certain member of the faculty; all right, we may
know that so and so have a desperate "crush," or that
"Mary is just crazy about Miss Jones" or that Mary
and Jane are "crushes." Some girls don't mind this.
I remember a girl I used to know at high school. One day
she heard some one use the word "crush," it immediately
struck her ear as being sophisticated and within a week
she had several "crushes" upon whose divine qualities
she elaborated morning, noon, and night.

At some schools crushes are considered very
fashionable, one is not considered "it," unless one has
dozens of little freshmen hanging around for a smile
and spending their parents' hard-earned money for
foolish and expensive gifts for the divine personality.

In all schools where the true standards of helpful,
lasting friendship are upheld, "crushes" are discour-
gaged, altho they do have many advantages. Possibly
nothing can give a freshman more inspiration to plod
along and do something worth while than to know that
there is some girl who has trod the paths she is now
treading and who cares whether she is a success or a
failure. This "Big Sister" idea is a good thing any-
where and is one of the most important factors in aiding
a newcomer to find her own particular place in a school
system.

If their friendship is of the right sort the remarks
of others can not break it up; but naturally they will both
resent the term "crush" being applied to them. If the
younger girl has a great admiration for an older girl,
and cherishes this affection in secret, then the term
"crush" can do much harm. Perhaps the little girl
realizes that her affection is unnatural, and tho she would
love to be a true friend and to have her adoree for a friend, she is struggling to overcome it. If some one discovers her devotion and accuses her of having a "crush," her friendship is cheapened. Sometimes she is even forced to cease admiring the other girl.

No matter who uses it, or where it is used, the term "crush" tends to cheapen a friendship. But worse still are the results when two girls really have up a "case" that deserves the term. This is when, by some hallucination two girls become so mutually enamored that they must be together, work together, play together—when they become so jealous of each other's affections that no one else is considered. I have seen girls whose idea of bliss was to sit in the window with arms entwined and gaze at the sky in rapture. This same type of girl loves to moon around in dark corners of the hall, to sit on dark verandas, to lie on the bed with the lights out, and to stroll up and down, thinking of nothing in particular and entirely wrapped up in one another. This type is disgusting not only in itself, but to other people who are interested in the girls.

Girls who have a real, beneficial friendship do not have time for such foolishness, for such silly, slushy demonstrations. They can be better friends the farther away they are and such a friendship that demands constant fuel is one which will soon "go up in smoke."

Some people say that friendships between a girl and boy are harmful, but even more harmful may become those with members of her own sex, with another girl, or with an older woman who is not wise. The school or college friendship, which we call "crush," is exciting and demands a girl's time and nerves and is apt to become unwholesome and unhealthful. Sometimes on account of this excitement a girl is made a victim of nervous weakness. If our friends demand constant physical companionship, and continued endearments, and our friendship is one which is only satisfied when the friend is present, it "has in it the seeds of weakness, pain, disappointment and sorrow." It is not a true friendship with fine enduring qualities. If we can have an attachment and still perform each duty each day we may know that our friendship is of the right quality.
Randolphe S. Bourne, in *Harper’s Magazine* for March, 1909, in an article, *The Excitement of Friendship*, summarizes by saying:

“Those persons and things, then, that inspire us to do our best, that make us live at our best, when we are in their presence, that call forth from us our latent and unsuspected personality, that nourish and support that personality, those are our friends.

“The reflection of the glow makes bright the darker and quieter hours when they are not with us. They are a true part of our widest self; we should hardly have a self without them. Their world is one where chagrin and failure do not enter. Like the sun-dial, they ‘only mark the hours that shine.’”

**Grace Gaw**

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**MORN AND NIGHT**

Hope and the dawn are breaking, breaking o’er all the skies;
Colors are swifty changing—each star pales and dies.
Morn and the birds are calling, calling from bough and glen,
Music rare they’re making for a world of men.

Night and the moon are stealing through all the skies;
Shafts of silver are falling, falling where each shadow lies;
Night and the dews are deepening o’er moor and fen,
Peace and sleep they’re bringing to a world of men.

**Madge Bryan**
THE PART OF THOSE THAT TARRY
BY THE STUFF

Cicero, with the true spirit of the pessimist, bewailed the customs and the times, and in our own day many people hold the same point of view. Even the casual observer notices that pessimists are of two sorts, those with the backward look, and those who lack vision for the future. For instance, there are men whose whole outlook is of the past (the good old times); and there are those who can see only self-discomfort in the present. But one who sees in present dislocation a great forward movement for all human kind and the unfolding of equal opportunity to all men is the true, healthy optimist of the hour.

Whatever may or may not be our predilections in the matter, the world and society are due to undergo great and lasting change. War is a purgative for old and outworn institutions. It levels all our artificial structures and exposes all our shams. War is not constructive, but destructive; and yet, if you are to build a new house on an old site, first the old structure must be razed to the ground. So in these days of rapid change we see old, revered institutions crumbling about our heads, and strange new social forms arising over night.

Perhaps no phase of this social vortex is more conspicuous than the manner in which it has affected the economic, politic, and social status of woman. In a certain sense, this present conflict may be called Woman’s War, for never before in human history has woman taken so active a part in human slaughter. Women are taking the places of draftees in the office and in the factory, in the bank and on the farm. Women are turning out and loading shells and manufacturing explosives. Without the women of England, the British army would not fire a shot on the western front. Women ambulance drivers, nurses, doctors, chauffeurs, cooks, clerks, and what-not are under actual fire on every front in the war today.

Lasting changes in human society are usually silent and imperceptible social forces. However, these vocational activities of women are due to have a permanent
effect on the future status of the sex. Hardly will the woman who has tasted the sweets of economic independence return to the old dependence of by-gone days. When the woman whose body bears the scars of battle returns to the pursuits of peace, and the woman whose soul is silent with the awe of the great adventure, looks the battle-scarred veteran square in the eye, and gazes upon the fluffy stay-at-home sister, you might as well order tomorrow’s sun to rise in the west and set in the east, as to expect her to accept the old proprietary form of marriage.

But will she marry, this maid of France? She will. The gay, debonair, bebuttoned sprig who went over there will never return. The sweet young thing who waved her filmy handkerchief in good-bye will never see him again. When the band sounds down the canon of the Great White Way, the elastic, springy tread of two years ago will have changed to the clock-like click of hob-nails upon the cobbles; the buoyant, enthusiastic countenance will be replaced by the stern, warrior visage and the steel-blue eye. When the conquering hero comes marching home, the blare of trumpets and the pomp of power are not for him. The blood of man is upon his hands. War has been a cruel necessity. Men schooled in the agony of battle are hard as nails. They are disciplined.

Nor can you say less of the maid of France! She has seen with eyes steeped in sorrow and sleepless with nights of ministry to tortured human wrecks, months after months, thousands upon thousands, an endless procession of pain-wracked bodies and crazed gas victims. Her ears are full of the rumble of guns, and the din of shrieks of the insane, and the suppressed groans of the dying. Out of the caldron of human woe has emerged a woman of colossal patience, of indefatigable endeavor, of serenity and faith, and of everlasting peace. She knows her men and she believes in mankind. She gazes beyond the years to behold the mothers of a Titan race—a race of freemen. She has Vision.

Independent, unshackled womanhood! Hard, disciplined manhood! Serene, capable, beautiful, envisioned maids of France! These types are the biological dominants who shall rule and mate in the generation to come. They are creating new traditions of manhood and woman-
hood; and their characters and deeds will leave indelible
impress upon their children and their children's children.

For the second time in history, a vast army of
allies has made a crusade for a great ideal. The first
Crusaders were Christian knights who dealt a blow to
deliver the tomb of Christ from the hand of the infidel.
Five centuries hence, school children will be comparing
point for point the social significance of the medieval
crusades with the modern offensive to make a world safe
for democracy. Space forbids us to follow out the live
interest of this thought.

One point only will detain us here. The crusaders
who went forth from their provincial communities re-
turned with their horizons widened to racial interest,
new thought, old civilizations, and an impatience for
rotting social, political, and religious institutions. The
Renaissance and the Reformation were the direct out-
growth of travel by armies of men during the Crusades.
How the travel of four or five millions of virile Ameri-
can manhood and hundreds of thousands of vibrant
American womanhood will imbue our national life with
world interest, radical ideas, European custom, and im-
patience for the graft, corruption, profiteering, and
social inequality of present day life in the United States
is more than human insight and foresight can grasp.

What, then, lies before the woman who stayed by
the stuff while their heroes were at battle? What is the
part of those who yearned for deeds of herculean size,
who with eyes tearless with sorrow or hearts tense "with
suspense, stuck to the humdrum of daily commonplace,
cheered with smile and song across the firing line while
death was in their hearts? What of those who keep
endless trails of munitions and supplies running the
gauntlet of preying submarines, who bore with readiness
privation and pyramided taxation, and yet, who kept the
home fires burning?

There comes to mind an old Bible incident which
probably set the precedent in these matters. You recol-
lect the return of David and his men from the victorious
pursuit of the raiding band of Amalekites who had burn-
ed and pillaged their home town, and carried their wives
and children into slavery and taken the spoil. Now
"the wicked men and the men of Belial" said, "Because
they went not with us, we will not give them aught of
the spoil.'" But David replied, "Ye shall not do so, my brethren, with that which the Lord has given us, who hath preserved us. . . . but as his part is that goeth down to the battle, so shall his part be that tarrieth by the stuff." And the historian records, "And it was so from that day forward, that he made it a statute and an ordinance for Israel unto this day." (I Sam. 31:25). In such a case, one does not point a moral to adorn a tale.

