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THIRTY-FIVE CENTS A COPY- ONE DOLLAR A YEAR
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WAR POETRY IN THE SCHOOL

The author of this article is not a poet. He is not a literary critic. He has never taught English and would never presume to attempt to do so. He is not, and has never hoped to be, an English scholar, or indeed a scholar in any language or literature. His training, on the other hand, has been almost altogether mathematical and scientific. Yet he loves poetry—certain kinds, at any rate; and he thinks he can claim that this "poetry" covers rather a wide range. For he can with satisfaction cogitate upon the pithy and polished couplets of Pope, and the next minute thoroughly enjoy the droll travesties of Alice in Wonderland; he can lose himself in the subtlety of the almost mystical philosophy of Wordsworth and Tennyson, and in a twinkling transform his mental functioning into a jolly gallop thru the jingles of James Whitcomb Riley or the vagaries of Mother Goose. He is not dead sure that he can clearly explain the difference between iambic and trochaic, or ode and epode, or bucolic and dithyramb, but nevertheless he believes that he somehow or other feels them all. Frankly, he is not interested in the form apart from the content, save as it tickles his fancy in movement; and if he can "sense" the spirit which has its habitation in the more or less complicated framework of meter, of feet, of line, of distich, of triplet, of quatrain, and so ad infinitum, he rests content. He believes with Madame de Stael that life may be learnt from the poets; and he asks no richer feast than is afforded by what Sir Philip Sidney called "sweet
food of sweetly uttered knowledge.” He hopes he is not a slacker because he prefers to sip the nectar and leave the dissection to the literary morphologist. This exposure of the writer’s point of view, let us hope, will prepare the gentle reader for what is to follow.

Speaking entirely as one outside the pale of “the English Department,” the intrepid writer ventures the statement that never before have teachers of English literature had such a rich mine from which to draw forth precious gems of poetry as is presented in this day as a result of the world war. A multitude of poets has arisen to sing, as Homer of old, of the heroic deeds of—I started to say “supermen,” but, no, what is much greater, ordinary men, men and women of flesh and blood like ourselves but yet “of God’s own choosing” to perform almost superhuman feats. These poems express the racial heart, the indomitable spirit of our own people which is conquering the world for righteousness and justice and peace. They are, for the most part, distinctly poems of the people; yet many of them are of high literary excellence when judged by even severe standards of form. Where this is not so, nobility of sentiment compensates in full measure for deficiencies in composition. Surely, in teaching these poems to our children we will inculcate ideals of patriotism and an appreciation for the brave men and women who have sacrificed their all, and we will do this not only in a delightful way but in a most effective way. These war poems treat of subjects which lie near the hearts of us all, boy and girl, man and woman. The motive is already present, the way is prepared. There is no need for a forced attention. There is no necessity for a rattling of classical dry bones, for here the rich red blood of life is pulsating in every line, and the appeal is direct and irresistible.

It is to be regretted that some instructors in English seem to consider nothing worthy of study unless it was written many years ago. While the test of time is assuredly a good test, still newness alone should not rule out of consideration that which is so obviously valuable. The wise teacher who is instructed unto the ways of the learning process must be “like unto a man that is an householder, which bringeth forth out of his treasure things new and old.” Let us, then, not reject precious
treasures simply because they are new, but make use of them to vitalize our work and arouse an interest in the old. If this be done, the latter will shine with a new light more brightly.

While not losing sight of the rather rigid requirements of the autocrats who govern college entrance, it is believed that time and attention to war verse may be justified by the belief that its use in the schools can be made a most effective introduction to the classics. Even if it be relegated to the humble function of acting as merely an igniter to the classical motor, it may be said that it will prove to be a self-starter and save much laborious cranking of the pedagogical machine.

As to the method of use, this must be left to wiser instructors of youth, for this article is entirely innocent of any intention to precipitate a discussion concerning the merits of “memory gems” and other perennial disputations. It is suggested, however, that much pleasure can be obtained by reading these poems aloud, in class, without too much anxiety as to the technique of expression, but always with the endeavor to feel what is being read. Further, the writer would like to make a special plea for the spirit which giveth life as contrasted with the letter which killeth. How many precious opportunities for cultivating a genuine taste for good literature are wasted, not to say criminally misused, by halting the pupil at every step of the way to demand of him the grammatical pedigree for every word! This is not reading, yet to cultivate a taste for literature one must read, read, read. Let us then pray our dear English teachers to occasionally go on a real spree with their pupils; and we guarantee value received to the party of the first part as well as to the party of the second part. Let the whole ship’s crew become intoxicated with “the concord of sweet sounds,” let them revel gloriously in the pure joy of rhythm and sentiment, for the time being, relegating to innocuous desuetude all thought of the laws of prosody and such other monstrosities.

Now, having presented our humble petition for a fair consideration of the claims of contemporary poetry, let us hasten on to the second purpose of this article, namely, to suggest ways and means.
It is an easy matter to find sufficient content for any number of programs. The magazines and newspapers have been printing such poetry in endless variety for the past three or four years. Recently a number of collections have appeared in book form. Among these, *War Verse*, edited by Frank Foxcroft (Thomas Y. Crowell Co., New York), *A Treasury of War Poetry*, edited by George Herbert Clarke (Houghton Mifflin Co., Boston), and *Rhymes of a Red Cross Man*, by Robert W. Service (Barse & Hopkins, New York), may be considered quite satisfying. None of these collections is, however, in itself suitable for school use, and teachers must use discrimination in making selections for their pupils. The reasons for this statement will be apparent to the reader who goes thru these volumes. The only really satisfactory way is to make up one’s own collection from all sources available to him, books, magazines, and newspapers. If the school has means for typewriting or mimeographing, circulation among the pupils is simplified; but if not, the blackboard and the notebook are ever-present helps.

In arranging the programs it is suggested that some central theme may run thru all the selections used on an occasion, or they may be grouped in some special order, or merely listed promiscuously. It may be well to alternate the pathetic and the serious with those of lighter and gayer mood. A program may be confined to verses relating to a single country participating in the great struggle, or to a particular phase of the warfare. It may include stories of the land forces, or of the navy, or of the airmen. It may tell of the work of the Red Cross and other welfare agencies, or of those who also serve by only standing and waiting, and sitting and knitting, and watching and praying. No matter how it is arranged it will be full of that spirit which has made our people great in this supreme hour of trial; and it will inspire those who are to be the men and women of tomorrow to hold the torch which will soon be thrown to them high and yet higher, in emulation of the heroes who have preceded them on "the King’s highway."

Space does not permit the inclusion in this article of many of the large number of poems which are worthy of preservation in our hearts and memories. It is pos-
sible to quote here only a few, which may be considered as typical of many others. The idea is to indicate range rather than to group according to suitability for a particular grade or age; and to arouse an interest on the part of the reader rather than to suggest an actual program to be followed.

It seems that, in a miscellaneous list, if any attempt at all is made to conform to a logical arrangement, a poem relating to Belgium should come first. Of all nations engaged in the memorable struggle the record of the Belgians is the most heroic. This little poem by Eden Phillpotts (included in *A Treasury of War Poetry*) nobly expresses the undying fame of these brave “little peoples of the Northern Sea."

**To Belgium**

Champion of human honour, let us lave
Your feet and bind your wounds on bended knee.
Though coward hands have nailed you to the tree,
And shed your innocent blood and dug your grave,
Rejoice and live! Your oriflamme shall wave—
While man has power to perish and be free—
A golden flame of holiest Liberty,
Proud as the dawn, and as the sunset brave.

Belgium, where dwelleth reverence for right,
Enthroned above all ideals; where your fate,
And your supernal patience, and your might,
Most sacred grow in human estimate,
You shine a star above this stormy night,
Little no more, but infinitely great.

Following Belgium it seems that France should be the next great country to which reference should be made; and where will one find a loftier and at the same time a keener expression of the immeasurable suffering of this Queen among the Nations, than the following poem by an American, Charles Buxton Going, in *Everybody’s Magazine*?

**Red Robed France**

The Huns stripped off my own green gown
And left me stark and bare;
My sons, they spread a red robe down
And wrapped me in it there.

The garb they brought was red as blood—
The robe was red as flame;
They wrapped me in it where I stood
And took away my shame.
Was ever web so costly wove
Or warp so glorious spun?
I’ll wear no vestment prized above
That wide and scarlet one.

Though younger sons, some happier day,
Weave me a fair green gown
Anew, or bid me don array
Of corn-ripe gold and brown,

The names—like beads, told one by one—
My heart will still repeat;
Will call, with tears, each dear, dear son,
Whose red robe wrapped my feet.

I saw the spires of Oxford
As I was passing by,
The gray spires of Oxford
Against the pearl-gray sky.
My heart was with the Oxford men
Who went abroad to die.

The years go fast in Oxford,
The golden years and gay,
The hoary colleges look down
On careless boys at play.
But when the bugles sounded war
They put their games away.

They left the peaceful river,
The cricket-field, the quad,
The shaven lawns of Oxford,
To seek a bloody sod—
They gave their merry youth away
For country and for God.

God rest you, happy gentlemen,
Who laid your good lives down,
Who took the khaki and the gun
Instead of cap and gown!
God bring you to a fairer place
Than even Oxford town!

Of English war poets the most-beloved is Rupert Brooke, who was born at Rugby, educated at Cambridge, and entered the Royal Navy Volunteer Reserve almost immediately upon the entrance of his country into the
war. He died in the Aegean Sea, on April 23, 1915, and is buried on the Island of Skyros. He has written a number of poems, but none is of greater beauty and strength than the two magnificent sonnets given below (included in *A Treasury of War Poetry*). The first, breathing with intense and yet delicately tender patriotism, seems almost prophetic, for his death came soon after it was written:

**The Soldier**

If I should die, think only this of me:
That there's some corner of a foreign field
That is forever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave once her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

And think this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

The second, no less splendid, might well be memorized by us all:

**The Dead**

Blow out, you bugles, over the rich Dead!
There's none of these so lonely and poor of old,
But, dying, has made us rarer gifts than gold.
These laid the world away; poured out the red
Sweet wine of youth; gave up the years to be
Of work and joy, and that unhoped serene,
That men call age; and those who would have been,
Their sons, they gave, their immortality.

Blow, bugles, blow! They brought us, for our dearth,
Holiness, lacked so long, and Love, and Pain.
Honour has come back, as a king, to earth,
And paid his subjects with a royal wage;
And Nobleness walks in our ways again;
And we have come into our heritage.

Vying with these superb poems is another, which has been considered by competent critics to be one of the best two poems produced during the war. This is *In Flanders Fields*, which was written by Lieut.-Col. John W. McCrae, or Dr. McCrae, of Montreal, Canada.
This poem (included in War Verse) was written during the second battle of Ypres, in April, 1915. Col. McCrae was killed while on duty in Flanders three years later, January 28, 1918.

IN FLANDERS FIELDS

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders Fields.

Take up our quarrel with the foe:
To you, from failing hands, we throw
The torch; be yours to hold it high.
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders Fields.

After the death of Col. McCrae, there appeared in The New York Evening Post a poem by R. W. Lillard, replying to the stirring call of Col. McCrae's poem:

AMERICA'S ANSWER

Rest ye in peace, ye Flanders dead,
The fight that ye so bravely led
We've taken up. And we will keep
True faith with you who lie asleep,
With each a cross to mark his bed,
And poppies blowing overhead,
Where once his own life blood ran red.
So let your rest be sweet and deep
In Flanders fields.

Fear not that ye have died for naught.
The torch ye threw to us we caught.
Ten million hands will hold it high,
And Freedom's light shall never die!
We've learned the lesson that ye taught
In Flanders fields.

And America did catch up the torch which these heroes threw her. Almost as if by magic millions of hands were thrown up for it. Here's how an English writer in Blockwood's Magazine expressed it:
We are coming from the ranch, from the city and the mine,
And the word has gone before us to the towns upon the Rhine;
As the rising of the tide
On the Old-World side,
We are coming to the battle, to the Line.

From the valleys of Virginia, from the Rockies, in the North,
We are coming by battalions, for the word was carried forth:
"We have put the pen away
And the sword is out today,
For the Lord has loosed the Vintages of Wrath."

We are singing in the ships as they carry us to fight,
As our fathers sang before us by the camp-fires' light;
In the wharf-light glare,
They can hear us Over There,
When the ships come steaming through the night.

Right across the deep Atlantic where the Lusitania passed,
With the battle-flag of Yankee-land a-floating at the mast,
We are coming all the while,
Over twenty hundred mile,
And we're staying to the finish, to the last.

We are many—we are one—and we're in it overhead,
We are coming as an Army that has seen its women dead,
And the old Rebel Yell
Will be loud above the shell,
When we cross the top together, seeing red.

The reference in this poem to "the valleys of Virginia" and to "the old Rebel Yell" reminds us of how our men in every section fought shoulder to shoulder—Americans all! This is well expressed in the following poem, which, strange to say, was found in that most prosaic publication—The Congressional Record—having been printed there upon motion of Senator Williams. The verses were written by George Morrow Mayo, who left his desk in a railway office to become a gunner's mate in the Navy. It is entitled A Toast to the Kaiser.

Here's to the Blue of the wind-swept North,
When we meet on the fields of France;
May the spirit of Grant be with you all
As the sons of the North advance.

And here's to the Gray of the sun-kissed South,
When we meet on the fields of France;
May the spirit of Lee be with you all
As the sons of the South advance.