With a deep sense of our limitations, permit us to hazard a few concluding remarks. The writer is not a prophet nor the son of a prophet, and does not for one moment pretend to have insight into what these vast, momentous changes will be. It is quite probable that the first shall be last and the last shall be first. In other words, those changes which we deem important now will be viewed by posterity as of slight import, while those silent social forces scarcely or not-at-all perceptible to us today will in future years assume vast proportions.

"Many are called but few are chosen." Of those who have the privilege to serve on the firing line, we may be sure. For those behind the line, one point in the morale of the nation must never be lost sight of—faithfulness to the duty of each day as it lies out before us, and courage that is adamant and reeks not the cost until peace with victory vindicates the justice of our cause, and sweeps militarism and autocracy forever away from the earth.

And against the day when those who are dear return to us, we shall prepare to be worthy, and to merit a mutual esteem. This war is a serious business and we may as well realize it. But behind the cloud of battle shines the Eternal Sun. Behind the mailed fist of war-hate is a heart whose ingrown fiber is Christ-love, good-will among men. We can, then, enlarge our hearts to human need, inform our minds to the issues of life, and teach our children the spirit of our national life and the ideals for which men bleed and die. We can meet this widened orientation by commanding our souls to "build more sately mansions" and "leave our outgrown shells by life's unresting sea." To the school teacher who sticks to her guns, like the soldier unobserved on the front line trench, comes at least the satisfaction that she has sacrificed material gain to serve a great ideal. Think it over.

WALTER JORGENSEN YOUNG
What Mr. Austin Dobson calls "society verse" Swinburne preferred to call "patrician verse," while Professor Brander Matthews considers "familiar verse" more satisfactory. Frederick Locker-Lampson however thought the French phrase could not be improved on, and today it is as "vers de societe" that this particularly attractive genre of poetry is known most widely. But there is little diversity of opinion regarding the spirit which characterizes this large body of verse.

"When society ceases to be simple," a commentator has written, "it becomes skeptical, and when it becomes refined, it begins to dread the exhibition of strong feeling. In such an atmosphere, emotion takes refuge in jest, and passion hides itself in skepticism of passion.

. . . There is a delightful piquancy in the poets who represent this social mood, and who are put in a class apart by the way they play bo-peep with their feelings."

Locker-Lampson defined the limitations of vers de societe when he said that "the tone should not be pitched high; it should be idiomatic and rather in the conversational key; the rhythm should be crisp and sparkling, and the rhyme frequent and never forced, while the entire poem should be marked by tasteful moderation, high finish and completeness."

But I must also quote Mr. Austin Dobson, probably the most accomplished living writer of this form of verse. Some years ago in response to a request that he draw up a code for the composition of vers de societe, he wrote the following "Twelve Good Rules:"

I. Never be vulgar.
II. Avoid slang and puns.
III. Avoid inversions.
IV. Be sparing of long words.
V. Be colloquial, but not commonplace.
VI. Choose the lightest and brightest of measures.
VII. Let the rhymes be frequent, but not forced.
VIII. Let them be rigorously exact to the ear.
IX. Be as witty as you like.
X. Be serious by accident.
XI. Be pathetic with the greatest discretion.
XII. Never ask if the writer of these rules has observed them himself.

What an excellent example of urbanity is to be found in Matthew Prior's treatment of the slight and inconsequential theme of a courtier's compliment to a child. It is entitled "To a Child of Quality Five Years Old."

Lords, knights, and 'squires, the numerous band
That wear the fair Miss Mary's fetters,
Were summoned by her high command
To show their passion by their letters.

My pen amongst the rest I took,
Lest those bright eyes that cannot read
Should dart their kindling fires, and look
The power they have to be obeyed.

Nor quality nor reputation
Forbid me yet my flames to tell;
Dear five-year-old befriends my passion,
And I may write till she can spell.

For, while she makes her silk-worms' beds
With all the tender things I swear;
Whilst all the house my passion reads,
In papers round her baby's hair;

She may receive and own my flames,
For, though the strictest prudes should know it.
She'll pass for a most virtuous dame,
And I for an unhappy poet.

Then too, alas! when she shall tear
The lines some younger rival sends;
She'll give me leave to write, I fear,
And we shall still continue friends.

For, as our different ages move,
'Tis so ordained, (would Fate but mend it!)
That I shall be past making love,
When she begins to comprehend it.
Certainly Swinburne is not without reason for asserting that this is the "most adorable of nursery idyles that ever was or will be in our language;" it is easy to agree with Professor Matthews who considers it Prior's most perfect poem.

But another of Prior's poems, much more widely known, and equally charming in its treatment is the graceful and easy "Ode."

The merchant, to secure his treasure,
    Conveys it in a borrowed name;
Euphelia serves to grace my measure:
    But Chloe is my real flame.

My softest verse, my darling lyre
    Upon Euphelia's toilet lay;
When Chloe noted her desire,
    That I should sing, that I should play.

My lyre I tune, my voice I raise;
    But with my numbers mix my sighs:
And whilst I sing Euphelia's praise,
    I fix my soul on Chloe's eyes.

Fair Chloe blushed; Euphelia frowned:
    I sung and gazed: I played and trembled:
And Venus to the Loves around
    Remarked, how ill we all dissembled.

"Prior is probably the greatest," says Andrew Lang in his Letters on Literature, "of all who dally with the light lyre which thrills to the wings of fleeting loves—the greatest English writer of vers de societe; the most gay, frank, good humoured, tuneful and engaging."

From the considerable body of Prior's poetry it would not be difficult to choose a score of poems possessing such excellence as that of the two already quoted. It is with some astonishment, therefore, that one examines the recent "Vers de Societe Anthology" compiled by Miss Carolyn Wells to find that Matthew Prior is represented by a single poem and that one certainly not his best. On the other hand, there are copious selections from such moderns as Eugene Field, H. C. Bunner, Gelett Burgess, and Oliver Herford—and I do not mean to say that all four of these writers are not entitled to most "honorable mention." But certainly Miss Wells
has aimed to present a collection drawn from the widest and most diverse sources, rather than a collection of the best vers de societe.

Probably the best and most skillful collection of familiar verse was made by Frederick Locker-Lampson, and Locker, we find, included fifteen of Prior’s short poems in his anthology. It is of interest to note that Locker’s anthology has often been compared with the work of Francis Palgrave in another field. Both collections show careful discrimination and excellent taste. But in this connection there always comes to mind a most puzzling riddle: why do men with the obvious good taste of Palgrave and Locker choose for their anthologies such names as “The Golden Treasury” and “Lyra Elegantiarum?”

In addition to the poems selected by Locker there are more which possess what Professor Brander Matthews considers the three criteria of vers de societe, “brevity, brilliancy, and buoyancy.” For example, let us hear “A Case Stated.”

While I pleaded with passion how much I deserv’d,
   For the pains and the torments of more than a year;
She look’d in an Almanack, whence she observ’d
   That it wanted a fortnight to Bartlemew Fair.

My Cowley, my Waller, how vainly I quote,
   While my negligent judge only Hears with her Eye;
In a long flaxen-wig and embroider’d new coat,
   Her spark saying nothing talks better than I.”

And the same kind of well-bred plea to his lady-love is made in “On My Birthday, July 21.”

One might go on to name other of Prior’s delicately fashioned verses, but no doubt the reader will prefer to choose for himself. If there are to be found in the mass of Prior’s writing some rather dreary and unattractive lines, there is the more satisfaction and pleasure in the discovery of such a gem as “To a Lady: She Refusing to Continue a Dispute with Me,” or “The Incurable.”

After Prior have come many others who labored with more or less success to put into their lines the same graceful spontaneity and harmony. Cowper had some success, as did Hood and Landor and Praed and C. S.
Calverley and Mr. Austin Dobson. And that Mr. Dobson has in common with Prior the spirit of the writer of *vers de societe* is evident from the graceful way in which he sings of its charms:

"Oh, the song where not one of the Graces
Tight-laces—
Where we woo the sweet muses not starchly,
But archly—
Where the verse, like the piper a-Maying,
Comes playing—
And the rhythm is as gay as a dancer
In answer—
It will last till men weary of pleasure
In measure:
It will last till men weary of laughter...
And after!"

Conrad T. Logan

Where go the clouds that slowly float?
Where go the stars in the dusky sky?
Where go the waves that lap the boat?
All will return by and by.

Dorothy Williams
“Will the time never come?” thought Malcolm Manner ing as he sat waiting for his machine. It was still more than an hour before train and there was nothing to do during this seemingly interminable period but to think, think of that disagreeable something which for six long months he had been trying to forget, but all in vain. Malcolm was almost desperate and in his near desperation had decided to try a change of country and friends, and, if possible, get away from the thought that seemed slowly, but surely, to be killing him.

The view from the window of his handsome, richly furnished room, fitted up with every luxury that could make a gentleman’s den comfortable and all to be desired, was indescribable. Any one who had seen him, book in hand, sitting in his easy chair since two o’clock, would have been certain that book and scene were masters of his thoughts on this ideal autumn day. But not so—he had not read even a page and was entirely oblivious of his surroundings.

As he sat thus gazing out of the window wondering what would be the result of his going away, he got up and slowly walked to the beach. During his stroll he came to a spot shaded by a gigantic spreading tree. Seating himself upon its knarled trunk he attempted to read again, but the book failed to hold his attention. He sat and viewed the beautiful scene.

Behind him lay the dark, stately woods throwing its grateful shade over the sunny expanse. For down the beach glistened the dainty cottages and from the distance came the shout of the many bathers. Before him in all its splendor was the sea, a mass of sun-kissed, rippling waves. Their sweet murmuring song fell soothingly upon his ears. A soft breeze stirred the branches of the tree and answered in gentle whispers the call of the waves. Even the little flowers at his feet heard and nodded assent. Tiny sailboats, like graceful white swans, rocked slowly on the waves. Launches, like bees, steamed busily out, filled with pleasure-seekers.
Entranced by the view and perhaps lulled by invisible mermaids in the song of the sea, he fell asleep. Immediately all was changed. He was in his room again carrying on a conversation with his nephew of seven.

“Uncle, can’t you tell me what to put on a birthday present to er-er—a fellow’s best girl?”

Uncle raised his head from the pillow on his chair and looked down on his tiny questioner.

“Can’t you, Uncle? Don’t you known ’bout girls?” he asked anxiously.

“I wish I did,” gloomily replied Uncle.

“Well, is this anything like a birthday gift ought to be?” he asked, holding up for inspection a package, thickly encrusted with red ribbon and wild flowers, on top of which law a smudgy card, partly covered with laborious lettering.

Uncle looked at its closely, then asked,

“Who is it for, Jack?”

“It’s for Jane,” he replied bashfully, “and I thought maybe you’d know how to fix it, ’cause Jane’s aunt used to be your girl once. Jane told me so. Say, Uncle, why isn’t she your girl now? Is she mad like Jane gets sometimes?”

“I don’t know,” Uncle answered dejectedly.

“Are you?” asked the child.

“Not now,” was the slow reply.

“Then, why don’t you kiss and make up? That’s the way Jane and I do when we are not mad any more.”

“She won’t let me kiss her,” replied Uncle.

Just at this time Jack seemed greatly interested in having the package fixed, and after a good quarter of an hour’s work on Uncle’s part he appeared satisfied with the production. But even then he lingered awhile.

“Is there anything else, Jack?” questioned Uncle.

“Uncle,” he said softly, “I am awfully sorry you and Jane’s aunt are mad. Don’t you ’spose she’d make up if you carried her some candy? I got some left over from the last time Jane and I were mad. I’ll give you that.”

“Thank you, Jack, but, I’m afraid candy won’t work in this case,” said Uncle sadly.
Jack looked puzzled. A case where candy would not work was entirely beyond his comprehension.

"Then get her a birthday present, something that will work," he suggested.

"Do you think it would be a good idea?" asked Uncle. "Course," Jack replied. "What will you take her?"

Uncle hesitated a moment, then drew from his pocket a small velvet case, opened it and displayed to his nephew’s admiring gaze its sparkling contents.

"O-o-h! Isn’t it lovely?" he exclaimed. "She can’t be mad when she sees that. Come on, let’s go quick."

Uncle’s heart beat fast as he ascended the once familiar steps and the well-known jingle of the door bell sounded as sweetest music in his ears. With a familiarity born of long intercourse, Jack led the way into the parlor. At the sound of his quick footsteps a young lady standing before the fire turned around and at the sight of Jack’s uncle the roses on her pink cheeks deepened.

"Why, how do you do, Mr. Mannering?" she said. "Won’t you sit down?"

"I thought I would," was the reply.

The fire shone cheerfully, and comfortable chairs were drawn up, making a most delightful place on a chilly afternoon in early autumn.

Jane’s aunt sank into one of the chairs and Uncle took the other, but Jack wandered about restlessly.

"Where is Jane?" he asked.

"In the nursery looking at birthday gifts," replied Jane’s aunt. "But wait a minute, dear, what have you brought?"

She lifted Jack to her knees and bent his head close to hers, thus avoiding Malcolm’s eyes.

Jack displayed his treasure.

"Do you think she’ll like it?" he asked excitedly. "Of course," she assured him.

His fears quieted, he was slipping from her lap to the floor when he suddenly ased, "Uncle, may I show your gift?"

"I don’t mind," he said carelessly, lounging in the
easy chair, his eyes feasting on the fairy-like picture in front of his. Jack took the box from his Uncle’s pocket and opened it with great care.

"It’s for—for Uncle’s best girl," he said. "Isn’t it lovely? See, here is a little card he put in. Doesn’t Uncle write funny? I can read it. Can you?"

Evidently Jane’s aunt could. The pretty color rushed over her face quickly. Uncle leaned forward.

"Will you take it back?" he asked softly.

Her blue eyes met his and he read the answer in their depths.

Jack looked on a moment thoughtfully, then he said, "Uncle said you wouldn’t kiss him, but you’ll kiss me, won’t you?"

"Of course, you little dear," exclaimed Jane’s aunt, giving him the desired kiss.

Jack received it gravely, then turning to Uncle said, "Here, Uncle, here is your kiss. Now you can be friends again. I guess she liked your gift all right."

Uncle stooped and kissed the upturned face, then laying a gentle hand on Jack’s shoulder, turned him towards the door saying, "Thanks, little fellow, now you had better run and find Jane."

The dream ended. Uncle awoke and accepting Jack’s advice, postponed his trip. He made a hurried visit to Hope’s house. The suggestion proved right.

Before, when speaking of their quarrel, Hope always said, "Malcolm did it," and Malcolm always said, "Hope did it," but now they both say, "Jack did it."

Nancy Warren Clements
SIGNIFICANT BOOKS FOR VIRGINIA READERS

THE STORY OF HAMPTON INSTITUTE

EDUCATION FOR LIFE, by Francis G. Peabody. (Published by Doubleday, Page & Company, Garden City, New York, 1918.)

“Education for Life”—the story of Hampton Institute—is a prose epic. The story is told by Francis Greenwood Peabody, and is published in connection with the fiftieth anniversary of the foundation of the school.

Hampton Institute, in the words of Dr. Peabody, was founded on a man rather than on a plan. The man was Samuel Chapman Armstrong, a young soldier of twenty-nine; born in Hawaii; educated there and in Massachusetts; proved a leader of men in the Civil War. Entrusted with the direction of some thousands of the freedmen following the war, he became conscious of their great need and at the same time caught a great vision of opportunity. Thus the work was begun. The personality of Armstrong vitalized it for a quarter of a century; and even after his mantle was inherited by Frissell and others his spirit seemed still to quicken the work.

The twelve chapters of the book, embellished with numerous illustrations and followed by liberal appendices and a brief index, make four hundred and odd pages of reading that is instructive and interesting. Some parts of the book are tingling with pathos; some are bubbling with humor; and are vibrant with human interest. The coming of Armstrong, the years of promise, the coming of the Indians, the years of fulfillment, the coming of Frissell, expansion, the homeland, and the future are pictured with a hand of grace and skill. As a contribution to Virginia history or to the educational theses of a philanthropic age, “Education for Life” is timely and notable.

Some of the educational principles planted by Armstrong and others at Hampton may be stated as follows: (1) The ethical value of work; (2) the sanity of co-education; (3) devotion to God; (4) devotion to humanity.
“In the midst of the waves of well-intentioned but futile agitation which were tossed up by the shifting winds of the time, these principles and methods of Hampton Institute stood like a rock on which a light might be safely set. Education, to be effective for life, must be, like the conduct of life itself, both alert and patient, beginning where people are, and creating character rather than comfort, goodness rather than goods. It must be won rather than given, and based on faith in labor as a moral force; it must inspire the will to serve rather than the will to get; it must be a struggle, not for life alone, but for the lives of others. These high doctrines of idealism became, and have always remained, the working creed of Hampton, and the light set on this rock has shown to thousands of discouraged and storm-driven Negroes and Indians an open channel to security and peace.”

The character and habits of the Founder may be vividly seen in the following picture:

“It was at a little suburban church, far down a side-street, on a winter’s night, in the midst of a driving storm of sleet. There was, as nearly as possible, no congregation present; a score or so of humble people, showing no sign of any money to contribute, were scattered through the empty spaces, and a dozen restless boys kicked their heels in the front pew. Then, amid this emptiness and hopelessness, up rose the worn, gaunt soldier, as bravely and gladly as if a multitude were hanging on his words, and his deep-sunk eyes looked out beyond the bleakness of the scene into the world of his ideals, and the cold little place was aglow with the fire that was in him, until it was like the scene on the Mount, which was not less wonderful and glistening because only three undiscerning followers were permitted to see the glory.”

A glimpse into the make-up of Hampton life may be had from the following paragraph regarding an incident in Washington City, at the inauguration of President Garfield.

“At his inauguration the Hampton cadets paraded in the procession, and in their ranks were Negroes who had fought for the Government and Indians who had fought against it. The school colors were borne by a Negro, and the national flag by a Cheyenne Indian who
had once been a prisoner of war."

In this connection it may be noted that the first group of Indians to enter Hampton in 1878 was composed of braves and chiefs each of whom had killed his man in battle.

On the original board of incorporators in 1870 were the following whose names are familiar to Virginia readers: Gen. O. O. Howard; Gen. James A. Garfield; Sen. John F. Lewis; Judge Robert W. Hughes; and Gen. S. C. Armstrong. The most distinguished among the negro graduates of Hampton thus far was Booker T. Washington; the most eminent of the Indians was Black Eagle, known in English as William Jones, who died in the Phillippine Islands in 1909, a martyr to science and to the welfare of his race.

JOHN W. WAYLAND

VOCATIONAL RE-EDUCATION FOR DISABLED SOLDIERS
AND SAILORS

The Federal Board for Vocational Education which was organized in 1917 has been "actively engaged and continuously occupied with those many phases of vocational training which the emergencies of the war have emphasized as essential to the full development of our war efficiency, and to the full conservation of man power in the face of the devastating casualties that are inevitable as the war progresses." Thru this Board a careful study has been made of the methods used in other countries for the re-education of the disabled soldiers and sailors, the results of which are presented to the public in the form of a Government bulletin written by Dr. Douglas C. McMurtrie, "The Evolution of the National Systems of Vocational Re-education of Disabled Soldiers and Sailors."