And here's to the Blue and Gray as one,
When we meet on the fields of France;
May the spirit of God be with us all
As the sons of the Flag advance.
It seems a strange coincidence that the life of the most beloved of American war-poets, Alan Seeger, paralleled very closely that of Rupert Brooke, and that he too gave us what seems like a prophecy of his own passing away. He was born in New York in 1888, just a year after Brooke, and was educated at Harvard. In 1912 he went to Paris as a student and during the third week of the war enlisted in the Foreign Legion of France. His career as a soldier was most honorable. On the evening of July 4, 1916, his squad was caught by the fire of six machine-guns and he was wounded in several places but continued to cheer his comrades in their rush to victory. He died the next morning. The best known of his twenty-odd poems is considered by many to be the finest poetic production of the war period. It is known by its first line and may be found in A Treasury of War Poetry.

I HAVE A RENDEZVOUS WITH DEATH

I have a rendezvous with Death
At some disputed barricade,
When Spring comes back, with rustling shade,
And apple-blossoms fill the air—
I have a rendezvous with Death
When Spring brings back blue days and fair.

It may be he shall take my hand
And lead me into his dark land
And close my eyes and quench my breath—
It may be I shall pass him still.
I have a rendezvous with Death
On some scarred slope of battered hill,
When Spring comes round again this year
And the first meadow-flowers appear.

God knows 't were better to be deep
Pillowed in silk and scented down,
Where Love throbs out in blissful sleep,
Pulse nigh to pulse, and breath to breath,
Where hushed awakening are dear . . .
But I've a rendezvous with Death
At midnight in some flaming town,
When Spring trips north again this year,
And I to my pledged word am true,
I shall not fail that rendezvous.

Now, here's a very different type of war poem, one in which we get the swift, swinging movement of the boys as they marched to take their places in the stupendous struggle of the Nations. It appeared anonymously in the New York Evening Sun last April.
Marching Song

When Pershing's men go marching, marching into Picardy—
With their steel aslant in the sunlight, and their great gray hawks a-wing,
And their wagons rumbling after them, like thunder in the Spring—

Tramp, tramp, tramp, tramp,
Till the earth is shaken—
Tramp, tramp, tramp, tramp,
Till the dead towns waken!

And flowers fall, and shouts arise, from Chaumont to the sea—
When Pershing's men go marching, marching into Picardy.

Women of France, do you see them pass to the battle in the North?
And do you stand in the doorways now as when your own went forth?
Then smile to them, and call to them, and mark how brave they fare,
Upon the road to Picardy, that only youth may dare!

Tramp, tramp, tramp, tramp,
Foot and horse and caisson—
Tramp, tramp, tramp, tramp,
Such is Freedom's passion—

And oh, take heart ye weary souls that stand along the Lys,
For the New World is marching, marching into Picardy!

April's sun is in the sky and April's in the grass—
And I doubt not that Pershing's men are singing as they pass—
For they are very young men, and brave men, and free
And they know why they are marching, marching into Picardy.

Tramp, tramp, tramp, tramp,
Rank and file together—
Tramp, tramp, tramp, tramp,
Through the April weather.

And never Spring has thrust such blades against the light of dawn
As yonder waving stalks of steel that move so shining on!

I have seen the wooden crosses of Ypres and Verdun,
I have marked the graves of such as lie where the Marne waters run,
And I know their dust is stirring, by hill and vale and lea.
And their souls shall be our captains who march to Picardy.

Tramp, tramp, tramp, tramp,
Hope shall fail us never—
Tramp, tramp, tramp, tramp,
Forward and forever!

And God is in His judgment seat and Christ is on His tree—
And Pershing's men are marching, marching into Picardy.

Unfortunately not all may march under the stirring strains of the drum and fife. Some must only stand and wait, and some must only hope and pray. Of the many poems telling of the feelings of the mothers and wives who have seen their loved ones go, there are few more
beautiful and delicate than this one called *The Little Mother*, which appeared in the *New York Evening Sun*, and was written by a member of the staff of that newspaper, G. W. Gabriel. How tender it is!

A little mother lives over the way,
A little mother, frail and gray.
And she cannot read, and she cannot write,
But she sent her son to France to fight.

So every night I go over there.
And while she sits in her rocking-chair
I read her the names of the soldier dead,
And the names of the wounded, that list so red.

She hears me, shaking, until I've done.
Thank God, no mention yet of her son.
If I must read it, what shall I say
To the little mother over the way?

The days must be long, and the nights long too,
For all mothers now, but most to you,
Poor little mother, frail and gray,
Who cannot read, but can only pray!

The following, which was printed in the *Stars and Stripes*, a newspaper published by the American Army in France, was written by Corporal L. H. Pillion. It appears as if it might be the answer of one of these sons. It is entitled *What Matters?*

How happy I shall be, O mother mine,
If only after our hard fight is won,
My part, though small, shall license you to speak
With pride, of him who is your son.

It matters not if I am at your side
To comfort you and ease your ripening years,
For though you grieve the loss of him you loved,
Pride, then, will quickly vanquish sorrow's tears.

It matters only, if midst shrapnel's scream,
And bullets, gas and ravages of Hun,
That I, whom you have reared with tender love,
Shall live or die as you would have your son.

Our debt to those who have so bravely and so successfully preserved for us our life and liberty is impressed upon us in a most beautiful way in the following little lullaby of three verses, each verse referring to an indispensable branch of the service—the land, the sea, the air. It was written by G. R. Glasgow and published in *Chambers's Journal*. It should be set to music and taught to children everywhere.
A LULLABY

Because some men in khaki coats
Are marching out to war,
Beneath a torn old flag that floats
As proudly as before;
Because they will not stop or stay,
(But march with eager tread,
A little baby far away
Sleeps safely in her bed.

Because some grim, gray sentinels
Stand always silently,
Where each dull shadow falls and swells,
Upon a restless sea;
Because their lonely watch they keep,
With keen and wakeful eyes,
A little child may safely sleep
Until the sun shall rise.

Because some swift and shadowy things
Hold patient guard on high,
Like birds or sails or shielding wings
Against a stormy sky;
Because a strange light spreads and sweeps
Across a darkened way,
A little baby softly sleeps
Until the dawn of day.

The list might be extended almost indefinitely. Indeed it would require too much space to even list all the titles. It is difficult to forbear, however, the mention of a few which have especially appealed to the writer. In the volume entitled War Verse: The Little Peoples; All’s Well; A Lost Land (to Germany); The Bridge Builders; The Little Ships; British Merchant Service; In The Morning. In A Treasury of War Poetry: Kilmenny; The Red Cross Nurses; The Choice; For All We Have and Are; The Name of France; The Red Cross Spirit Speaks; When There Is Peace. In Rhymes of a Red Cross Man: A Song of Winter Weather; Tippery Days; Going Home; Fleurette; Carry On!

Once more, let us plead with our teachers of all grades to make use of this endless wealth of good literature, important history, inspiring sentiment, and “wisdom married to immortal verse.”

Julian A. Burruss
VOCATIONS FOR WOMEN IN RURAL COMMUNITIES

For a number of years it seemed as tho the rural communities were being neglected, or even forgotten, and that the people who were capable of being leaders were finding their way to the cities. Rural life, however, is coming into its own today, for it is beginning to be appreciated again after several decades of disfavor.

Who has not heard the too-often repeated expression: “He has left the country; he went to the city, where he could make something of himself”? Along with this comes the comforting assurance that “in the city one does not have to work so hard, and one can wear his good clothes all the time.” There are others who say, “Life is lonely in the country; there is nothing to see and nowhere to go.”

A college student—a country boy, who was in his fourth year in a course in engineering—said: “I thought I could make a living more easily, and with more enjoyment in another profession. But now, after seeing a little of the other side of the question, if I had the four years back again, Agriculture would be my college course.” Washington Irving wrote: “In rural occupation there is nothing mean and debasing. It leads a man forth among scenes of natural grandeur and beauty; it leaves him to the working of his own mind, operated upon by the purest and most elevating of external influences. Such a man may be simple and rough, but he cannot be vulgar.”

Work in a rural community gives one the opportunity to work among real folks. At first they may hold off, seem impossible to reach, but there is a genuineness about country people not often found in crowded towns. They are just what they are—frank, outspoken, honest and sincere. Ex-President Roosevelt has said, “There is not in the cities the same sense of common underlying brotherliness which there is still in the country districts.”
Fiske says in his book, *The Challenge of the County*, "With fine simplicity our rural friends pierce thru the artificial and find us where we are, knowing only what is worthy, caring nothing for titles or baubles, slow to welcome or woo or even to approve, but quick to be-friend when real need appears, and having once be-friended, steady and true in friendship—awkward in ex-pression, maybe, but true as steel. To live with such country folk is to know the joy of real neighbors. They will say what they mean. They will do what they say."

County agricultural societies, organized first as long ago as 1810, set the farmers to thinking. The influence has been slowly but steadily growing until today we see and feel the effects all over the country. The greatest need is for leaders trained for the various phases of rural life.

Tremendous service is being rendered thru the farm journals, the Department of Agriculture, experiment stations, better-farming trains and exhibits, institutes, libraries, and especially thru the short courses, bulletins, and extension work of the agricultural colleges.

The great cry now is for leaders. No movement can rise above the level of its leadership. Rural progress is halting for lack of trained leadership. The colleges must be held responsible for furnishing it. There is always room in the country for well-trained doctors, ministers, teachers, and members of other professions; while each of these is terribly over-crowded in the city.

It is to be hoped that many young women fresh from our schools and colleges, and quick with ambition and trained intelligence will feel a new and strong call to service in the rural communities, where they can have every opportunity to lead and at the same time find and develop leaders among the people themselves.

The opportunities opened to trained women are increasing in number from year to year. The war situation causes us all to think seriously of rural conditions and how they can be made the best possible.

Since agriculture in its various phases is the very foundation of country life, we shall see what it offers women as a vocation.

The census reports state that most of the women who are farmers are in middle life or old age—only 13.5%
are under thirty-five years of age; while 66.3%, or almost two out of three, are over forty-four. This results from the conditions under which most of them take up farming. Until very recent years the occupation has not appealed to the young unmarried woman. She must have a certain amount of capital, and experience is very necessary. There are so many more alluring methods of gaining a livelihood opened to a woman without family ties, that few have attempted farming.

The statistics indicate that most of the women reported as farmers were once farmers’ wives, who took the management of the farms after their husbands’ death. No less than 73.4% of the total number of female farmers are widows. Married women form only 16.6%, while single women constitute 9.1%.

Looking at the question of agriculture as a matter of choice of life work, let us consider both general and special farming.

It is not an unusual thing to hear that the success of a particular farmer results more from the business ability, knowledge, energy, and tact of his wife than from his own attainments. These same women are no doubt capable of managing the farm. With equal abilities there should be equal results in managing a farm for one’s self.

The difficulty of managing a farm for others is to overcome the prejudice against it. No doubt the work being done by the Land Army will help in this. Proof must be furnished to the farm-owner that the woman is capable of handling the situation. Until she proves her worth, she will have to accept a smaller salary than a man.

The question of labor is perhaps one of the most difficult to overcome. Much of the work can be done better by men than by women, and men do not like to be directed by a woman——prejudice again, but genuine and troublesome, nevertheless.

The preparation, or training, needs to be at least as thorough as is required of men for similar positions. This can be obtained in agricultural colleges and by actual experience on a farm.

A woman will have to accept a smaller salary than a man until she proves her worth.
In various fields of special farming there is as great an opportunity for women as for men. We find more women in this line of work. It seems the natural thing for women to become managers of poultry-raising, bee-keeping, and flower-growing establishments, and in less degree, perhaps, of enterprises in vegetables, gardens, and fruit-growing.

On every farm the women care for the poultry, raising and selling the products for their spending money. Until this year the poultry industry was very large, and there is no reason why the women should not be the ones to rebuild it. We must have poultry, and women can do the work.

Poultry-raising offers four opportunities:

1. Running a poultry farm for one's self.
2. Working for others in managing a poultry enterprise.
3. Investigating poultry problems.
4. Writing for the press (in combination with one of the other three).

Of these fields the first offers the best inducements to the average woman. The most conspicuous reasons why a woman owning a farm might do well to turn it into a poultry plant are:

(a) The work is not so heavy.
(b) It requires less capital and a smaller amount of land and equipment.
(c) Woman is especially adapted to looking after details such as are required in raising poultry.

The second field—managing poultry enterprises for others—offers less inducement, because men think a woman is not physically qualified to do the work in a way that men can be depended on to do it, rain or shine, under all conditions and circumstances.

In the third field women with adequate technical education, coupled with practical experience, have an excellent opportunity to engage in investigation of poultry problems at the agricultural experiment stations.

A course in a good agricultural college combined with experience on a successful farm is the training
necessary. By the way, in any phase of farming it is better to get some experience before beginning the college course. Success depends upon careful attention to details, close application to business, good judgment in buying and selling, and skill in the handling of the flocks. The income varies, but one may expect a good living, with a reasonable wage.

Many women are now running dairy farms and are enjoying it. But dairying offers other lines of service besides this general management of farms, handling of stock, and production of milk and other dairy products. In the manufacture of milk into butter or fancy cheese lies a great opportunity. There are openings in dairy bacteriology for those women who have the necessary technical training. These openings are increasing in number in accordance with the preparation and desire of the women.

To manage a farm, a wide general training and experience is absolutely necessary. The manufacture of fancy cheeses—such as neufchatel and cottage, or cream cheese—may be learned during a short course in an agricultural college, and a great deal may be obtained thru bulletins and books. For the work in bacteriology one or two years’ training in bacteriological work is necessary. The salaries in the beginning are from $50 to $60 a month, with rapid increase to $1,000 to $1,200 per year.