In the past there was no effort made to restore the crippled soldier to useful employment. He was given a pension which meagerly cared for himself and family. If he was entirely helpless he was placed in an institution. In most cases he never attempted to become a self-supporting, self-respecting citizen. If he attempted to supplement his pension it was either by means of begging or by selling useless merchandise to the passer-by on the streets. Added to these disabled, we had the industrial cripple who had received some recompense
from his former employer and who eked out a further amount thru begging or selling pencils. Even before the present war had added to the number of disabled men, Belgium and France had undertaken to re-educate their disabled industrial workers. As there is always a greater demand for trained workers than the supply, it was possible to secure employment for all cripples who had been trained in any phase of industrial work. The present war with its serious industrial problems and great lack of man power increased the need for replacing in the economic and social life all those who had been disabled on the firing line. Today all of the belligerent nations have developed a system which will care for the disable man until he is able to take his place again in the industrial world.

There is much similarity in the general scheme of re-education, but its administration varies with each country; Belgium is the only country which has made re-education compulsory. Belgian soldiers who are incapacitated by their wounds from following their former trade or occupation are not discharged from the army when dismissed from the hospital but are declared "candidates for discharge" and are sent to a re-educational school. In other countries the disabled man is advised as to what will be for his best interest but he decides as to whether he will embrace the opportunity. Among the most ignorant the idea that ability to support one's self would cut off a pension has made many refuse to take any instruction. Again the injured man has had such care and training in his army life and during his hospital experience which, coupled with the helpless feeling accompanying the loss of limb, makes the duties and responsibilities of civilian life seem impossible. He must be encouraged, thru the advice of those he trusts and thru the example of those who have overcome equal handicaps, to resume his place in the industrial world. In Canadian hospitals a civilian who has been able to use an artificial limb skillfully demonstrates to the returned man the pleasures life still holds if he will work for these results.

The plan followed by each country represents the same general steps. When a man is found to be permanently disabled he is sent on to a base hospital where he remains for his first medical treatment. As soon as
he has recovered sufficiently he is sent on to a military orthopedic hospital where he receives functional re-education and is fitted with an artificial limb. Part of the treatment given in these institution is in the nature of gymnastics and other exercises which restore life to the disabled limb and increase its use. It has been found that these exercises can be given thru various occupations, the results being much better as the patient has a different interest in his activity when based upon actual accomplishment. So the vocational training has its beginnings while the patient is under military authority and when he is gaining a new control over his body. When the patient is able to use his artificial appliance he is discharged from the hospital and so passes from under military control, except in Belgium. The other steps in re-education must be undertaken voluntarily by the disabled soldier.

During his stay in the orthopedic hospital, a careful investigation of the soldiers' industrial possibilities is made. He then is advised as to his future course and all possible influence is brought to bear in order to secure his decision for some form of vocational training. If he agrees, he is placed in an industrial school as near his home as is possible, where his training takes place. In all cases his training is at the expense of the government and his family is cared for also. In some cases as soon as his work is valuable, he receives a wage which increases with his proficiency; in others, the work is sold and a portion is given to the worker; but always the motive is to make the cripple realize his industrial possibilities. His stay in the vocational school varies according to the trade he has undertaken.

The last step in the scheme is to place the rehabilitated man in a suitable position. Special organizations look after this. At present it very easy to secure employment for returned soldiers both because of industrial conditions and because of patriotic feeling. The essential thing, tho, is to secure a position where the work and the environment are calculated to restore confidence to the disabled man.

So, "there is no such thing as being crippled while there exists the iron will (and scientific training) to overcome the handicap."

Rachel Elizabeth Gregg
A quite commonly expressed sentiment at the time the country was determining its duty with respect to a declaration of war against Germany gave evidence of the belief that there was no real national spirit, no unanimity of view as to international relationships, among us; that this country would strike more snags within its boundaries than it would without, in a declaration of war against any European people. Heads were gravely shaken, especially when our Government expressed a definite sense of its rights as against the infringements of the Imperial Government of Germany; and opinion was freely uttered to the effect that this nation, made up as it is of the peoples of the rest of the world, lacked a solid, dependable, crystallized national sentiment; and the allegiance of the one hundred millions of souls that go to make up our population was as varied and as diverse as their origin.
These fears, it is pleasant to reflect, were in a large measure based on the possibilities of the situation. Whatever the impelling force has been, there is a reliable element in this country sufficiently large to protect its best interests. Yet there is a lamentably large number of people who enjoy all the blessings and benefits of the great free Government who are not guided by loyalty, whose notions of their relationship to this beneficent institution are very obscure, even when not dangerously perverted. These unhappy people see only the restrictions, preventive measures, and direct legislation which their perversity, conscious or otherwise, has necessitated. Mislead by either their own unlawful desires or the cupidity of those who find in this ignorant and mis-directed material a means to some selfish end, they become a serious menace in times of war or in times of peace.

How can this condition of feeling be accounted for? Or at least how can its continuance be explained? Is it not in a large measure to be regarded as simple neglect of duty, that these men and women should grow to maturity without adequate guidance, inaugurated in the schoolroom and maintained by every available social means? Has there always been a well developed plan of teaching this doubtful element the meaning of Americanism? It is quite unlikely that, if they had been dealt with considerately, systematically, intelligently, many would have failed to respond to the appeal of patriotism, when adequately presented in its aspects of loyalty, and of true national ideals.

Now, it is the condition of feeling that was altogether too common in this country a year or more ago that we should make impossible of recurrence. Never again should any considerable number of people who enjoy even for a short while the blessings and privileges of the flag under which we live fail to realize with thankful hearts for what it stands. Children, both foreign born and native, should be taught by every available means, whether by comparison or by contrast, what America stands for; but not in the hackneyed terms of the school recitation, not thru the whooping up of a gathering of people for this purpose, nor by laudations, spectacles, nor any kind of pyrotechnics; but rather by systematic
The Normal Bulletin

study, careful analysis, and even deliberate methods of proof.

This coming school year is the *annus mirabilis*, the year of possible achievement, so far as the opportunity to unify, nationalize, and give the seal of loyalty is concerned. Let the teacher make it the foremost of many so-called prime concerns she has been told she will be held responsible for this year. Even the most conscientious teacher will doubtless sigh, when told that there is yet something else that is expected of her. Much indeed is expected of her—and why not? If not of her, of whom can much be expected? Woe betide the thoughtless teacher who does not meet the expectations of those who are putting their trust in her! Of the many things demanded of her, let her weigh the urgency of the appeal of her flag, and she will realize that her chance to do something of high value is no common one.

A careful plan for a year’s work in the teaching of American ideals, genuine heart loyalty, real patriotism, should be made. The history of the year, whatever the grade of work attempted, can well afford to be strictly American. What America has stood for in the past, and what it stands for today, and how it reached its present enviable position among the nations of the world should be well enforced. The literature readings must be largely American, and its study must exceed in scope and intensity anything that has been done before. Nowhere better than in the biographies of great Americans and the literary records of the best that they have thought and done can we learn to appreciate the meaning of Americanism.

There may be many things unaccomplished at the close of this coming session, but this one thing should not be among them; there must be no failure to seize the greatest opportunity since the days of the American Revolution to make known to every child in this land the significance of America, as a world power, the underlying reasons for her being the beacon light of Civilization. The output of the schools this year should be wholly American, with true notions of rights and privileges, a high conception of the values of free institutions, and unquestionable allegiance to the flag of our great nation.
What Will Revitalizing the High School of Tomorrow Mean

The air is surcharged with prophecies as to the character of the work of the schools when the results of the Great Trial thru which the world is now passing are more definitely formulated. Everywhere the feeling exists that the new light in which educational aims, methods, and products are now being examined is opening the eyes of the nations as to educational wastage, perversion, and ineffectiveness to such an extent that conditions will be—indeed, must be—vastly different. Just what the difference will eventually be, there has as yet been no very impressive statement. Out of the mass of inexpert opinion and random guesses, there seems to emerge the judgment that secondary education particularly will be radically modified thru the sloughing off of unnecessary encumbrances and toward a practicalizing of the work of these precious years. This slogan of "efficiency," as meaning the ability to do something well, is, however, modified to include the necessity of being something worth while. Right here the old battles between the exponents of the cultural and the practical will be fought anew, with no less vigor than formerly.

Among the reforms and improvements long advocated by those who have given time and thought to the problems of secondary education, the following ideals have claimed a large share of attention. Would the acceptance of these principles satisfy the demands of the practical, as far as they go, without sacrificing the needed spiritual enlargement, the fine flower of all true education?

(a) Emphasis should be put upon the preparation for life, rather than for further formal training.

(b) The course of study should be adjusted to individual needs and capacities, rather than formalized for group work.

(c) The content of all courses should stress modern men, manners, and institutions, rather than the dwelling upon ages and conditions not directly connected with the life the child is destined to lead.
(d) The end sought should in a large measure be efficiency, but no less of an intellectual and moral fitness for the work of the world than of a physical nature.

(e) The spiritual, esthetic, and social disciplines must not be lost sight of, in the natural stressing of the practical and intellectual disciplines.

(f) A definite course of study in moral training upon commonly accepted Christian principles should be a feature of this new practicalization.

(g) A more definite standard of grade preparation, with both greater exactness and more extensive knowledge.

(h) Pedagogies should be recognized in proportion to the phases of work undertaken; no general high school pedagogy should be encouraged.

(i) Proper conceptions of the scope and functions of the various subjects must be held independently of textbook presentation.

(j) No teaching should be attempted in the sciences without proper equipment to do the work in a permanently constructive way.

(k) Academic preparation is not alone sufficient to equip the high school teacher.

(l) A more limited use of the instructor's time for class work is essential to work of a high grade.
Recently President Wilson sent to Secretary Lane a letter which expresses the policy of the administration, from the time of our entrance into the war, toward educational interests. In his characteristic manner the President urges in plain and striking terms that there be no falling off in the support of our educational institutions. "So long as the war continues," writes the President, "there will be constant need of very large numbers of men and women of the highest and most thorough training for war service in many lines. After the war there will be urgent need not only for trained leadership in all lines of industrial, commercial, social and civic life, but for a very high average of intelligence and preparation on the part of all the people. I would therefore urge that the people continue to give generous support to their schools of all grades and that the schools adjust themselves as widely as possible to the new conditions to the end that no boy or girl shall have less opportunity for education because of the war and that the Nation may be strengthened as it can only be through the right education of all its people." Every utterance of the President and all the acts of the administration have been in harmony with this significant letter.

In line with the policy of the administration as indicated by the above statement, comes information from the office of the Provost Marshal General of the War Department that it is not the intention of the Government to call to the colors men whose services are necessary to the carrying on of the country's educational enterprise. Instructions have been issued to local and district boards to give deferred classification, which in most cases will probably mean exemption, to men who are essential to the operation of educational institutions. A statement from General Crowder himself puts it up to the head of an educational institution to ask for deferred classification for a man considered essential to the maintenance of the institution if, to use his words "through mis-
taken chivalry he should fail to do so.’ He goes on to say that in such cases the head of the establishment ‘represents the Nation’ and it is essential that some third person should look after the national interest ‘which the registrant himself may not have sufficiently considered.’ It is of course presumed that no institutional head will claim deferment for any employee if he can be dispensed with without running a risk of injuring the work of the institution or if his place can be supplied with some one else who is not subject to the draft. It is also necessary to take into consideration the special fitness thru education and experience of the applicant for a particular task, the length of service with the institution in question, and similar conditions, to the end that no one may use this opportunity as a means of avoiding service when he should be drafted.

The expression of some persons who do not appreciate the value of education or who lack the perspective necessary to well-poised judgment, not long ago called forth from one who stands high in public affairs this terse pronouncement, ‘Don’t close the schools, use them.’ Every effort is being made by those in authority in national affairs to get those in charge of the schools in all communities to use the schools more largely than ever before. That they may serve to the fullest extent, suggestions have been made for certain modifications in the school programs. First, as regards time it is advised that school work be continued throughout the year, summer as well as winter. Second, as regards content of courses it is pointed out that a real need will be met if all schools as far as possible will introduce commercial instruction and other forms of practical work. Third, it is noted that in the multitude of forms of special war emergency work every school of whatever grade will need some phase of patriotic service in which it may engage along with its regular endeavors, such as activities connected with the Junior Red Cross, war-garden work, Boy Scouts, War-thrift work, etc. In a printed statement along the above lines, signed by the Secretary of War, the Secretary of the Navy, the Secretary of Agriculture, the Secretary of Labor, the Secretary of the Interior, the Chairman of the Civil Service Commission,
and the Commissioner of Education, appears the following closing paragraph: "Boys and girls should be urged, as a patriotic duty, to remain in school to the completion of the high school course, and in increasing numbers to enter upon college and university courses, especially in technical and scientific lines, and normal school courses, to meet the great need for trained men and women."

Developing the schools as community centers has been talked about for many years, but now it seems to be realized. The idea back of the movement is to make of "every schoolhouse a community capitol and every community a little democracy" in which the uppermost thought before the people will be National Service. It is incumbent upon the school that it replace the postoffice, the crossroads store, and the saloon, as social centers, for their day has passed. The schoolhouse must be the people's forum, where they may meet at will and discuss the part which they must take in the great world drama now being enacted. The school is the one institution in every community which belongs to all the people in the same degree. No other institution has so great an opportunity to develop in the people a spirit of neighborliness, and only in this way can the true spirit of American democracy be created.

Very appropriately may be added to the above the statement from the United States Commissioner of Education, Dr. Claxton, who has been conducting a nation-wide campaign in the interest of the schools and keeping up attendance in them. He says: "For the strength of the country in war and for its welfare and safety after the war is over the means and processes of education must not be neglected nor allowed to become less effective than they are now. No boy or girl must have less opportunity for education because of the war. . . . . There are now for us as a people just two tasks of supreme importance: To win the war for freedom and democracy; and to fit ourselves and our children for life and citizenship in the new era which the war is bringing in. Both tasks must be accomplished thoroughly and well, whatever the cost in money and effort and whatever the sacri-
fice in ease and comfort may be." In the same letter in which the above statement appears, the Commissioner very rightly calls attention to the fact that teachers are being offered great temptations to leave the profession and take up more remunerative lines of work, and that we can not hope to keep the schools up to their full efficiency without a large increase in school revenue, which of course means increased taxation.

Such an opportunity for an education was never before presented to the youth of any land! To those of us who struggled for years "working our way thru college" it sounds like a drama which, even if it ever came to us, was immediately dismissed as absolutely out of the question. Yet it is true, and before many weeks hundreds of thousands of young men will be enrolled in four hundred universities and colleges throughout America, getting the finest sort of higher education and training for useful occupations, at no expense whatever, and more, being paid a dollar a day for going to college. Think of it, paid to go to college! Thus is our great Nation practicing the doctrine set forth in the statements of the President and Commissioner of Education quoted above, and the results will be far beyond anything of which we can even dream. Let us hope that a similar opportunity may be extended in the near future to our young women, for they too are anxious to be equipped to serve their country in the most efficient manner.

Incidentally it may be stated that the arrangement by which the Federal Government sends the boys of from eighteen to twenty years to college and pays their expenses, has saved from at least temporary extinction a large number of institutions. One does not have to search far to find a college which had been put "on its last legs" by war conditions. A recent study of the effect of the war on the college budget of various types of privately supported institutions in different sections of the country shows that grave doubts had arisen as to the ability of many of them to survive the greatly decreased numbers. In numerous cases members of the faculty having gone into the Government service their
places were unfilled for lack of funds, and in others faculties had to be forcibly reduced. Now these institutions have taken on new life. The government is to fill their classrooms with the flower of American young manhood. Dismissed professors are being recalled and new instructors are being added.

Our country schools have been rendering admirable wartime service and during the coming school year no doubt much more will be accomplished.

**Fine Service of Rural Schools**

Many counties report 100 per cent membership in the Junior Red Cross in their schools. Much aid has been given in the sale of Liberty Bonds, War Savings Stamps, and Y. M. C. A. subscriptions. One Missouri rural high school reports sales of bonds and stamps amounting to the large sum of $4,273.50. Particularly along the various lines of food conservation have the rural schools demonstrated their ability to assist in war work. This has been done largely thru such organizations as the home garden clubs, pig clubs, poultry clubs, corn clubs, etc. Leaders of rural education express the opinion that this work is to be permanently valuable. Lessons in patriotism, thrift, self-reliance, and personal responsibility, learned in this way, will stick and continue to produce results of much value.

Doubtless the influence of the war will be strongly felt in school systems all over the country during the coming year. It is not difficult to find ways in which the children may help under the leadership of their teachers. One way which is readily open to all and which costs practically nothing is that of writing letters to the brave boys who are fighting overseas to protect us. They are sending us messages that they appreciate the sweaters and the socks that we are knitting and sending them, and that they enjoy all the packages and gifts of various sorts; but that what they crave for more than anything else is frequent letters from home. Along with war talks and studies about the great war, let our school boys and girls conduct a correspondence with the soldier-boys who have gone from their communities. They will no doubt get in return some very inter-
esting information concerning France and experiences over there; but the greatest reward will come in the consciousness of having contributed something to cheer up these brave men who are sacrificing all for us. And be sure to let all letters be chock full of good cheer and encouragement!

It is probable that a great many rural teachers do not know that they may enjoy a home study course without cost. The United States Bureau of Education at Washington maintains a "National Rural Teachers’ Reading Circle," and will be glad to furnish information to enquirers. The purpose is to assist progressive and serious-minded country teachers to improve themselves professionally. Active and intelligent leadership in our rural communities will be needed more than ever after the war, and the teacher is the logical leader in every such community. For this, preparation is absolutely necessary, and those who can not take residence courses of instruction will do well to avail themselves of this opportunity for home study under the direction of the central bureau. The Commissioner issues a certificate to those who complete the work of the reading circle. The books used cover a variety of subjects in education and general culture, particularly those relating to rural education and rural life problems.
The Allan Seeger I Knew

The Bookman for August contains an intimate and appealing account by W. A. Roberts of the proud young genius who gave his life for France in the summer of 1916, leaving a legacy to the world of real and unusual poetry, and a record of unflinching bravery and devotion which has made for him a lofty and secure place in the hearts of the French people, who will raise a statue in Paris to his memory. Mr. Roberts concludes his article thus: “He has written his own epitaph in the following lines from the Ode in Memory of the American Volunteers Fallen for France:

Be they remembered here with each reviving spring
Not only that in May, when life is loveliest,
Around Neuville-Saint-Vaast and the disputed crest
Of Vimy, they, superb, unfaltering,
In that fine onslaught that no fire could halt,
Parted impetuous to their first assault;
But that they brought fresh hearts and springlike too
To that high mission; and 'tis meet to strew
With twigs of lilac and spring's earliest rose
The cenotaph of those
Who in the cause that history most endears
Fell in the sunny morn and flower of their young years.