There is no limit nor restriction to women’s opportunity in horticulture. In the greenhouse woman’s work has been notably successful, tho hard. The financial possibilities depend upon the business ability, practical knowledge, and perseverance of the worker. In cut flower work, for which women seem especially adapted, the salaries are $7 to $15 per week. As foreman she would earn from $20 to $30 per week.

To a woman with a good foundation in the principles of agriculture and some capital, truck gardening, commercial floriculture, or orcharding may appeal.

So far nothing has been said concerning the growing demand for teachers of agriculture. Women teachers of agriculture are making good over the country, and the demand for their services is increasing.

It is believed that many women who are now entering the various lines of agriculture from a patriotic duty
will become so interested and make such a success that they will remain in the field permanently. "Farming is a business," says a New Jersey farmeress. "First get your training and experience; then with enough capital behind you to cover a year of crop failure, start in a small way near a good market. There is no reason why agriculture should not open a field of splendid future for women."

All the rural elementary schools and a large majority of the high schools and private schools are taught by women teachers. To be sure, the salaries are small and living conditions often unsatisfactory; but with consolidated schools and the teacherage, prospects are brightening. Many agencies are lending their influences to the improvement of the rural schools, as for instance, the home demonstration agent, the public health nurse, and others.

The time has come when we are no longer surprised to hear of the woman county supervisor, or even the district supervisor. Less often perhaps, but frequently, the excellent work of a county superintendent is brought to our notice. Women are being trained for these positions and are proving that there are no reasons why important school positions cannot be held by them. The salaries range from $900 to $2,000.

"The life conditions of farm women are rapidly improving," says Fiske; "but the gospel of better homes and convenient kitchens needs thousands of gentle apostles equipped with modern methods of household economy, hygiene, cooking, and every domestic art and science. It necessitates rare tact, and it is doubtless most effective when least professional, when its benevolence is simply veiled by neighborliness, joined perhaps with the daily routine of the teacher or librarian."

This is what the trained woman in home economics is trying to accomplish as a county or district home demonstration agent. Her purpose is to raise the standards of housekeeping in a whole community of homes and bring in a new comfort and efficiency for both men and women. The salary of an agent is $75 to $100 per month, with traveling expenses; that of the district agent, $1,500 to $2,000 per year and traveling expenses. The call for trained women far exceeds the supply. The college
A woman of true unaffected culture has a great chance for a fine influence in a rural community, "just neighborly friendliness with a well-guarded passion for helpfulness; and it is bringing that true human appreciation which all genuine life-sharing wins."

Of the demonstration agent it may truly be said she has "homespun chances to serve and be loved for her helpfulness."

The Y. W. C. A., too, is reaching out its hands to the rural communities. The county secretary should understand community spirit and needs in towns and in the county. She should be able to discover, enlist, and train local leadership, to work with all types of people and to administer work in several communities at once. She must have the willingness to go all the way, herself, in service, if she is to lead others. Preparation for this work is obtained thru the Y. W. C. A. training schools. The need is great, and the salaries compare favorably with those in other vocations.

The public health nurse, thru the Red Cross Association, has taken her place among the agencies for the improvement of rural communities. The Red Cross organized its bureau of town and county nursing service because they realized the need for a national organization of specially prepared nurses for public health work.

Today, while there still remain areas untouched by the benefits which these nurses are equipped to carry into homes in rural districts, Red Cross public health nurses have been assigned to duty in states extending from Vermont to Mississippi and from the Atlantic to the Pacific coast. They are employed by boards of health, boards of education, county boards of supervisors, industrial companies, anti-tuberculosis associations, women's clubs, and by various other groups. There probably never was a time when the question of health and conservation of life was more vital to the nation than now. Public health nursing may well be called "the first line of home defense."

The usual salaries range from $75 to $125 per month, varying according to local conditions and the experience of the individual nurse. Each nurse meets her own living expenses, while the expenses of convey-
ance and other equipment for the nursing service are met by the local Red Cross organization.

The county librarian is another very influential person in a rural community. The story of the librarian in Anna, Illinois, illustrates how far-reaching is her service. This young woman had two bookcases made to fit into the back of a surrey. Each box holds seventy-five books. She mapped out two routes, each twenty-five miles—one including six schools, the other five. One day each week she drives out with her new supply of books from the city library. In this way she visits each school once in two weeks. She reports, "Each trip has but increased the initial pleasure. The opportunity of studying the needs of the school and of putting into the hands of the children just the books they ought to have are important features of the work. But more important is the fact that the reading habit is being formed by many boys and girls who would never have found their way to the main library."

Today, when the cry is for the trained leader, the young college woman has the opportunity to do her part in giving to the rural districts of America what they most need. The masterful time-spirit has little patience with puttering inefficiency. It expects every man to pull his weight, to earn his keep, to do his own task, and not to whimper. Who can better help bring this condition about than the college girl?

S. Frances Sale
A Prayer For Christmas

For ears to hear music, for hearts to know joy, O Lord, we thank thee. Bring near to us again, we pray, that hour of long ago, when joy came to the earth upon the wings of music and the word of thy messengers became the hope of mankind. Bless our ears again, O Lord, with the voice of singing; enlarge our hearts with the message of thy love. Give to the nations a new song, a new vision, a new brotherhood, that the world’s sorrow may be healed, that it may indeed know peace—the peace of justice and righteousness. Amen.
THE TEACHER OUT OF SCHOOL.

At the Normal School we study how to manage pupils, methods of teaching—the best way to make a success in the schoolroom; but we hear very little about the way a teacher should spend her time when she is out of school. There is no one thing that will determine the success or failure of a teacher like the disposition of her time after her school duties are over. Many who make a success in school fail as teachers because they fail as citizens in the community which for nine months is their own. There is a story told of a business man who, when inquiring into the character of a prospective employee, was told of the young man’s success in business. “Do not tell me what his business is,” he said, waving aside the answer. “How does he spend his spare time?” After all, that reveals our characters; it is the “second file” and will measure to a large extent our success in our business or profession.

Besides thinking of it as a measure of success, there are other reasons why the disposition of the teacher’s time out of school should have a place in our thoughts. The outside work of the teacher has claims and rewards of its own. If the teacher centers her life and interests entirely around school duties she will become narrow-minded and stagnant. She was a woman before she was a teacher; and if she is not more than a teacher, she is not the woman she should be. It is outside the narrow horizon of her school room that she has her opportunity to reap rewards from the realization of work well done in the higher and finer things of life than those by which her daily bread is earned.

When we consider the disposition of the teacher’s time, perhaps the first thing that we should take up is her professional duties. Since the teacher’s actual hours in the schoolroom are comparatively short—never more than thirty hours a week—the necessary clerical work should be done outside of the regular hours of service. The best time for this, and the time every teacher should set aside is the hour immediately following the daily session. This gives her a chance to keep all records up-
to-date. She should always be punctual in this work; and if it is done regularly, at the close of the work for the day, she will be able to keep her work accurate without burning the midnight oil.

One of the first things that forces itself upon the mind of the teacher when she comes from work is the pile of uncorrected papers that she carries under her arm. These must be done. It is being realized, however, more and more, that teachers give their classes too much written work to do. Stanley Hall says that it is time for the teacher to stop carrying on a correspondence course with her pupils and to get down to real teaching. If the written work be carefully chosen the amount can be decreased. This will mean a saving of time for the teacher, and the results will be better than when she gives so much written work that she has not the time to correct and hand it back.

The teacher should spend from two and a half to three hours every evening in the preparation of her work for the next day. When we finish practising teaching, our making of lesson plans is not over. Far from it. That, as our other work at the normal school, is only a preparation for the greater work that we shall have to do. Every lesson that the teacher expects to teach should be gone over carefully, the method or manner decided upon, and for all young teachers this plan, with the questions, should be written down. After she has decided on her plan, she must seek her illustrations. These are so important in her work that she should always try to keep on hand some pictures, stories, et cetera, that she can use in the presentation of her lesson. After obtaining her illustrations she should think over her lessons, bearing in mind individual pupils, and try as far as possible to meet their needs.

It should be to the interest of every teacher to see that she does not fall behind the time in her profession. It is, therefore, very important that some of her spare time be given to research work in the subjects she teaches, and along educational lines in general. It is necessary that she read the educational journals and familiarize herself with what the best of her profession are doing in their work. In choosing these readings, she is not compelled to read everything. Instead, she should
choose the best, and the articles that deal with the work in which she is most interested. Besides this research work she must keep herself informed as to the present, and spend a few minutes each day in glancing over the daily newspaper. This will not be time wasted, but will be a great help in the teaching of history and civics. She should be able to correlate the present with the past, and never forget that we are living in one of the greatest periods of history. This reading of the daily newspaper should certainly be stressed more now than ever before, for today it is essential to intelligent conversation.

This does not mean that all the time for reading be given to professional and informational subjects. It is just as important that the teacher do some light reading. Sometimes there is nothing that will do her so much good as to read a story, or book just for the sole joy of reading. It rests the mind just as a nap rests the body after strenuous physical exercise. She should, therefore, have access to some of the best magazines and periodicals, if possible. This reading will help to keep the teacher more like other people; it will keep her mind from continually running in pedagogical channels; and when she meets and converses with other people, she will have something to talk about other than her own field of work.

We all know the jokes about the face and manners of the teacher. We frequently hear, ‘‘I knew she was a schoolma’am as soon as I saw her.’’ The teacher’s work is fatiguing, and it shows in her face, making hard, tired lines, and producing idiosyncrasies of manner. Therefore it is desirable that a goodly portion of her time be spent in erasing these lines, in trying to throw off all thoughts of her schoolroom tasks, and in insuring for herself good health. The first thing that is absolutely necessary for this is sleep—plenty of good, healthful sleep. Eight hours is enough, but it must be free from anxious dreams or nightmares. It should be eight hours of restfulness and tranquility. If the teacher is a victim of insomnia, let her look into the matter and see if the trouble does not come from over-work, eye-strain, worry, the neglect of exercise, or perhaps from improper food.

This latter cause of insomnia is an important factor in the general health of the teacher. We should be so
thankful that the old cause for so many complaints—the cold lunch—is a thing of the past. Since the days of the modern thermos bottles and convenient lunch baskets, it is no longer an unavoidable evil. Instead, a light, warm, palatable lunch is possible, allowing the heaviest meal to come at the close of the day. This is the best time for the teacher, as it gives the processes of digestion the necessary two hours for their work before her regular duties are resumed. Her food at all times should be rich in protein, plain, and nutritious.

Since the teacher’s work is so confining, it is incumbent upon her to do all in her power to “counteract the one-sided sedentary life” that she is forced to lead. At least one hour a day, and more if possible, should be given to outdoor exercise. The teacher should make it a time when she casts off all the cares of the day, and a time when she is able to enjoy the green hills and fields, the song of the birds, the blue sky, and the flowers. It is sometimes a good thing if the teacher cultivates some hobby—golf, tennis, horseback riding, nature study, or anything that will take her out of doors. The exercise, whatever it is, should never be forced. It should be free, spontaneous, and enjoyed for every minute of the time. This not only will mean a great deal in regard to the health of the teacher, but it also will mean extra enthusiasm and vitality put into the classroom. It will keep the corners of her mouth from turning down; it will keep her from sinking into a piece of machinery. It will help her to make teaching a human and enjoyable profession. Life in the out-of-doors will mean taking into her own soul some of the beauties of nature, and she will be able to carry some of this spirit back into the schoolroom. And since joy and happiness are contagious, she will succeed in spreading what Stevenson calls “the great task of happiness.”

The teacher must carry this same spirit, not only into the classroom; but wherever she goes in the community. She must become acquainted with humanity, not in any condescending sort of way, looking down on them from her pedagogical pedestal, but in a most friendly and sympathetic way. She must become a “mixer” and learn to know all kinds of people. The teacher, like the physician and minister, has an almost
unlimited opportunity to study the conditions and people of her neighborhood. She has the most intimate acquaintance with all the young boys and girls of the community; and her relation to the social life of these boys and girls, and to the other people in the community, will help to win for her success and popularity as a teacher.

How much of her time should the teacher give to social life? She will have Saturday and Sunday, and at least one evening a week which she can devote to any healthful recreation that she may choose. There are perhaps more opportunities today than ever before for a teacher to be a real help to the social life of the community. Years ago the little one or two-room schoolhouse was the center of the social interests. In the days of the quilting parties, the husking bees, and spelling matches, the schoolhouse was the social center and the school teacher one of the social leaders. Today, as then, a certain amount of leadership is expected of the teacher. A wide and unlimited field presents itself. There is the Red Cross; if there is no society, it is the business of the teacher to get to work and organize one. The girls of the high school will like this. Sometimes social organizations of this kind are just the thing the community needs. Some communities seem to need somebody to take the lead, and by some helpful organization many young people may be developed into future leaders.

Conditions today also open up opportunities for work along the line of food conservation. Every teacher should feel it her duty to help in some way. She does not have a home of her own and there is, therefore, no chance for her to plan wheatless and meatless meals; but there is a way for her to help. She can organize canning clubs. In many rural communities many bushels of vegetables go to waste every year. Not only does this present an opportunity for the teacher to help her community by bringing them together for a sociable time, but it gives her a chance to help her country by showing others how to serve it.