The American Expeditionary Force at Play

The staff correspondent of The Century, Herbert Adams Gibbons, writes entertainingly, in the August issue, of the lighter side of soldier life in a description of the eight-day furlough given the men in France every four months for rest and relaxation from the terrible strain of the trenches. The problem of enabling men far from home to make the best and most of this time has been solved so far satisfactorily by the Provost Marshal with the assistance of the efficient Y. M. C. A. secretaries and aids. The Savoy region containing famous watering places was chosen for the playground,
and it seems to be in every way suitable. Aix-le-Bains was the seat of the first experiment; all the hotels have been taken over by the army, and rooms are drawn by lot. The magnificent suites of wealth and nobility are now occupied by our boys from the trenches. All possible freedom is allowed, and opportunities for amusement are sufficiently numerous and varied to suit everybody. The boys come into personal contact with Americans, men and women, who play with them, who remind them of home, and to whom they can talk about home.

And, in the words of the writer: “If any are amazed about this story of gayety and dancing at Aix-le-Bains, when American boys are dying in the great offensive in Flanders, let them realize that if men would be strong there must always be ‘a time to laugh.’ There is no burden that cannot be borne easier, no task that can not be performed better, with smiles rather than with tears.”

**The Conquering Chinese**

The leading article in the July Harper is by Walter E. Weyl, economist, author, and editor, who writes of the Chinese as he saw them from the near viewpoint of long residence in China. He gives interesting and rather startling facts and statistics concerning this most pacific people, who conquer by mere force of countless numbers and domitable tenacity. Upon Europeans who live long among them they exert an overpowering cultural pressure. They do not yield, but force others to yield, and they move inexorably forward to a universal contact and competition with the white races.

**The Kaiser as Stage Manager**

David Jayne Hill, formerly American Ambassador to Germany, writes in the July Harper the third installment of his series entitled “Impressions of the Kaiser.” In this article he treats of the side of this personage which makes him “the most histrionic sovereign of his time and perhaps of any time.”

The Kaiser has always been an adept in choosing the time, the place, and the scenic accessories for dramatic effect, with the world for an audience, and tho the effect has not always been precisely what was intended, the
German people at least have been duly impressed with his consummate acting. But to play the double role of William the War Lord and William the Peacemaker at the same time has exceeded the dramatic talent of even this prodigy. "Beneath the flowing robe of the peacemaker the protruding scabbard of the sword has always trailed across the stage, and it has rattled loudest when the Kaiser has discoursed most vociferously of the German love of peace."

**Uncle Sam’s Adopted Nephews**

In the same issue of Harper’s Fred H. Rindge, of the International Committee of the Y. M. C. A., describes the wonderful intensive methods employed by the association at the cantonments to teach the thousands of young men of alien birth or parentage who are unable to speak English. The interest in the work on the part of these men is most inspiring, and they are given almost overnight a practical grasp of the language, a new understanding of what America means to them, and what it stands for in this war.

**At School under Bombardment**

The Survey of August 3 contains an account by Pierre Hamp of the daily conduct of a college near the harbor of Dunkirk, France, so frequently visited by German shells and bombs, which should have a tendency to make the apparent monotony of the school life in this county most welcome and agreeable.

The boarding department of the Dunkirk school was given up after the buildings had become encircled by alien shells; but still a hundred pupils with their instructors persist in continuing their work, tho the classes are interrupted from three to five times a day by the siren sounding the alarm or by an explosion, forcing them to descend to the cellar. It would seem that school days so broken into could not be very profitable to the students; but thirty out of forty passed their examinations in 1916, and in 1917 twenty out of twenty-six. The very difficulties seem to deepen the seriousness and increase the eagerness of the students. The soul of the school is not one of discipline but of fervor. Firm orders are necessary only when a warning is
sounded, to curb excessive curiosity or the bravado of some. Instead of going straight down the trap door and taking refuge underground, a few will go out into the yard to look at the sky. The excellent educators who teach here take no pride in the heroism of their situation, tho they set a wonderful example of patriotic duty faithfully and fearlessly performed.

**Bread and the Battle**

In the July *Atlantic* Thomas J. Dickenson, of the Food Administration, now in France, points out the result of the forty-year careful study of the food problem by Germany as co-ordinate in importance with war tactics, and shows how she has carried out her plans so as to force the greater part of Europe to pay its toll of subsistence to her army. Always the strategy of battle has been turned to the strategy of bread, mainly by fighting always on the enemy's land, and making progress into the harvest fields of the foe. Every year finds her food position stronger, and the food needs of the next generation are also being well watched. Every one of her great engagements has been of the nature of a foraging expedition, save the last, and it is still too early to say that she has not added to her stores in this.

The mournful accounts we read of food shortages in Germany are not to be depended upon; there may be individual hardships, but as a whole she is not anywhere near a general collapse, and the multiplying of such talk in America if persisted in will amount to aid and comfort to the enemy.

**Exemption From Examinations**

Herbert Kimmel, of the State Normal School, Eau Claire, Wisconsin, in the last issue of *School and Society* expresses in no uncertain terms his opinion based on experience of the prevalent custom in high schools of exempting from examinations those pupils who attain a certain grade in class subjects and in deportment.

Professor Kimmel declares this practise to be "one of the most destructive customs that is tolerated in our public schools." The primary object of the examination is that a teacher may not only more fully ascertain the progress and attainment made by the student, but also
more adequately test his own teaching; and hence it is just as necessary that the good student take the examination as the poor student. Also, the examination acts as an incentive to the student to organize his knowledge so that he may be better able to express what he is supposed to know; and is in this respect as beneficial to the good student as to the poor one, especially when he is obliged to take examinations at any higher institution he may attend after leaving the high school.

Exemption relieves the teacher from some of the drudgery of correcting papers; and of course every opportunity should be sought to relieve from unnecessary work; however, the teacher’s work should not be curtailed at the expense of the student.

Red Cross Problems in Shopwork

In the Manual Training Magazine for June, Charles A. Bennett has a timely and helpful article illustrated with fourteen working drawings dealing with shop problems approved by the officials of the American Red Cross. The object of gathering together these problems has been to assist teachers and supervisors of manual training who with their patriotic boys and girls are trying to help to win the war. These articles of furniture are to be made for Red Cross use only in schools which have affiliated themselves as auxiliaries of the Junior Red Cross. They are to be used in the convalescent homes to be built in connection with the base hospitals located in the various camps and cantonments in the United States.

Is the Cradle Safer Than the Trenches

A fitting companion to the article last reviewed is one in The Touchstone for August whose opening sentence is “It is six times safer to be a man in the trenches of France than to be a baby in the cradle of America.” This startling statement by Dr. Josephine Baker, Director of the Bureau of Child Hygiene, is founded on statistics which show the large per cent of babies born in this country who die in infancy, and the equally large per cent of children who are afflicted with preventable diseases, and is the slogan for the “Save the Baby” campaign that began on July 1 and will continue thru the year. The Government seems at last fully to
realize that the child must be given better care for the sake of the future of the country, that for every soldier lost there must be a child saved.

As a first step in this drive, a ruling has been made that all children, rich or poor, be examined as to physical condition, and a record sent to Washington. Two-thirds of our physicians are now serving in the army, and the already overworked one-third left can not do this tremendous work of recording alone. Women are peculiarly fitted to assist with this work and also to do the remaining work connected with the drive to save one hundred thousand babies; and every woman who has a friend or relative at the front may have an opportunity to find relief from grief and anxiety thru volunteering for this great service to her country.

Recreation in the Children’s Year

The Children’s Year which began in April will have for its chief feature in September, says a writer in the Survey, a Recreation Drive and Patriotic Play Week, to be observed during the first week, if feasible, tho it may be held at the time of the County Fair, or even on successive Saturdays after the beginning of the school year. This week is planned by the U. S. Children’s Bureau in collaboration with the Child’s Welfare Department of the Woman’s Committee of the Council of National Defense, and with the Playground and Recreation Association of America. The expressed aim of the drive is “to provide recreation for children and youth, abundant, protected from any form of exploitation; and to implant in the minds of children that keeping bodily fit is patriotic.”

Local talent, in connection with the Boy Scouts, Camp Fire Girls, the Junior Red Cross, etc., will work out in each community the plans which best represent its tastes and interests. Pageants, folk games, and song contests are suggested as pleasing dramatic additions. But, to quote again from the directions, “Every member of the committee should see that all the children who take part in the exhibition enjoy what they do; they find real fun in getting ready; that they do outdoor things, and practise out-of-doors; that in every way the preparation count as protection of their leisure time.”

Mary I. Bell
Our campus presents a busy scene these days; grading, filling, blasting, hauling, etc., are going on preparatory to laying the cement walk so long needed. The stone foundation has been laid for a covered porch connecting the buildings on the south side with Maury Hall; and the basement of Harrison Hall is being fitted into comfortable, well arranged rooms for music studies, recreation halls, and so on.

The Music Department promises to outdo even its last year’s brilliant record, both as to the extensiveness of the training offered and the number of students enrolled in its various courses. Well arranged practice rooms, with practice supervisors, constitute a welcome addition to the opportunities offered by this department this year. The department plans to contribute even more richly than ever to the life of the school during the coming session.

The Department of Biology and Agriculture is in charge of Mr. G. W. Chappelear, formerly of the Miller Manual School, of Albermarle. Mr. Chappelear takes the place of Mr. Paul R. Little, who resigned last spring to take up county demonstration work in Bath County. Mr. Chappelear is a graduate of the Virginia Polytechnic Institute, a practical agriculturist, and a specialist in biology.

Mr. Raymond C. Dingledine, instructor in mathematics, has been called into the service. Mr. Dingledine is at present engaged in work at Portsmouth, Virginia.

Already we have definite notice of the formation of an alumnae chapter for Norfolk and Portsmouth. About September 15 a meeting of old students of Harrisonburg was held in Norfolk at the home of the Gatlings, on Graydon avenue, and an organization was effected, as follows: Marceline Gatling was elected president; Laura Henley, vice-president; Alpha Holcombe, secretary; and Helena Marsh, treasurer. The officers have entered into
correspondence with the president of the general association of alumnae and plans are being worked out by which the efficiency of the chapter will be promoted.