The teacher should make it her business to know the parents and homes of the children she teaches. She should enter into the spirit and life of the community and become a real citizen—not a visitor—while she is there. It is incumbent upon her to help to promote, as
far as possible, everything that pertains to its good and advancement. She should be a leader in helping to improve the school building, the roads, or anything that means progress. She should especially be the friend of the public library. There is a movement at present toward the establishment of public libraries in every community; and it is believed that the time is not far distant when the public library will be a permanent thing, like the public school and the post office. The teacher should be the friend of this movement, and of all other movements that make for the betterment of community life and an uplift of social conditions.

It is impossible to talk about the teacher’s relation to her community without mentioning her relation to the church and Sunday school. It seems to be generally expected that the public school teacher will teach a class in Sunday school; and while there may be many good reasons against this, I believe that, unless there is some very definite reason against it, it is her privilege and duty. It is argued by some that the teacher needs this rest on Sunday morning, and that she needs greater variations in her work. There may be some truth in these arguments. However, I am quite sure that it is her duty to attend church regularly, and it seems to me that a class in Sunday school would open up many new fields for service. It may mean an opportunity for knowing another side of the same children whom she teaches during the week, and this will widen her influence over the children with whom she comes in contact. A trained teacher, too, it seems, would make a better Sunday school teacher; and good teachers are badly needed in many of our rural churches.

The teacher should use every opportunity for Christian service and make her influence count for the highest and best. She must never forget that her pupils usually have a very exalted opinion of “teacher,” and that many of them are apt to think her worthy of admiration and imitation.

There is so much to be done, such a large demand upon the teacher’s time and personality, that her real problem is, after all, one of proportion and selection. The great questions of how much time shall be given to the preparation of school work, how much time to out-
door exercise, how much to recreation, how much to clubs and church work, cannot be answered in any dogmatic way. They must be answered by each individual. What would be the right thing for one might not be the proper thing for another. She must decide for herself which will bring in the largest returns. She must discriminate between the essential and the non-essential, and do the things that count. She should remember always that "physical health, mental elasticity, and freshness and vivacity must be maintained at all costs in the interests of the school and scholars no less than as a matter of imperative self-preservation."

The things that I have mentioned thus far have pertained to the teacher's relation to something or somebody else. But this does not mean that when the girl leaves normal school or college she is never to have any time of her own. The teacher owes something to herself. There must be some refuge to which she can always go and find encouragement and new hope. I think every girl likes to have some time alone—a time when she can look out upon her own life and surroundings and get her bearings. The teacher, as other people, needs a time when she can commune with her better self, a time when she can climb up, as it were, on the Mount of Transfiguration and look down upon the valley of her own life. From this higher plane she will be able to see the imperfections. She will see many things that bring tears of humiliation to her eyes; she will see many things left undone, golden opportunities lost forever; and she will see wherein she has failed by doing her work imperfectly. She will also catch a vision of the future, a vision of how she can improve, a vision of loyal, unselfish service. And when she comes down from the mount, perhaps at first her duties will seem even more commonplace than before; but because of the vision she will go forth with new courage, and with a resolute cheerfulness try anew to become, in the real sense of the word, an ideal teacher.

NELL M. CRITZER
THE PROJECT METHOD

THE KEY TO THE VITALIZED CURRICULUM

The efforts of modern educational reformers, the interest in child psychology, and the actual experiences of the school-room have modified in a very marked way the course of study of our schools and its use. All three factors have asserted the desirability of starting from and with the capacities and experiences of the child. When children are given a chance to bring their natural impulses into play they learn readily and joyfully. When exercises are such that the whole pupil is engaged, that the gap between school and life is covered over; and that a social setting is provided, the learning is greater, more effective, and more educative than by any other method.

The immature child with his narrow field of interests, united by present and personal ties, is overwhelmed by the size and weight of the subject matter that is given him.

By education we should mean a continuous process thru which the individual comes to know race experience. These are values or aims incarnate in the experiences of a mature man or recorded in symbolic forms which are artificial or natural tools. Method is the way to use subject matter so as to carry forward a design. It is the most fruitful development of an experience. To carry forward a design the problem is to select the appropriate stimuli for instincts and impulses which will give the desired experience.

Our studies give us already prepared past experiences. They are in the form that science makes to facilitate their future use. But in and of themselves they are nearly meaningless symbols. The need is to reinstate into the experiences from which they grew, these branches of learning. The child will then come to the symbol for himself and it will be his.

In the development of our Course of Study this aim is being felt. We let the child alone with his native tongue and guide him to desirable responses thru control
of the stimuli. In the lives of most of us, the science of language has no part and the child needs to formulate consciously very few generalizations. The consciousness needs be of a very slight degree and the development is slow. When we reduce mature logicals to formulae and have them learned, we accomplish nothing.

Not only should each separate subject be psychologized, but the whole process must be one of living. The life processes and factors are fluent and glide one upon another. To put the child into a natural environment, his growth should not be cut up into sections. Different books may serve different ends but an activity must be a common meeting place and a common need for these bits of information.

When we have psychologized our subject matter our school day will not be cut into periods any more than our studies will be divided into laws and formulae. Our time will be spent in giving the satisfaction that comes with normal exercise of the mind in some large and meaningful business.

This educational theory has been evolved by a rapid, but natural, growth as successive students of method contributed their parts. The initial step was unmistakably in the pedagogy that exacted of a teacher an aim for each lesson. Just as an aim for each lesson is vital to the successful teaching of that lesson, so an aim for our whole group of lessons or grade curriculum is vital to the successful accomplishment of the task as a whole.

As this vision expanded in theory and practise, new schemes for its attack and accomplishment have been produced. These show by analysis that they fall rather naturally into four classes. We use knowledge from each department when some idea or plan is embodied in external form. When a boy makes a kite, he purposes, plans, executes, and judges in the most natural and educative way. All learning of this type belongs to the first class. Its importance is acknowledged, but more and more use of it is going to be made. The garden project and school credit for home tasks efficiently done is recognition of the value of learning thru making some real thing. For the second class, we may consider that effort which purposes enjoyment of an experience in an aesthetic way. We may listen to a story, hear a piece of
music or appreciate a picture for the sole purpose of getting for the time the pleasure therein. The third class is the one most used in schools. Its purpose is to solve a problem. This problem varies in educative value as its needs are felt by the children who are to solve it. The more skillful a teacher is in presenting these problems and supplying for the child's use the sources from which to solve them the better is her work. The fourth class also appears frequently in school. It is seen in the work that serves to form some point or degree of skill or knowledge. Education for habits and skills is of this type.

These four briefs give in brief the kinds of projects that a teacher may expect profit from with use in the schoolroom. The bounds of each may lap into another, but the scope of all covers the field in a definite way. The most recent term for this kind of teaching with all it implies is the Project. This term takes on a new significance and is no longer applied merely to the first type, even tho it may have occasioned the name originally. The concept behind the term is the force that promises to be of value in education.

To see the value of a project it is necessary to consider the laws of learning and to apply each to any one of the types of this method. Learning is the formation of connections or bonds between a stimulus and a response. Education is the perpetuation, elimination, or redirection of the response to a stimulus. No situation can be void of some stimuli that provokes some response. The stimulus is external or internal. Habit is a well fixed stimulus-response bond, and self is all of these bonds. There are no elements in behavior save these bonds.

These ways in which these bonds are made or changed are the Laws of Learning. The Law of Readiness is fundamental. There is no stimulus in a situation for which the mind is not ready. But to one for which it is ready the response is inevitable.

The Law of Activity in mental growth is as evident as in physical. Use makes for growth and expansion; disuse results in oblivion. The problem is so to manipulate a situation that the desirable response will be exercised, the undesirable ones left idle to fade away.
The Law of Effect is applicable to each item of learning. A pleasant end increases the ease with which we learn. An annoyance weakens the bond. When a bond is ready, to act gives satisfaction, not to act gives annoyance. When it is not ready, to act gives annoyance; not to act, satisfaction. Any one stimulus-response conforms to all three laws.

The Law of Readiness applies to one bond. When a group of bonds are all ready in a rather fixed relation to a certain stimulus, we have an attitude or "set." This furnishes the push that makes learning easy and dynamic.

The project method in any one of its types furnishes a situation out of which must rise a multitude of stimuli to create each its own response. This response is learning. This method is teaching.

The subject matter of our schools that can be used to meet the four types of projects is vital and has a place in the life of the child, but that which does not is a hindrance to him and has no place in teaching even tho it be in a text-book. Each teacher must make her curriculum. It must be the arranging of subject matter in such an order as will furnish the proper stimuli. In written form a Curriculum is potential, in the interpretation of a teacher it becomes actual.

In interpretation there is the chance to make each problem a complete act and in the school room complete acts should be tried out. There are five steps in a complete act or thought. The first is a feeling of a difficulty to be overcome. This feeling arises when we meet an obstacle in our progress and resolve to solve it. The crux of the matter is in recognizing the difficulty and resolving to solve it. This difficulty may be so big that it thwarts our efforts, but the chances of that are less than the chances to think without a difficulty to inspire it. The second step is the location and definition of this difficulty. The third step evolves from experience. It is the arising of suggestions of possible solutions. The more experiences the child has had the more avenues there are open to him and the better will be his chance to successful learning. The fourth step is the testing of the suggestion. The third and fourth occur in rotation or apparently simultaneously. Testing is accomplished by
thinking a suggestion thru or by actually trying out the suggestions. The fifth and last step is observation leading to the acceptance of a solution. Here must come the satisfaction to stamp in the learning. Thinking comes between the observation of the difficulty in the beginning and the observation of the solution in the end of the process.

This method is the thinking process of life. As demands become insistent, man thinks with more orderliness. The child and the adult think in the same manner but in different degrees. The child should be given such opportunities while in school that he may be helped to habits of thought where his failures will be less penalized than in society.

But the teacher must use the greatest care to be only a help and only such a help as the child cannot do without. The part of the teacher is so to connect up the desired response that there is a joining up with the will of the pupil. If the element of the solution is on the inside the guidance is a mere unfolding from within. At any point the teacher or guide may give just such help as will short circuit the whole process of thinking.

The Project Method offers a chance for thinking. It requires the use of problems such as will end in useful organization of data. Data organized to solve a problem is organized for use. The mind trained to get the true conclusions from the facts in the case is a disciplined mind for the making of which all education has its existence.

*Ethel Spilman*
"Before we sighed, our griefs were told;  
Before we lived, our joys were sung."

This stirring hour in which we live has raised up singers as well as workers and warriors; and again and again we read In Flanders Fields and other war poetry with responsive heartache, glory-throb, and high resolve. Nothing, however, links the centuries together and makes us citizens of all time more than to find voiced in the old writers, too, the throes and thrills that are our own.

In our peace pageants, with no stint of praise for our other allies, there should surely float high a banner inscribed with Caesar's simple statement of nearly two thousand years ago: Horvm Omnium Fortissimi Svnt Belgae. But nowhere in older literature, save in the Book of Books, can we find so truly told the story of our times as in Shakespeare.

Below are cited a few of the multitude of passages expressive of our recent war experiences, gathered within the past few weeks in the notebooks of an English class as a by-product of a course of regular study of some of Shakespeare's plays.

Any word changed in the adaptation is indicated by italics. Care has been taken also to wrest no passage from its natural force and meaning as implied in its setting. The incalculable harm of such warping of detached passages from the Bible is everywhere deplored; but we ourselves have this year seen editorials issuing unquestioned passports to eternal glory on no better basis and text than Shakespeare's line,

"He that dies pays all debts."

Of course the fact is that the poet put these words into the mouth of the drunken Stephano, whose only virtue was courage—a fellow whom the dramatist, with his fine poetic justice, takes care not to send to glory by the death road or by any other. He whips him howling off the stage for the inglorious feat of robbing a clothes line and for other unpaid "debts."
AMERICA'S ENTRANCE INTO THE WAR

"Beware
Of entrance to a quarrel, but being in,
Bear 't that the opposed may beware of thee."

"What, drawn, and talk of peace?"

"We would not seek a battle;
. . . We will not shun it."

"Not yet; . . . we would be resolv'd
Of some things of weight that task our thoughts.
. . . And God forbid
That you should fashion, wrest, or bow your reading
Or nicely charge your understanding soul
With opening titles miscreate, whose right
Suits not in native colors with the truth;
For God doth know how many now in health
Shall drop their blood in approbation
Of what your judgment shall incite us to.
. . . Therefore take heed
How you awake our sleeping sword of war.
We charge you in the name of God, take heed;
For never two such countries did contend
Without much fall of blood, whose guiltless drops
Are every one a woe, a sore complaint
'Gainst him whose wrong gives edge unto the swords
That make such waste in brief mortality."

"Out of this nettle, danger, pluck the flower, safety."

"—To reap the harvest of perpetual peace
By this one bloody trial of sharp war."

"Thrice is he armed that hath his quarrel just."

"May I with right and conscience make this claim?"

"Let all the ends thou aim'st at be thy country's,
Thy God's, and truth's; then if thou fall'st,
Thou fall'st a blessed martyr!"

"God befriend us, as our cause is just."
"I have laid by... majesty
And plodded like a man for working days;
But I will rise there with so full a glory
That I will dazzle all the eyes of France,
Yea, strike the Kaiser blind to look on us.
... But this lies all within the will of God,
To whom I do appeal; and in whose name
Tell you the Kaiser I am coming on,
To venge me as I may and to put forth
My rightful hand in a well-hallowed cause.
... Now are we well resolv’d;
Therefore... omit no happy hour
That may give furtherance to our expedition;
For we have now no thought in us but France,
Save those to God that run before our business.
Therefore let our proportions for these wars
Be soon collected, and all things thought upon
That may with reasonable swiftness add
More feathers to our wings;...
Therefore let every man now task his thought
That this fair action may on foot be brought."