Alumnae Notes

Alpha Holcombe, president of the class of 1914, was a recent visitor in Harrisonburg. She has been teaching in her home city of Portsmouth since graduation and will return to the same school for next session.

Maude Shapleigh, after returning home from commencement and closing her school in Marion, went with her mother in an automobile to her old home in Boston. En route they passed thru Harrisonburg, Shippensburg, Pa., and other historic places.

Annie Laurie Houser, one of our enthusiastic students, entered upon an interesting sight-seeing tour immediately following commencement. Harper’s Ferry and Washington City were among the well-known places that she visited.

Lucile Whitesell is spending vacation at her new home in Maryland. En route she stopped in Washington City and made some special studies in the new national museum.

Sue Foster is another one of our girls who has spent part of her summer in the National Capital. The Congressional Library proved a place of special interest to her.

Margaret Pruffer spent the summer under very pleasant conditions in the city of Philadelphia, studying and teaching.

Elizabeth Mowbray, president of the class of 1917, under date of August 14, writes as follows from Westville, New Jersey: “Stella Burns and I are spending our vacation here working for Uncle Sam. We are enjoying the historical sights of Philadelphia during our leisure hours.”

Lillian Millner, president of the class of 1915, now Mrs. David Silor Garrison, is at home in Canton, Ohio.
She is honoring the Stars and Stripes at 2039 East Tuscarawas Street.

The past summer has been a notable one for Cupid as well as for Mars. The month of roses was especially a busy time for the deft archer whenever he saw a group of Harrisonburg girls. How many of them added a feather to his cap (or to his arrows) we do not know, but the following catalog will prove our conclusions:

June 19—Elsie Miller to Ward Swank, at Harrisonburg.
June 20—Ammie Glenn to John Howard Garber, at Waynesboro, Virginia.
June 28—Mary Evelyn Culton to William Clifton Newell, at Waynesboro, Virginia.
June 29—Hilda Mae Benson to B. Harold Henshall, Rockville, Maryland.
June 30—Margaret Ropp to E. J. Currin, at Shenandoah, Virginia.
August 1—Sarah Virginia Davies to L. H. Paul, at Mossy Creek, Virginia.

This year was the fifth anniversary of the graduation of the class of 1913, and according to our plan for the reunion of classes every fifth year a special invitation was issued to the girls of One and Three to revisit Blue- Stone Hill in June. A fair number came. More doubtless would have come had not the unusual conditions incident to war prevented them. Below is a list of all old students, so far as they registered, who attended the June finals:

Class of 1913

Janet Farrar, Clifton Forge
Juliet Gish, Bedford
Olivine Runciman, Basic City
Janie Werner, Jeffersonton
Maude Shapleigh, Marion
Pattie Puller, West Point
Martha Miller, Staunton
Edith Suter, Dayton
Mary Ruebush Estes, Coeburn
Ione Bell, Harrisonburg
Annie Sale, Danburg, Ga.
Frances Mackey, Harrisonburg.

Class of 1911
Annie Davis Steger, Richmond

Class of 1912
Pearl Haldeman, Winchester
Kate Taylor, Waynesboro

Class of 1914
Winifred Campbell, Hagerstown, Md.
Mary Jordan Stone, Bedford
Tracie Burtner Tietje, Roanoke, La.
Bess Turner, Salem
Mary Dudley McCue, Rolla

Class of 1915
Mary J. Davis, Richmond
Rowena Lacy, Oak Park
Tenney Cline Hulvey, Harrisonburg
Mary Bosserman, Harrisonburg
Agness S. Dingledine, Harrisonburg

Class of 1916
Marie Meisel, Richmond
Jennie Loving, Wilmington
Sarah Ferebee, Norfolk
Clarice Guthrie, Charlotte, C. H.
Ellen Engleman, Lexington
Helen Bendall, Danville
Irene Sibert, Harrisonburg
Edna Dechert, Harrisonburg

Class of 1917
Mabel Kiracofe, Mt. Solon
Helen Ward, Centralia
Emily Haldeman, Winchester
Virginia Eppes, Petersburg
Miriam Buckley, Clifton Station
Mary Yancey, Harrisonburg
The reunion of the class of 1913 was signalized by two events. The class established a student loan fund and named it the Nell Farrar Fund, in honor of Nell Christine Farrar, a former student whose tragic death by drowning on July 24, 1913, was a sad incident in the life of the whole school. Miss Farrar was not a member of the class of 1913, but she was its friend, and her friends who cherish her memory are pleased to do her honor. The amount with which the loan fund begins is small ($115.00), but it is intended as a nucleus about which other gifts from the class and its friends may grow into a considerable sum as the years come and go.

The other incident to which reference is made was the naming of Dormitory No. 1. Shortly before their graduation in June, 1913, the members of the class of 1913 had christened this building with a name which they deemed appropriate; but inasmuch as the name then chosen was not suitable under certain rules which were in 1917 adopted for the naming of the several buildings at the school the class was given the privilege of selecting another name upon the occasion of its five-year reunion. The name selected and duly bestowed is “Jackson Hall.” This is a choice in honor of Stonewall Jackson, who taught and fought in the Valley.

During the summer quarter the number of postgraduate students has been notably large. In attendance the first term were enrolled the following: Nora Crickenberger, Mary Nash, Vada Glick, Kathleen Huffman, Vergie Buchanan, Louise Lancaster, and Marie Baird. During the second term all of the foregoing except Misses Nash and Buchanan were here, and in addition Mary Glassett, Pearl Noell, and Anna Brunk were present in regular classes.

Among the graduate students who expect to be here for the opening of the regular session in September is Joe Warren, whose career as a teacher in both winter and summer schools since her graduation in 1915 reflects notable credit upon her and her Alma Mater.

Marceline Gatling is to teach at William and Mary next year, we are informed, having charge of certain of the physical training classes in the new department for women.
Since the publication in the April issue of the Bulletin of the tentative plan for organizing alumnae chapters wherever as many as eight or more old students may get together the interest in this movement has been growing; and early in the autumn we expect to hear of the organization of numerous chapters in different parts of the state. In nearly all of the cities and larger towns such organization will be possible, and doubtless in some of the rural districts the work may also be undertaken with success. This is the beginning of a work that will be full of health and joy for all alumnae and other old students, as well as for Alma Mater. The faculty committee on alumnae relations especially, and all the officers and teachers, indeed, are anxious to cooperate in this great movement in every helpful way. Let us hear from you.

The readers of this section of The Normal Bulletin will appreciate the story of how the burden of organizing a practical Practise House was made a pleasant task and how efficiently the end aimed at was gained. This interesting story is told by one of those who bore a part in this undertaking, and is as follows:

The Practical Practise House

For several years the seed of interest in introducing Practise House work into the regular Household Arts course at the Normal School has been germinating. But not until the fall of 1917 did it put forth its vigorous sprouts which grew into the Practise House, as a part of the school. Like a plant, its first growth has been rapid, tho difficulties and obstacles in the way of its growth have been frequent. Waiting for the war to end, that is, waiting until sufficient funds could be had for the building of the model house seemed too much like Mr. Macawber’s methods of waiting for something to turn up. “No time like the present,” said the instructors of the Household Arts Department. So the original plan of converting the Domestic Science kitchen, dining and home nursing rooms into an apartment for senior practise work was abandoned. It was decided that a house adjoining the campus could be leased for the work until the new Practise House could be built on the campus.
In mapping out the course for the Practise House the course used at the Oregon State Agricultural College, Corvallis, was followed to an extent, tho the final plan for work greatly resembles that of many such courses. In time advantageous changes in the course will suggest themselves. New problems will arise, and a solution of these problems must be worked out thru the co-operation of instructors in charge and the students taking the course. Each group of girls profits by the experience of the previous groups. There is great similarity in all such courses. With some exceptions our general plan of work also resembles that of Pratt Institute, Brooklyn. There can be no one cut-and-dried plan to meet such varying situations—each Practise House must be a law unto itself, solving its own problems.

The question has been raised, "Why allow only those students so far advanced as the senior year to go to the Practise House?" It is contended that a junior who can not return for her senior year is denied this practical training. This may seen unfair, yet not until the completion of her junior year is the student prepared to apply the fundamental principles of her home economics training. She must be well grounded in theory before she can practise. It is a mistaken idea that a girl who has learned to cook and sew at home is ready for advanced work along this line. How many mothers have had the scientific training which is now available to their daughters? Only the exceptional housewife knows the "whys" and "wherefores" of the methods she applies day after day. The average mother teaches her daughters few modern principles and many old-fashion methods, which she blindly trusts as being best because they were handed down from her grandmother.

Each Household Arts senior, whether specializing in science or in art, spends one quarter of the term in the house. While there, she is allowed to drop six points of her regular credits, receiving six points for this practical work. It was found advisable to excuse each student from physical education and from laboratory work in cooking during her stay at the house. Practise teaching was arranged for by including in the groups students who teach on at least two different days in the week. Then, the student teacher when in the position of cook is
relieved from getting the mid-day meal on her teaching day. The entire work of the house is carried on by six students under the supervision of one instructor of the domestic science staff. This instructor, who has had experience in the house, remains in charge throughout the year.

Few practise houses now in operation were originally planned for the purpose to which they are now put—is the observation of Isabel Ely Lord, Pratt Institute. "We have been in the position of the majority of families who must accept what someone else planned and built." The house selected was as conveniently arranged as the average run of rented houses. It had great possibilities; but in view of the new house already planned, it was not thought wise to spend money in remodeling.

All home economics students, with the aid of instructors in the department, were allowed, as a part of their class work, to help plan, buy, and install the equipment of the house. Also, members of the House Planning class have planned the new house, striving to make it the most practical and up-to-date house of its kind possible.