MUNITION AND SHIP-BUILDING PLANTS

"Tell me, he that knows,
Why this same strict and most observant watch
So nightly toils the subject of the land,
And why such daily cast of brazen cannon,
And foreign mart for implements of war;
Why such impress of shipwrights, whose sore task
Does not divide the Sunday from the week;
What might be toward, that this sweaty haste
Doth make the night joint-laborer with the day?"

THE EAGER BOYS

"Who is he, whose chin is but enriched
With one appearing hair, that will not follow
These culled and choice-drawn cavaliers to France?"

"He had rather see the swords and hear the drum than
look upon his schoolmaster."

"Why, he is so made on here as if he were the son
and heir to Mars; set at upper end o’ the table; no ques-
tion asked. Everybody stands before him . . . and turns up the white o' the eye to his discourse."

"Now all the youth with valor are on fire,
And silken dalliance in the wardrobe lies.
Now thrive the armourers, and honor's thought
Reigns solely in the breast of every man."

"I would they'd fight i' the fire or i' the air;
We'd fight there too."

**Embankation**

"Behold
Upon the hempen tackle shipboys climbing;
Hear the shrill whistle which doth order give
To sounds confused. . . .
The huge bottoms, through the furrowed sea
Breasting the lofty surge— . . .
A city on the inconstant billows dancing—
For so appears this fleet majestical."

**Preparedness**

"In cases of defense, 'tis best to weigh
The enemy more mighty than he seems."

"Many a thousand actions, once afoot,
End in one purpose and be all well borne
Without defeat."

"Never such a power
For any foreign preparation
Was levied in the body of a land,
For when you should be told they do prepare,
The tidings comes that they are all arrived."

**Nights in France**

"Weariness can snore upon flint."

"Misery acquaints a man with strange bed-fellows."

" 'Tis the soldiers' life
To have their balmy slumbers waked with strife."
Promotion

"Who does i' the wars more than his captain can
Becomes his captain's captain."

The German Soldier

"Had I but served my God with half the zeal
I served my king, he would not . . .
Have left me naked to mine enemies."

The Russian Soldier

"Alas, poor country!
Almost afraid to know itself! It can not
Be called our mother, but our grave."

Belgium's S. O. S.

"Some holy angel
Fly to the court of England and unfold
His message ere he come, that a swift blessing
May soon return to this our suffering country
Under a hand accursed!"

The Pity of It

"Take mercy on the poor souls for whom this war opens
its vasty jaws."

"Each morn
New widows howl, new orphans cry, new sorrows
Strike heaven on the face."

"O piteous spectacle! O bloody times!
While lions war in battle for their dens,
Poor harmless lambs abide their enmity."

"Arm, arm, you heavens, against these perjured kings!"

The Kaiser

"Why, man, he doth bestride the narrow world
Like a Colossus, and we petty men
Walk under his huge legs and peep about
To find ourselves dishonorable graves."
"I am Sir Oracle,
And when I ope my lips, let no dog bark."

"The troubler of the poor world's peace."

"Conscience is a word that cowards use,
Devised at first to keep the strong in awe;
Our strong arms be our conscience; swords our law.
. . . Whip these stragglers o'er the seas again;
Lash hence these overweening rags of France,
These famish'd beggars, weary of their lives.
. . . Pour the sweet milk of concord into hell,
Uproar the universal peace, confound
All unity on earth."

"The gates of mercy shall be all shut up,
And the flesh'd soldier, rough and hard of heart,
In liberty of bloody hands shall range
With conscience wide as hell, mowing like grass
Your fresh-fair virgins and your flowering infants.
What is it then to me, if impious war,
Arrayed in flames, like to the prince of fiends,
Do, with his smirch'd complexion, all fell feats
Enlink'd to waste and desolation?
What is 't to me? . . . Look to see
The blind and bloody soldier with foul hand
Defile the locks of your shrill-shrieking daughters;
Your fathers taken by the silver beards,
And their most reverend heads dashed to the walls;
Your naked infants spitted upon pikes,
Whiles the mad mothers with their howls confused
Do break the clouds, as did the wives of Jewry
At Herod's bloody-hunting slaughtermen."

"If the cause be not good, the king himself hath a
heavy reckoning to make, when all those legs and arms
and heads, chopped off in battle, shall join together at
the latter day and cry all, 'We died at such a place.' "

"His soul
Shall stand sore charged, . . . for many a thousand
widows
Shall this his mock mock out of their dear husbands,
Mock mothers from their sons, mock castles down."
"I am in
So far in blood, that sin will pluck on sin."

"There is no sure foundation set on blood,
No certain life achieved by others' death."

"O coward conscience, how dost thou afflict me!—
... My conscience hath a thousand several tongues,
And every tongue brings in a several tale,
And every tale condemns me for a villain.
Perjury, perjury, in the highest degree,
Murther, stern murther, in the direst degree,
All several sins, all used in each degree,
Throng to the bar, crying all 'Guilty! guilty!'
I shall despair.—There is no creature loves me;
And if I die, no soul shall pity me.—
... Methought the souls of all that I had murther'd
Came to my tent, and every one did threat
Vengeance."

Woodrow Wilson

"Let my soul
Want mercy if I do not join with him.
Yea, on his part, I'll empty all these veins,
And shed my dear blood drop by drop i' the dust."

"Turn him to any cause of policy,
The Gordian knot of it he will unloose,
Familiar as his garter; that when he speaks,
The air, a chartered libertine, is still,
And the mute wonder lurketh in men's ears,
To steal his sweet and honeyed sentences;
So that the art and practie part of life
Must be the mistress to this theoret."

"To crown my thought with acts, be it thought and
done."

"I am conqueror of myself."

"At his heels,
Leash'd in like hounds, ... famine, sword, and fire
Crouch for employment."
"Be blest for making up this peace!"

"Confident against the world in arms."

"The mirror of all Christian kings."

"Free from vainness and self-glorious pride,
Giving full trophy, signal, and ostent
Quite from himself to God."

"To give the world assurance of a man."

"He was a man, take him for all in all,
I shall not look upon his like again."

**Our Soldier in Battle**

"I have no words; my voice is in my sword."

"I and my sword will earn my chronicle."

"This is the sergeant
Who like a good and hardy soldier fought."

"Cowards die many times before their deaths;
The valiant never taste of death but once."

"I'll lean upon one crutch and fight with t'other."

"He that lives this day, and comes safe home,
Will stand a tip-toe when this day is named,
. . . He that shall live this day, and see old age,
Will yearly on the vigil feast his neighbors;
Then will he strip his sleeve and show his scars.
. . . Old men forget; yet all shall be forgot
But he'll remember with advantages
What feats he did this day."

"Once more unto the breach, dear friends, once more,
Or close the wall up with America's dead!
In peace there's nothing so becomes a man
As modest stillness and humility,
But when the blast of war blows in our ears,
Then imitate the action of the tiger;
Stiffen the sinews, summon up the blood,
Disguise fair nature with hard-favor'd rage;
Then lend the eye a terrible aspect;
... Now set the teeth and stretch the nostril wide,
Hold hard the breath, and bend up every spirit
To his full height."

**Peace**

"Hang up your ensigns, let your drums be still,
For here we entertain a solemn peace."

"Thus war hath given thee peace."

"Still in thy right hand carry gentle peace
To silence envious tongues."

"Now are our brows bound with victorious wreaths,
Our bruised arms hung up for monuments,
Our stern alarums changed to merry meetings,
Our dreadful marches to delightful measures.
Grim-visaged war hath smooth'd his wrinkled front."

**The Gold Star**

"Your son, my lord, has paid a soldier's debt.
He only lived but till he was a man;
The which no sooner had his prowess confirm'd
In the unshrinking station where he fought,
But like a man he died."

**The Fathers and Mothers**

"Here I and sorrows sit;
Here is my throne; bid kings come bow to it."

"Grief fills the room up of my absent child,
Lies in his bed, walks up and down with me,
Puts on his boyish looks, repeats his words,
Remembers me of all his gracious parts,
Stuffs out his vacant garments with his form."

"Had I a dozen sons, ... I had rather had eleven
die nobly for their country than one voluptuously sur-
feit out of action."
"Why then, God's soldier be he!
Had I as many sons as I have hairs,
I would not wish them to a fairer death."

Not by Might nor by Power

"O God of battles, steel my soldiers' hearts.
... O thou, whose captain I account myself,
Look on my forces with a gracious eye!
Make us thy ministers of chastisement,
That we may praise thee in thy victory!"

"Come, go we in procession to the village;
And be it sin proclaim'd throughout our host
To boast of this, or take that praise from God
Which is his only...

O God, thy arm was here;
And not to us, but to thy arm alone,
Ascribe we all!—When, without stratagem,
But in plain shock and even play of battle,
Was ever known so great and little loss
On one part and on the other?—Take it, God,
For it is none but thine!"

Senior English Class
HABITUATING THE THRIFT LESSONS OF

THE WAR

Will we, as teachers, do our part toward keeping the spirit of Thrift, brought about by the war, alive in the girls and boys of this generation? This idea of thrift has been inculcated into the hearts and minds of the boys and girls throughout our country and they have not been deprived thereby of their comforts or pleasures. Everywhere they have experienced more satisfaction and happiness over this new Saving Game than they had ever known before.

Even the small children understood the purpose for which they saved their pennies and bought their Thrift Stamps. And those of more advanced age understood the Thrift and Conservation Measures which have necessarily become a part of our lives within the last year.

Now, after the war is over, is there any reason why we should hold the boys and girls up to the highest possible standard of Thrift and Conservation, where all material things are concerned? Aside from the worthy principle involved and the personal gain brought about, are there not other reasons for us to teach this generation to be a saving one?

The growth of civilization on this continent began under very different conditions from those which exist today.

The early Colonial settlers, by reaching out their hands, won from the scanty population of their adopted country whatever they wished in area and in these broad acres they found most lavish resources. As the demands of the people grew they were met with apparently free supplies. With the conquest of the land the population moved westward, the country became more fully known, and the outlook of abundance grew. The prairies of the Central West were brought under the plow; the stores of coal and iron were developed; the riches in petroleum and in gold and silver became known. These all added to the inherited feeling that this was a country of plenty.
whose wealth was to be used with a freedom as generous as the enormous extent of the country itself. The life of the expanding young nation eagerly sought and spent the bounty which nature gave, and out of this abundance and its free use by a growing people has come that rapid advance in the material side of our national life which has made our progress the wonder of the past century.

The thought that there might ever come a time when the resources of nature would need careful husbanding probably never occurred to them at all. But the three centuries of material conquest and rapid rise in power have modified the character of our people and made plain to us that the resources of our land have their limit. We have developed a national habit of wastefulness and now we have come to realize, with something of a shock, that our natural wealth no longer permits continued wasteful use. We have indeed dissipated our inheritance with wastefulness. Much of the waste and the loss, both of natural resources and of life are the price we have had to pay for progress. Our power, our comforts, our efficiency, all that make up the material side of our national life are the results that we have bought at this price. But now that we have found ourselves, need this price be longer paid? May we not have a still more prosperous and happy America based upon an energy which shall be no longer reckless of resources? There is room all about us for the use of effort of hand and brain in saving of waste. And is there a broader field for action than that which presents itself to the teacher of today? It is our privilege to instill these principles into a large number of girls and boys during every school term. Are the members of the profession to be men and women of vision who will grasp and act upon this new outlook?

**Some Ways in Which I Am Teaching Thrift in Primary Work**

The children have organized a "No Waste Club." Every child in the room is a member of this organization. New officers are elected quarterly. Those who have been leaders of Thrift are always made officers. The Club has a No Waste Pledge which was composed by the children, and which applies to the activities of life practised
by children of the Primary School age. The meetings of this club occur during the recitations, for which the teacher has set as her aim the teaching of thrift.

These are some of the ways in which the work is carried on:

**ARITHMETIC**

The children have individual record books. In these books they keep account of money which comes into and leaves their possession during the week. On Friday an entire period is spent in examination and comparison of these books. Practical problems on *saving*, which are of immediate interest to the members of the class, are worked out at this time. Ways in which children can earn money are discussed. Those who have done most toward saving during the week are given credit for being leaders in the No Waste Club.

**HYGIENE**

We decided that the Waste of Health was one of the worst and most common forms of wastefulness. The club agreed that there were a great many things which they, as children, could do toward conserving health. So with renewed interest they began to learn about:

a. (1) What to eat; (2) how to eat.

In this connection school lunches were examined and discussed.

b. The value of pure air.
c. The care of the eyes.
d. The care of the teeth.
e. The correct posture of the body while walking or standing.
f. The value of exercise.
g. The value of sleep.

**GEOGRAPHY**

A study of "How to Take Care of Our Clothes" lead to the discussion of the important fibers of clothing material. A study of the countries from which we obtain wool, silk, cotton, and linen was made. We have demonstrations in brushing, cleaning, pressing, and washing the different materials.

When the class locates the source of the fuel which we use, they will have worked in:
a. Methods of firing.
b. Ashes.
c. Drafts.
They will report from time to time as to how they have helped in saving coal in their homes.
The class will report on waste from fires which has come under their observation. They will learn:
a. How to buy the right kind of matches.
b. The striking of matches and care of them after having been struck.
c. Ways of lighting; as kerosene lamp, candle, lantern, gas light, electric light, and acetylene gas.

Agriculture

Each member of the No Waste Club will be asked to add at least one row to his home garden next spring. He will be guided by the teacher in the selection of what he shall plant. He will also be directed as to the care of his part of the garden. The planting, working, and production of the plots will make excellent material for the work in arithmetic.

General Work

The children will take up the study of protection of birds. They will learn that the birds should be protected because they destroy the insects which are injurious to crops. They will also be taught to see that the birds preserve our health by destroying the insects which are germ carriers.

Zoe Porter
FITTING THE SCHOOL TO THE CHILD

WHAT THE ELEMENTARY SCHOOL CAN DO FOR THE MIS-FIT CHILD

"To make the world safe for democracy" has been the slogan with which our men have gone forth to take their part in the greatest battle of nations the world has known. To make democracy safe for the world is the problem confronting the victorious nations today.

Democracy has been defined as "an expression of the worth and intelligence of the individual; a spirit, a standpoint, a confession of faith in the ability of society as a whole to govern itself." This is assuming, of course, that the individuals comprising society shall possess the intelligence, the kinship of human sympathy, group consciousness, and ethical standards necessary for each to contribute his part for the common good. The point at which the individual fails is the point at which democracy begins to be undermined.

Just to the degree in which a state makes education universal does it approach democracy. Whether or not a state regards education as one of its essential functions determines whether or not education shall be universal in that state.

Never has the load of common social obligations been as great as at the present, hence never has the responsibility of the state toward education been as enormous as it now is. The revelation of the draft questionnaires should result in a nation-wide campaign for more effective and universal education.

Too long have our schools been organized on the principle that children should "fit the schools." The square peg in the round hole has been the result. Fortunately, we are recognizing the fact that while all men are born free they are not born equal and are coming to see that schools should fit the children.

In any group of people we find a graduated scale of ability and intelligence from incapacity to genius.
Our elementary schools are made up of a representative group of children from every walk of life; so, naturally we find here the same variations of ability that are evident in life outside. Unfortunately, we have failed to recognize this fact and provide for it in school, hence the large number of children termed “mis-fits.”

Roughly speaking, this class comprises all those children who for any reason do not blend with the others of like age and grade. For convenience they may be grouped as follows: mentally defective, physically unsound, incorrigible, backward, and precocious or specially gifted. Marked cases of the first three types belong in special classes and schools, where they can have more and different attention. The opinion of a trained and experienced worker is necessary, however, before relegating any child to one of these groups. Many times poor teaching is excused by attaching the blame to God and heredity. The border-line cases are the ones with which the elementary school is concerned. Often these are not sufficiently typical to be easily detected and remain undiscovered. Many of these cases do not need to be segregated but, by adjusting and adapting school to the children, they cease being mis-fits and find their proper niche.

When the state recognizes the superiority of preventive measures over corrective ones, we shall have medical inspection in every school as a matter of course. This will mean that organically unsound children will receive special treatment adapted to their particular needs. The tubercular inclined will have shorter hours and a different program, classes in open air, special lunch, exercise and rest periods. So with the neurotic, anemic, and others of impaired physical resistance. Until our health authorities demand that all school buildings conform to certain regulations, we shall still find children crowded in small rooms with little or no ventilation, windows on two, three, or four sides of the room, desks that fit neither the tall nor short, inadequate heating systems and little or no provision for exercise indoors or out. While this situation remains unchanged there will continue to be mis-fits in every class. Some of these will be termed mentally deficient, some physically incapable, some incorrigible, and others slow, dull, back-
ward; while the real trouble is physical discomfort produced by bad air, muscle and nerve strain, poor circulation, and suppressed nervous energy.

If every teacher in every school made a systematic and thorough study and practical application of Dewey’s *Interest and Effort in Education*, the chances are that incorrigibility, so called, would be reduced to a minimum. When the *real* interest of a boy or a girl is found and provision made for the same in school and out, there is less incentive for absence or misdemeanors. The old adage of the empty brain being the devil’s workshop applies more forcibly in school perhaps than elsewhere. There is something hopeful about the boy or girl courageous enough to break the bonds of dull, cut and dried, made to order, stereotyped classroom work and seek something of more vitality and use to him or her outside. The serious point is the fact that the judgment of such children is immature and their standards are unformed; therefore their choice of substitutes is most often an unwise one and trouble begins. One of the responsibilities of the elementary schools is forming ideals and standards of character and conduct. This can come about only thru educative control. Russia offers a striking example of the inefficacy of coercive control. The school is a group of individuals just as the state is and the civics that functions in the classroom is the civics that will appear outside.

One of the serious problems confronting the elementary schools today is the large number of children who for one reason or another are retarded, backward, below grade. Obviously the point of attack is to discover the reasons back of this situation. Investigation has shown some of the causes to be unfavorable working conditions, such as poorly planned and constructed buildings, inexperienced and untrained teachers, lack of material other than a few texts and these often of a poor or mediocre quality, an inflexible course of study—made to fit text books and not children, and a uniform system of promotions. Some of these are administrative problems and hence do not come within the grade teacher’s jurisdiction. However, the more conversant she is with these problems, the more intelligence and sympathy she will bring to the children who suffer from these evils, and the
more resourceful she becomes in overcoming them as far as possible.

However complete and excellent the equipment of the elementary school, results must fall short and many failures confront every school as long as an inflexible course of study and an iron-clad system of promotion hold sway. Fortunately, people are so constituted that they are appealed to in different ways. Some must see things in order to learn, some learn through hearing, while with others doing is the avenue of sure approach. Especially is this true of children. The course of study for elementary schools must recognize this fact and provide for it by supplying materials that make use of the child’s power of visualization, his ability to learn through his ear and his hands. This means more blackboards, maps, globes, pictures, lantern slides, victrolas, excursions, scissors, paste, paper, clay, manual training and cooking equipment and play ground apparatus. It means teaching and not hearing lessons, solving problems and not memorizing facts, using the interests and abilities the child had already and arousing new interests and developing additional skill in meeting situations and manipulating materials.

In order to make the most of the individuality in a class and help each child grow in his own way, there must be groups of varying ability and progress. These groups will necessarily change frequently because some children will advance into the next group while others will fall back into a lower group. Perhaps a child grows stronger physically and is thus able to progress faster or he may have a stronger incentive due to his interest having been found and provided for, while on the other hand another child because of ill health absence, home conditions or some other cause falls back from this group to the next lower. One group may be able to do nearly twice as much work as another even in the same grade. This is forging rapidly ahead, some plodding along at the proverbial snail’s pace and the vast majority moving along at various stages. Because children progress slowly is it fair to keep shoving them back and adding additional discouragement? Our systems of promotion have failed utterly to recognize or tolerate individuality. We have
lumped numbers of children together—immature, inexperienced beings with different environment and ideals and measured them all by the same units of measurement. Those that measured up to this arbitrary standard went up, those that did not went back or "stayed put." This is unfair to the child, the school, the community and to society at large. It is also poor business arrangement, for it fails to get a maximum output for time, money, and energy expended. The remedy is obviously a scale of promotion that provides for a minimum amount of work to be done by all children with adequate opportunity for a correspondingly increased amount for a second, third, perhaps a fourth, group.

This plan takes care of the specially gifted children, who, after all, will make the largest contribution to society. It gives them a chance to progress as rapidly as possible and to enlarge and enrich the scant curriculum of the less gifted groups.

The elementary school, then, can do these things for the mis-fit children:

1. Segregate the marked children of each type in special schools, classes, or groups.

2. Provide the best physical conditions—plenty of fresh air, adjustable seats or chairs, light from not more than two sides of the room, space for children to move around comfortably and freely, attractive surroundings that make a livable atmosphere.

3. A daily program that furnishes variety of work and position.

4. A course of study that provides both quantity and quality of material for children of varied capacity and environment.

5. Several groups in each class or grade with ample chance for frequent changes from one group to another.

6. Promotion based on minimum attainment with ample opportunity for each group to increase this attainment according to ability.

7. An unerring faith in the right of each child to an individuality and a careful study of that individuality
to find wherein its strength and weakness lie with the serious purpose of providing the best stimulus for its growth and development.

8. A keener appreciation of real democracy and a practical application of democratic principles to the greatest instrument of democracy any country can have—the public elementary school.

The foregoing is simply a plea for all the children of all the people—those born long and those born short—to have a chance to make the most of their native equipment and thus fill happily and worthily the place most useful and best suited to them in a truly democratic society. When this is done we shall appreciate the wisdom of the little Elf-man's reply as to why he was so small and why he did not grow:

"I'm quite as big for me," said he,
"As you are big for you."

Kate Kelly

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Teaching the Backward Child

Work being done in teaching backward children in the Harrisonburg school is the outgrowth of a need felt for such a class. A year ago it was noted by the Primary teachers that there were numbers of children who had been struggling along in those grades for sometime, each year failing to pass the work for the grades higher; so a special class was made for this group. We call it our class for backward children or those children who fail to come up to a standard set for them. Whether or not a child is placed in this class has been determined entirely by the judgment of the teacher in whose class he was first placed. He is first given a trial in the regular grade, but when it is found out that general methods of teaching do not reach his needs, he is then placed in the special class. Last year no special mental or physical tests were given. The class is taught informally, each child
doing the work which fits his needs, supervised by the teacher.

The ages of the children have ranged between six and fifteen. In some, the degree of backwardness seems very marked; in others slight. The child who is termed "very bad," the child who is very bright conversationally, but does poor work in school, the stammering or stuttering child, the poorly nourished child, and the simple-minded child have all been taught in this class.

The method of teaching these children has not been a single one outlined for the class as a whole, but the individual difficulty of each child has been considered and training given along the line in which he is deficient. The materials used have not been expensive nor the method unusual. As a class the children are found to be awkward and need a great amount of exercise. Marching, folk dances, bouncing ball, skipping, jumping, games such as "Ring Toss" and "Hopscotch" has been useful in bringing about right co-ordination of muscles. An "activity shelf" is useful in determining something of the working of the child's mind. On this shelf is placed all sorts of materials, such as clay, puzzles of various kinds, blocks, dominoes, checkers, cut-out games, beads to string, weaving, scissors, paste and paper, rhyme cards, and many other things possible for any teacher to get. It is the child's privilege to choose whatever he wishes to do, when the assigned work has been completed.

The beginning work done in reading is developed thru action and object teaching. The names of the objects are printed in large sized print and placed upon the object. Sometimes small objects are placed in a bag, such as a box, spoon, doll, ball, etc.; the child takes them from the bag and as he takes them places the names upon them until all are taken out.

In the same way number is taught. The numbers are cut out of card board. After the numbers have been taught the child's memory is tested thru his sense of touch. A large paper bag is placed over his head and as he feels the numbers he tells what they are. The figures are also matched with the words, for example, figure "2" is matched with the word "two." Phonics is used very successfully and in several cases the teaching of the alphabet has been the best method. The content
side of reading has not been stressed, but rather the mechanical and formal side.

The results of this special teaching are being followed up and it has seemed worth while. For example, three children who were in the first grade for three years were placed in the special class for half a year. With individual teaching for that length of time they were able to pass the lower second and at mid-term went on to high second grade. Case 2: one boy who had been in the first grade for one and one-half years was termed unteachable and extremely bad. He learned nothing, tore his books and disturbed the classroom generally. After being in the special class for a week he realized himself that he could not read and said, "Why can't I read like Mary?" He was told he could, if, when he learned a word, he remembered it every time he saw it. His interest in reading began on that day. A strictly phonetic method and afterward alphabetic was used in his case. He is now doing satisfactory work in the high first grade and discipline with him is no longer a problem. Case 3: a child who stuttered was given individual attending thru singing and phonics. As soon as her speech difficulties were overcome she began to read and was again placed in a regular class where she is now doing the work. Other instances might be given, but these few show that it is possible for a teacher to handle such a class even tho she has no special training. It is better, if a test can be given by an examiner who is competent, which may serve as a diagnosis of the case. This year the tests gotten out by Terman, a revision of the Binet-Simon tests, are being used. They help determine many things which are significant in teaching the child. A text (Terman's *Measurement of Intelligence*, published by Houghton Mifflin Co., Boston) of these tests can be followed successfully. This year we are testing each child who enters the first grade. A record is being kept of each child's test and from this it is possible to determine their weaknesses. A very good practical book has been written by Morgan, and deals with this same subject. It is called *The Backward Child*, and is published by G. B. Putman's Sons, New York. The special teachers in the Boston schools have published a book entitled *The Boston Way*, which may be gotten from The Churchill-Grindell Co., Plottesville, Wisconsin.
Helpful ideas are given here in teaching manual training and hand work, as well as suggestions for teachers.

With the help which may be had from these books and other literature on the subject combined with a teacher's own ingenuity, a class for backward children may be successfully conducted in any school.

Lillie Belle Bishop

A VALLEY NIGHTFALL

The deep-blue hills are edged against the sky,
Where setting sun has left its opal streaks;
The passing crows are calling, as they fly
Across this stretch to distant purple peaks.
The colors pale; each bird has fled the night.
The hills soak in the last faint tints of rose,
And o'er the Valley in the waning light
Drifts out from them the magic of repose.
The soft gray clouds are floating slowly by;
The evening star now merges into sight;
The pale new moon creeps out into the sky
As herald of the fast-approaching night.

Mamie OmoHundro
THE HISTORY TEACHER'S OPPORTUNITY

Opportunity is a word to juggle with.

It is not my purpose to do any juggling with opportunity, however, just for the sake of rhetoric, or even for the sake of work. The truth is good enough. The teacher wants truth.

Various well-known gentlemen, and ladies too, from William Shakespeare down to Mr. Dooley, have drawn fine pictures of opportunity and put them into books.