No real appropriation having been made in the school's expenses for this course, the greatest skill in buying the equipment was necessary. Everywhere economy was rigorously practised. The amount of equipment considered not absolutely essential, and therefore eliminated from the original lists submitted by students to the heads of the department, served in themselves as eye-openers to the inexperienced home-makers who could not realize how simply yet efficiently a house may be equipped.

In addition to an attic, two cleaning closets—one on the upper and one on the lower floor—a storeroom, and a cellar, the house contains twelve moderately high-pitched rooms. On the first floor there is a small front porch, a large living room connected with the library and dining room, and the kitchen connected with the dining room by a swinging door. There is no butler's pantry, tho a small closet between the kitchen and dining room with connecting windows, is used for serving. Adjoining the kitchen are the storeroom and small back porch. On the second floor are the five bedrooms, bathroom, linen and
cleaning closets, and a small sleeping porch. The house has hot water heaters and electric lights. There is white woodwork in the dining room, kitchen, bedrooms, bathroom, and storeroom. The grounds are larger than needed, but they do not prove an inconvenience in their upkeep. Shade and fruit trees and ample garden space are great assets to the place. The school garden classes will work the Practise House garden.

Buying all new furniture for the house would have been poor home economics. Instead, second hand furniture of a simple pattern was bought for the dining room; that is, a sideboard and china closet. These with library chairs and a table of mission were obtained at very reasonable prices from the previous tenant. A coal range already installed was included in the rent. Following the plan of scores of houses of this type, any available necessary equipment such as linen, beds, and bedding was borrowed from the school. Chairs and cheap tables, taken from the dormitories, were enameled white by the students for the bedrooms. They also made ingenious dressing tables of dry goods boxes divided into compartments and painted white, with "dresses" of white dotted swiss over any color that matched the color schemes of the different rooms. Fruit crates enameled white are used for waste baskets; while a barrel, disguised by a coat of paint, serves as a linen hamper. A scrubbing chariot and towel rack for the kitchen were made of scrap lumber from the manual arts shop. From time to time other homemade devices will be added to the equipment. As in the dormitories, each girl is required to furnish her own extra blankets. Curtains for the entire house, portieres for the library, and tea towels were bought and made by the different sewing classes. Silver and table linen were borrowed from the Household Arts department, and a second-hand set of dishes was bought for a mere song. An electric toaster and an oil stove, not in use, were lent by the school. But a real problem presented itself when the question of a dining table arose. Necessity being the mother of invention, two tables from the dress making department were utilized. The one expensive article of furniture purchased was not a Baby Grand piano but a model, forty-two dollar, Hoosier cabinet for the kitchen—the work-
shop of the home, and therefore deserving first consideration in the furnishing of a home.

The color scheme of the kitchen is blue and white, the woodwork being white. All of the enameled ware is blue, while the sash curtains are of dainty blue and white striped gingham. The linoleum covered floor not only makes standing less tiring, but simplifies cleaning and makes the room more sanitary.

A complete set of labor-saving devices for the house, even tho it were possible to have such a thing, has not been attempted, but only such as a family living on our means could afford.

As a class problem the following monthly budget of the running expenses was worked out:

**Family Expense Account**

Eight people—six students, instructor, child  
First year—Second Quarter, 1918

<table>
<thead>
<tr>
<th></th>
<th>JAN.</th>
<th>FEB.</th>
<th>MAR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Household: 1. Rent or taxes, insurance and upkeep</td>
<td>$16.00</td>
<td>$16.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>2. Lights</td>
<td>1.40</td>
<td>2.60</td>
<td>.98</td>
</tr>
<tr>
<td>3. Water</td>
<td>.84</td>
<td>.84</td>
<td>.48</td>
</tr>
<tr>
<td>4. Furnace (approximately)</td>
<td>20.00</td>
<td>20.00</td>
<td>.15</td>
</tr>
<tr>
<td>5. Coal for range &quot;</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>II  7. Food and cleaning materials</td>
<td>20.35</td>
<td>22.36</td>
<td>10.68</td>
</tr>
<tr>
<td>III Incidentals: 8. Hired cleaner</td>
<td>.60</td>
<td>.65</td>
<td></td>
</tr>
<tr>
<td>9. Breakage</td>
<td>1.20</td>
<td>1.20</td>
<td>.60</td>
</tr>
<tr>
<td>IV Savings: 10. Miscellaneous and savings</td>
<td>5.84</td>
<td>5.84</td>
<td>2.92</td>
</tr>
</tbody>
</table>

In no month was the amount allowed for food exceeded, but varying amounts were saved.

As stated in the budget, the house is not only run on the actual amount of board paid in the dormitories, but a varying margin is saved towards new equipment, etc. No extra fees are paid for this course.

In advance of the time set for work to begin the instructor in charge meets the group, composed of six
girls as nearly congenial as possible, to appoint each to the position she will hold for the first week. On Saturday morning after breakfast all members of the housekeeping staff shift positions, each taking in turn the position of hostess, head cook, assistant cook, dishwasher, first maid, and second maid. The instructor in charge takes all meals with the students, the first maid acting as waitress. Thursday night is guest night. At this time the girl holding the position of housekeeper may invite one guest to dinner. The service of this meal is slightly formal, but strictly formal service is not stressed at the Practise House, since the cookery classes afford sufficient experience along this line.

The menus made for the week by the hostess must be approved by the instructor. The meals must be balanced and varied and must not exceed eighty-eight cents, that is, eleven cents per capita. Wheatless and meatless days, as well as a wheatless meal and a meatless meal each day, are required. Since classes are heaviest in the morning, lunch is served at noon and dinner at night. Guests do not mean extra expense, only careful management of expenses. As a war measure left-overs from dinner are used in the preparation of lunch on the following day. No housekeeper has yet exceeded her allowance. Each has saved as much or more than one dollar on food alone. Each housekeeper sells to the next all supplies left on hand, and turns over to her any cash left from her regular allowance. Certain staple supplies, including sugar, flour, potatoes, and butter—and others—are purchased at wholesale prices from the boarding department of the school. Cash is paid for all other supplies bought from local merchants. Canned and preserved fruits and vegetables, put up by the cooking class, may be had at cost.

The following is a copy of the sheet of directions for the work expected of each member of the housekeeping staff:

**Housekeeper—Hostess**

1. Plan menus, assisted by head cook
2. Order for the week—see that orders are filled or substitutes made
3. Marketing
4. Plan cleaning, and waxing of floors about once a month
5. Get up laundry—table and bed linen
6. Take inventory at beginning and at end of time, assisted by head cook

\[
\begin{align*}
\text{Report by assistant cook,} & \quad \text{(a) Supplies—left-overs} \\
\text{assisted by first maid} & \quad \text{(b) Check cooking equipment} \\
& \quad \text{(c) Check cleaning equipment}
\end{align*}
\]

7. Take cash receipts for all expenditures
8. Keep daily and weekly accounts
9. Dry breakfast dishes
10. Act as hostess

**HEAD COOK**

1. Inventory of kitchen at beginning and at end of time
2. Post menu
3. Care of pantry
4. Assist housekeeper with inventory of housekeeping supplies at beginning and at end of time
5. Make yeast bread at least once during week—all victory bread
6. Responsibility of cooking—everything done at right time

**ASSISTANT COOK**

1. Get up coal and kindling for range
2. Make up breakfast fire and cook breakfast unassisted
3. Help dish washer scrape dishes and put in service closet
4. Care of kitchen—mop floor and polish stove once a week.
5. Assistant of housekeeper

**DISH WASHER**

1. See menu before meal—set the table
2. Drain dishes, wipe glasses and silver
3. Care of tea towels—wash after each meal
4. Prepare simple lunch each afternoon for small boy

**FIRST MAID**

1. Wait on table—assist head cook three days
2. Help clear table
3. Care of dining room
4. Care of living room and stairway
5. Care of back hall and stairway
6. Answer phone and door at night

SECOND MAID

1. Care of bathroom and toilet
2. Care of upper halls
3. Care of library
4. Care of front and back porches
5. Mop porches once a week
6. Sweep front walk daily
7. Assist head cook for three days

As the instructor sees fit readjustments of the work may be made.

The value of the course at the Practise House lies not so much in the actual work that is done, but in how that work is done. *Economy* and *Practical* should be spelled with capitals in connection with this course, because there is every opportunity for learning practical economy of time, strength, and money, necessary to finance and manage the efficient and satisfactory home.

Knowledge that is not applied is of no value to the individual. So it is with laboratory methods and notes. If the methods are not practised and if the notes are not studied and used, there is no benefit received. It is also a long step from the laboratory to the Practise House, where responsibility is thrust upon the student in every phase of house work and household management. Yet, this experience is needed to test and strengthen the student's capability to undertake the rightful future work of woman. Briefly, the student should gain invaluable education along the following lines:

1. Planning meals—balanced rations, varied diet
2. Living on an allowance—saving
3. Keeping family budget and accounts
4. Catering to various appetites
5. Marketing in person
6. Using left-overs, but *avoiding* left-overs when possible
7. Helping the government to save food
8. Preventing waste  
9. Household management—economy of time, money, and strength  
10. Responsibility  
11. Co-operation  
12. Meeting emergencies  
13. Making a home livable  
14. Points in etiquette and social life apt to be neglected in our hurried school life  
15. Ease in meeting and entertaining people  
16. Homelike atmosphere

The girl who refuses this final test and seal of her home economics training misses an opportunity of supervised training which she can not possibly get either at home or in the laboratory. The student who enters the Practise House leaves not sadder, but wiser in the ways of a properly managed home.

Gretchen P. Bell