This is Mr. Dooley’s picture of opportunity:

"Opporhunty knocks at ivery man’s dure wanst. On some men’s dures it hammers till it breaks down the dure an’ thin it goes in an’ wakes him up if he’s asleep, an’ afterward it wurks for him as a night watchman. On other men’s dures it knocks an’ runs away; an’ on the dures iv some men it knock an’ whin they come out it hits thim over the head with an ax. But iverywan has an opporhunity."

The finest picture perhaps ever drawn of opportunity is the work of an American statesman and politician, John James Ingalls.

Master of human destinies am I;  
Fame, Love and Fortune on my footsteps wait.  
Cities and fields I walk; I penetrate  
Deserts and seas remote, and, passing by  
Hovel and mart and palace, soon or late  
I knock unbidden once at every gate.  
If sleeping, wake; if feasting, rise before  
I turn away. It is the hour fate.  
And they who follow me reach every state  
Mortals desire and conquer every foe  
Save Death, but those who doubt or hesitate,  
Condemned to failure, penury and woe,  
Seek me in vain and uselessly implore,  
I answer not, and I return no more!

But if Mr. Ingalls has excelled in rhetoric he has also failed most terribly in truth. He makes opportunity say, "I knock once . . . and I return no more."

It is hard for truth to get over such a slander. The beautiful fact is that opportunity never goes away, to stay away.
The History Teacher's Opportunity

It has been the splendid task of a southern jurist and author, Judge Walter Malone of Memphis, Tennessee, to make opportunity speak in beauty and in truth:

"They do me wrong who say I come no more,
   When once I know and fail to find you in:
   For every day I stand outside your door
   And bid you wake and rise to fight and win."

The great bard of Avon may also fascinate us with a half-truth; but for the history-teacher of to-day he certainly strikes a whole-truth when he likens opportunity to a tide.

A tide is as broad as the ocean. It plays upon unsounded depths. It is drawn by unseen forces from far among the stars. The tide can be neither stemmed nor stayed. It comes as relentlessly as the years.

Is not this all true of the history teacher’s opportunity to-day? It has come upon us from the wide, wide world. It plays upon unsounded depths of life and destiny. It is drawn by the unseen and eternal providence of God. This tide to-day is at the flood. It can neither be stemmed nor stayed—it must be ridden by strong new ships, honestly built, hopefully launched, skilfully guided.

The opportunity of the ages has swept into every schoolhouse door. As Commissioner Claxton so eloquently says:

"The teaching forces of the United States are in the present crisis presented with an opportunity for service which has perhaps no parallel in the professional world."

This wonderful tide in the affairs of men must be taken at the flood. To see it thus, to seize it thus, is the history teacher’s proper task.

What is the history teacher’s opportunity?
To teach the truth, past and present.
To show how the past has made the present.
To show how the present may make or mar the future.

To stir up the pupil’s soul to human sympathy and noble effort.
We must teach the truth; nothing else can answer to righteousness and justice. To teach truth that is far off in the past is easy; to teach truth that is so near that it touches us and burns us may be hard. Much of the truth that we see today may be of this sort. It touches our affections; it scorches our pride; it upsets our traditions and prejudices.

For example, we must say that we were slightly mistaken about the German schools. This perhaps we'll not mind so much to do. We must say that we were mistaken about France, about the French people—this we'll do, no doubt, with alacrity and with pleasure. We must say that we have denied our debt to Old England—that we owe her much more than we have been accustomed to acknowledge. This may hurt our pride a little, but we'll get over it.

We must say that the nations of the world were very simple and foolish a hundred years ago, when, having overthrown Napoleon Bonaparte, they failed to form a strong league to enforce peace. They missed a great opportunity—an opportunity that delayed a whole century to return, and now has come back only at an awful price.

We must say that the old meaning of the Monroe Doctrine is out of date. It must have today a larger and a finer meaning. It has already been changed from a policy of isolation to a policy of consecration.

And why not? America made the Monroe Doctrine; America may change it. We should be glad to change it for the good of the world.

If these truths are so near to us as to touch us and sometimes to burn us, they also lift up our souls in their splendid light. Their glory fills the heavens. They shine upon the upward paths of optimism and hope.

Our opportunity to show how the past has made the present is today most wonderful. The deeds of men, the deeds of nations, are walking down out of the ages and staring us in the face. The unselfish valor of Lafayette, after a hundred and forty years, was worth a million men. The Prussian crimes of 1870 and '71 spelled death to Prussian ambition in 1918. Thermopylae is dated in
the year 480 B.C., but it has more than once reappeared from age to age. It may be called Versailles, it may be known as Ypres, but it is Thermopylae of old.

Our democracy of today is built on the upward steps of many yesterdays. Magna Carta, Montfort's parliament, the Petition of Right, the Bill of Rights signed by William and Mary in 1689, are just as much a part of present democracy as are the Declaration of Independence, George Mason's Bill of Rights, Lincoln's Gettysburg address, or the splendid words of Woodrow Wilson.

We may be the sorrowful heirs of a great selfishness no less than the fortunate inheritors of this or that great altruism. Religious persecution past still feebly survives in religious prejudice present. Race prejudice of ancient days has made many days of blindness and bitterness for us and our friends as well as for others and their enemies. Other men have labored and we have entered into their labors. Likewise other men and other ages have fallen into this or that pit, and we have followed in their paths. When people have gone wrong, selfishness has ever been the poisoned root, and sorrow, red, bloody sorrow, has always been the awful fruit. Every great sorrow that afflicts the world today can be traced to some great selfishness of the past.

In like manner our great joys and our great hopes have come out of ancient days. When were brotherhood and charity and freedom and democracy born? I know not; but I know that in that hour so long ago, when the morning stars sang together and all the sons of God shouted for joy, the world of men became their heirs of a great hope; and I know that in that other hour, ages later but now so far past, when certain shepherds heard music and saw glory and leaped at promises, peace on earth and good will toward men became an ideal on earth, never to pass away. That one hour of the past has made centuries of history, and it will make centuries more till the earth is blessed again with angel music—till the sorrowing world is born again to heavenly peace.

Thus in the light of experience we must see that the present has possibilities for making or marring the future. Our pupils have felt and seen enough during the past four years to convince them that this is true. Their
emotions and their sentiments have been stirred, and stirred tremendously. They are ready to hear, to understand, to act. Such an opportunity we have never had before; such another we shall in all probability never have again. It is like springtime to the seed-sower; like a fair wind to the ancient mariner; like a light that shines but once in a thousand years.

Thus appears the climax—the opportunity that today is ours to stir up the pupil’s soul to human sympathy and noble effort; to help him realize his kinship to men, his sonship to God, to find his life, if need be, by losing it.

How shall this be done? What are some of the things that the history teacher may do and be to seize and crown the hour?

We must show the bigness of now.

When I was a boy I heard my mother tell about two men she, as a little girl, had seen buried. They were old men. They were buried in an unusual way. They were buried with the “honors of war.” Why? They had followed Washington. They had fought for liberty in the Revolution.

As we look back to that time, how their figures loom before us! That was a great time, those days of ’76, in which to live, a great time in which to die.

But what of these days—our days—in the years to come? Will it be an honor to say I knew a man who fought at Ypres? I had a friend who fell at the Marne? Will it mean anything in 1976 for an old man to say, “My father followed Pershing in the land of Lafayette?”

How many children, all over the world, from the wide plains of Canada to the rivers of Brazil, from India and Australia to Wales and Belgium, can ever forget that morning in November when the bells rang out and the whistles blew and people shouted and the earth was glad with a great joy? It was like day-dawn after a long night. It meant peace, but it also meant more than peace. It meant, “Liberty! Freedom! Tyranny is dead!”

The days of ’76, when our fathers followed Washington, were days of fate and destiny—they made Amer-
ica free; but the days of 1918 will be writ in greater glory, for then America gave herself for the freedom of the world.

And the greatest glory comes when we see how the ends of the earth rose as one man to champion liberty. Frenchmen and Belgians and Britons, Irish and Scotch and Welsh, Russians, Italians, and Serbians, all answered when freedom and justice called. India and Japan and South Africa were far away, but their sons sprang up in thousands. Canada and Hawaii and Australia were hidden in the distances and sheltered by the seas, but their young men delayed not nor counted the deadly cost. Red men, black men, brown men, white men—all with one spirit, all with one desire, united and said to tryanny, "Thou shalt not pass!" They looked "beyond the tragedy of a world at strife," and saw a blessed "dawn of ampler life."

We know they saw it, for they said it. On the body of a dead soldier from far Australia, his name unknown, while the days were still dark and the issue in a balance, was found a paper on which was written this great poem:

"Ye that have faith to look with fearless eyes
Beyond the tragedy of a world at strife,
And know that out of death and night shall rise
The dawn of ampler life,
Rejoice, whatever anguish rend the heart,
That God has given you a priceless dower,
To live in these great times and have your part
In Freedom's crowning hour;
That ye may tell your sons who see the light
High in the heavens—their heritage to take—
'I saw the powers of Darkness put to flight,
I saw the Morning break.'"

That, indeed, will make many a life worth while. "I saw the morning break" will be the proudest, dearest word for many a day in our land and in other lands, when men and women tell of youth, of valor, of sacrifice, of brotherhood more strong than death.

The bigness of now will appear in history. It must appeal tremendously to youth as history is taught today, tomorrow, in all time to come.

If we can, even but feebly, help youth to see this bigness of the present, we shall not utterly fail.
Another thing we may do in our effort to answer the question "How?" is to emphasize principles.

This war was a war of principles. It was a war of might against right. It was a war of autocracy against democracy. It was a war of materialism against idealism. It was a war of barbarism against civilization. It was a war of heathenism against Christianity.

We might as well say plainly that sin and selfishness produced this war, and that the overthrow of the Kaiser is but an indication of what is certain to happen to Satan in God’s own time. There is no need any more, if ever there was, of apologizing for a faith in divine providence."

"The wicked shall be turned into hell, and all the nations that forget God," is an old text that may now have a new meaning. The Bible has taught it for a long time, and it may be that history may have an opportunity of teaching it now again.

"Except the Lord build the house, they labor in vain that build it; except the Lord keep the city, the watchman waketh but in vain." Herein is taught the same principle: The vanity of unrighteous humanity, as opposed to the eternal justice of divinity. In other words, it is the final victory of righteousness. In one word, it is devout optimism.

Optimism, confidence in humanity, faith in God, all such great principles should be easy to teach nowadays. History has always borne witness to such things, and to truth, justice, brotherhood; but just now we have an unusual opportunity to show their exalted place.

In a third effort to answer "How?" let us point to a few of the numerous instances in which the present or the recent past has vitalized the more remote past. For the pupil a clear visualization is often a strong vitalization.

The history teacher today may show how history repeats itself. Wilhelm, like Napoleon, threw Europe into turmoil. Wilhelm, like Napoleon, undertook to cut off British commerce. Britain, in 1915, just as in her struggle against Napoleon, closed the gateways of the seas.
In both cases we suffered. In both cases we were drawn into the war. In both cases it was uncertain for awhile on which side we should enter.

In short, the parallel between the factors leading up to this war and those leading up to the War of 1812 is most striking. Seeing one clearly will make the other easy.

What a striking parallel may be drawn between the first Crusade and the recent capture of Jerusalem by the English!

Julius Caesar, in dividing Gaul into three parts, spoke of the Belgians as the bravest. Is not that old story made quick and powerful by Belgian history during the past four years?

An old writer of fables, perhaps the well-known Aesop, told of a contest between the wind and the sun. After the wind had stormed his loudest and jerked his hardest and failed, the sun came out with a smile and did the work. Is this fable or is it history? How about woman suffrage in England? Before the war the ladies threw bombs and smashed windows and waved hatchets—and failed. When the war came they became women again—their smiles, their tender ministrations to sick and wounded, their loyal service in field and workshop, their patience in sacrifice and suffering gave them victory.

And what of poetry and prophecy in vitalizing history? Have you read lately Tennyson's *Locksley Hall*, in which he wrote, so many years ago, of airships, of air battles, and of commerce in the air? And do you remember what he says in the same connection about world peace, about a parliament of man, about a federation of the world?

History, literature—poetry, fable, fact and fiction—have all been touched at many places by a magic wand and "Opportunity" appeared in golden letters.

For methods and accessories the history teacher has today an increased abundance. Text-books are being revised and re-written; the number is being multiplied. A better style, a saner balance, a keener interest are being
developed. All these aid the teacher. Maps and charts and pictures are being produced and distributed in finer quality and in greater profusion than ever before. Hardly anything will aid the history teacher more in making facts clear and in vitalizing them than a graph or a picture, unless it is a poem or a song. The past few years have given birth to at least a few poems and songs that will live for years—perhaps for generations. These the teacher may use with fine effect. And besides the new songs and poems there are the old ones that we may now use with a new appreciation. One thing this war has done for our people is to teach them their own great songs. For the teaching and quickening of history and civics these songs, both old and new, have an untold value. "America," "The Star-Spangled Banner," "The Battle Hymn of the Republic," "America the Beautiful," and "Keep the Home Fires Burning" are dynamic fountains of sentiment and idealism. The teacher may use them whenever she will. If any teacher feels that she cannot use these songs because she cannot sing them herself she may find it possible to get a machine to do it for her. In a little while the children will learn from the machine, and then all may go on happily and humanly.

Speaking of machines for singing and talking, they are among the very greatest aids that a school equipment may include. By means of one of the machines other things besides music may be introduced. On one record, for example, are two speeches by President Wilson; one on democratic principles; the other on the privileges and duties of the farmer. Thus the great history-makers may be brought into the schoolroom, to the decided help and relief of the hard-worked teacher.

And in many cases, and in almost every place, a real man or a real woman may be secured for a profitable hour. Any man or any woman who has been "over there," or who has had any first-hand opportunity for learning things in this crisis, will be able to hold the children spellbound. The teacher will often have an opportunity to secure the presence and assistance of such a person.

The national government, thru its various intelli-
gence agencies, is sending out dozens of books and bulletins, many of which the teachers of the land may have for the asking. Well-informed and public-spirited citizens, like Otto H. Kahn, are publishing and distributing notable booklets on questions of vital interest. Patriotic and altruistic organizations, like the American Association for International Conciliation, are sending out every month publications of tremendous value. They may be had for a very small price. The series issued by this association, if collected for a few years, would make any teacher a respectable library.

And I cannot forbear mentioning another specific source of interest and help for the progressive teacher. For several years the American School Peace League has offered two sets of prizes for the best essays written on certain live topics by students in the schools. This year again six prizes are offered. Three of them will go to Seniors in normal schools; the other three will go to Seniors in high schools. The topics proposed this year are altogether timely. Normal school Seniors will write on "Teaching the Idea of a League of Nations;" high school Seniors will write on "The Essential Foundations of a League of Nations."

This is a fair and square contest, and one in which the prizes are worth while. Any teacher who helps her pupils to get interested in such a contest is almost certain to realize some of her opportunities as a leader in history study and good citizenship.

Full information concerning these prizes, with aids for obtaining helpful materials for essays, may be secured from Mrs. Fannie Fern Andrews, 405 Marlboro Street, Boston.

There is just one more thing that I have time to say in the effort to give an answer to this big question "How?"

First let me recapitulate. How may the teacher of history teach the truth? How may she show that the past has made the present? How may she impress the fact that the present will make or mar the future? How may she stir up the pupil's soul to human sympathy and noble effort?
We have answered:

1. By helping the pupil to realize the bigness of now—the tremendous significance of this time in which we have a part.

2. By emphasizing great principles—great principles of ethics, of religion, of human life.

3. By utilizing some of the numerous striking parallels and contrasts of history to vitalize both past and present.

4. By employing a few of the numberless methods and accessories in books, magazines, poetry, song, and in human experience with which the time is filled.

5. And now, teacher, for the last and greatest: By the thorough kindling of your own spirit in the fire of human life; by a baptism of your own soul in a sympathetic understanding of human suffering and human joys, of human hope and human destiny. Thus you cannot fail. Opportunity will stand every morning at your gate. Its power will be in your hand—and in your heart.

John W. Wayland
THE WOMAN CITIZEN AND HER PREPARATION

Two Books of the Month

A treatment of one of the world’s greatest modern problems with calm good sense, dispassionate judgment, and a genuine desire to contribute towards its most effectual solution is the accomplishment of Dr. Horace A. Hollister in *The Woman Citizen*, just issued from the press of D. Appleton and Company, of New York. Dr. Hollister presents the problem as essentially an educational one, that of adequately preparing women as citizens of the New Democracy. In order to bring out this conception of the lofty citizenship of the future, in which women will play an increasingly significant part, the author surveys woman’s status and achievements in her recent varied fields of service, and from the viewpoint of the needed readjustments consequent upon her widening sphere of activity he discusses the meaning of citizenship, the woman suffrage movement, the social, economic and religious life of women, and women in relation to war, art, music, and drama, and other pertinent topics.

The author looks upon the great international conflict just being brought to a close as having its greatest significance, perhaps, in the profound social readjustments that must necessarily come about with the establishment of peace. The determining conditions that make for democracy or autocracy are the conditions among the governed; and in the re-discovery of democracy that is taking place, even in the so-called democratic countries, there must come an awakening to the fact that women are a very vital part of it, and that they must be included in all fundamental considerations of social adjustment, of education, and the principles of government.

The point of profound import is: How are women to prepare themselves for their part in this new order? Their interests are new and different and infinitely broader than they formerly were; and while they have
met admirably the new responsibilities laid upon them, they are by no means blind to the fact that they are not yet prepared for a continuation of sharper competition, without further education along the lines in which the unwonted demands are made. "The old limitations, the false values, the superstitions," the author asserts, "are all being burned away in the great melting pot of the nations." For the changed social and industrial relations our schools must make adequate preparation for meeting the new and enlarged needs; and in any constructive program it is imperative that proper provision be made to render just values to the broadened and practicalized woman of this portentous era.

The task that has been essayed by the author is a survey of the essential qualities of women, for the purpose of determining whether or not the essential conditions of citizenship are within woman's reach. Are the barriers that limit the free exercise and development of woman's powers natural or due to a poorly adjusted system of education? The author believes that the womanly qualities are needed in affairs of state, as in all other fundamental human interests; and consequently desires that a clearer comprehension of woman's place in the twentieth century democracy be had, with a greater appreciation of her ability to serve and of her real need of a fuller share in civic and social affairs.


One does not have to be a suffragist to thoroughly enjoy Preparing Women for Citizenship. It is a book that gives us all something to think about—something that sooner or later we are going to be forced to think about. Mrs. Robinson makes it quite clear that the question is no longer whether or not women shall vote, but what are we going to do with our vote now that so many of us have it? It matters not whether we believe women should vote, for we all believe that when this privilege and responsibility comes to us—as it eventually will—we must be ready to meet it. We must begin now to prepare ourselves for this citizenship that will be ours.

How shall we prepare ourselves for citizenship?
This is the question that in striking, forcible words and up-to-date style Mrs. Robinson helps us to answer. She shows us how, until very lately, the average American girl has been educated away from democracy, and how during the last half-century she has begun to wake up to the fact that she has something bigger to live for than self—that she must, with her brothers, do something in order to be somebody.

The author makes us realize in a very concrete way what we have felt before, when she says that nothing has done more to arouse woman from this self-satisfied sameness in which she was contented to live than the Great War. These are her own words: "The Great War has done more to teach women citizenship and to give them a national outlook than ten thousand writers could accomplish with typewriters eternally unleashed."

Woman found her place in the war. She rose to the emergency and answered the call to the colors just as truly as any of our boys. And she must continue to find her job and "hold it down." In her last chapter, entitled Men and Women, Mrs. Robinson sums up in these words what citizenship must mean to women:

"Men and women must work together and suffer together in war time. . . . This is the Frontier Land of Reconstruction Days tomorrow. And through it the pioneer women are traveling, and will travel, beside the men, across the desert and across the distance, valiantly meeting the problems, seeking ever to hew a way to a better country for all the children of all the people."

N. M. C.
EDITORIAL

REACHING EDUCATIONAL OBJECTIVES

Among the many momentous accomplishments of the Great War, what promises to be by no means the least significant is the demonstration of a need of the replacement of much of our former educational theory by practical applications of the "in-touch-with-life" principle. While there is not likely to be any lack of respect for rational theories, from now on education is to be put upon the plane of an applied science. As an army would be accounted a failure and its leadership brought to a reckoning, if it persistently failed to reach its objectives, likewise an enterprise upon which the country spends so much annually, as our public school system, must show success in its campaigns, or radically modify its plans. While we have suffered in the past from lack of agreement as to proper objectives, the time has come for laying out educational campaigns with the
same definiteness of aims, and the same expertness of
calculation that characterize good leadership in military
affairs. The drift of opinion, both lay and professional,
tends to emphasize the things in education that have a
more or less tangible value. It seems, therefore, that we
have reached the stage of educational progress where
practical results, real efficiency, and measurable accom-
plishments are the agreed objectives; and educational
leadership is to be estimated in the degree in which
these are attained and maintained. Scholarship and the
old so-called culture have in no respect lost their possible
importance; but the decree has gone forth from the
soul of a people who now realize the true significance of
achievement that only the education that looks forward,
the education of service and progress, can any longer
make an appeal. It matters not to what extent we may
use old or new educational theories, the test of our abil-
ity will be found for the future in the completeness with
which we can reach the carefully planned objective of a
richer power for real accomplishment.

**The Motif of Our War Poetry**

The dominant ideals of a people or of an age find
expression in the art of the period; hence, it is but a
logical sequence that the more emotionalized forms of
art, such as poetry, should reflect the temper and tone of
such a crucial time as that thru which we have just
passed. This great international upheaval came in the
midst of a signal development in poetic interest and
fervor; the “New Poetry,” as it was termed even before
the war, was furnished by this inevitable and irreconcil-
able clash of ideals a motif of vast significance. As dis-
tinguished from the pre-war poetry, which occupied it-
self in a large degree with spiritualizing the less appeal-
ing complaces of life, “War Poetry” caught the added
inspiration of world-thought, and a fellowship that knew
not even death as its bounds.

When we think, however, of War Poetry, we are
thinking exclusively of the poetry of the allied nations.
In the violation of precedent, the ignoring of traditions,
the breaking down of deeply sacred, cherished notions,
there seemed to be in the minds of the exponents of the new poetry the overbrooding presence of Christianity-at-stake. The poetry took on the character of an answer to the skepticism and virtual religious negation of the Central Powers, hopelessly perverted by a generation of false teaching. With a deliberately inculcated soullessness and brutality, filled with a mouthing blasphemy that their simple followers took for a super-religion, the present-day materialists of the former gentle, home-loving, deeply sentimental people freely and fully rested the respect and good will of the world on the selfish doctrine of might. Instead of striking abject fear and the desire for submission into the hearts of the peoples of the world outside their boundaries, it evoked the expression of a rich, deep spirituality, such as only a profound moral crisis can call forth.

The gist of the world sentiment is found in the enunciations of the leaders of our own land, the reputed commercially minded people, who, notwithstanding, were willing to sacrifice their all for the triumph of justice and right among the peoples of the earth. The allied cause was based upon Christian principles; the reaction of a consciously united effort in the cause of the right has unmistakably spiritualized the peoples who have so deliberately chosen to stake their fate upon the ultimate triumph of good in the world. Like their Anglo-Saxon forefathers, the British and American peoples especially have found their minds dwelling upon the world-old themes of war, death, religion, and glory; and their enthusiasm has been aroused to an unwonted pitch by the thoughts of high principles and great achievements.

Any representative collection of war poems will show a striking singleness of spirit; and woven thru them will be an essence, whatever their indicated themes, that shows a controlling motif, the deep, abiding hold of the Anglo-Saxon belief in things spiritual. It is a humanized interpretation, in brief, of the increasingly significant verities of the religion that the common heart holds dearer than life itself.
Educational Comment

(by J. A. B.)

For the first time in sixteen years there will be no Virginia State Educational Conference at Thanksgiving. The executive committee decided that, in view of the general loss of time in the schools due to the influenza epidemic, it would not be advisable to ask the teachers to assemble this year, although preparations were already under way to entertain the conference in Richmond. The directors of the Virginia State Teachers Association, the largest of the four co-ordinated organizations composing the conference, subsequently met and agreed in the decision of the executive committee. So the next annual meeting of the Association will be held at Thanksgiving of next year. In the meantime all officers and members are urged to push forward the various enterprises in which the organization is interested. Among these are: The Catawba Pavilion Fund for providing accommodations for teachers at the Catawba State Sanitarium; The Virginia Journal of Education, which is now conducted by the State Teachers Association; the securing of a National Department of Education; and the Educational Commission of Virginia, as to what it should do for the teachers.

The epidemic of Spanish grippe, or influenza, which played havoc with all sections of our country, seriously disrupted school plans just as our educational forces were settling down to their year's work. In most places it became necessary to close the schools completely for a period of from two weeks to two months. By cutting down the usual holidays for the year, teaching in some cases on Saturdays, and perhaps extending the session somewhat beyond the date regularly set for closing, it is hoped to retrieve some of the loss. Where an honest effort is made in this direction, and where other evidences of good work are given, the State Board of Education has declared that it will not penalize the schools in credit for a reasonable number of days short of the required term. We have confidence enough in our teachers to believe that they will put forth an extra effort to
make their work count this year, and we believe also that our boys and girls will meet the situation satisfactorily, so that after all very little will be actually lost by the enforced vacation. Our schools have been severely tested in the last two years by the distractions of war, by the unsettled conditions along various lines, and by the ravages of disease. Let us hope that, for the remainder of the year at least, we may have rest and peace in which to pursue our labors without interruption!

Khaki and gun will soon be discarded and cap and gown once more prevail. Orders are being received at the various colleges and universities where the Back to Student Army Training Corps were established, to demobilize the corps between December 2 and 20. This means that there is no further need for this type of training at present, and that there is a desire on the part of the authorities to cut down expenses as rapidly as possible. The colleges expect to resume their regular work after the Christmas holidays, and instead of blossoming major-generals the classical gardens of our educational meccas will resume the more prosaic work of nourishing the tender beginnings of future judges, statesmen, preachers, politicians, professors, and so on. Putting these institutions on a military basis necessitated a complete change of organization, and now after only about three months they are compelled to reorganize again, all of which is pretty hard on the colleges. But the educational institutions of the country are always ready to do their part and there has been no whining, although in some cases considerable loss may result. Students who have been in the service will be given full credit for a year’s collegiate work if they are in attendance during the succeeding six months.

Universal military training for American youth is being discussed now on every side. There are various opinions pro and con, but the prevailing opinion, as gathered from the public press, appears to favor it, provided some plan can be formulated which will be in accordance with American democratic and non-militaristic ideals. The best authorities
are said to estimate the cost of such universal training at a billion and a half dollars a year—lots more money than we can form any conception of, but we have become accustomed to such figures during the war! Those who favor this assure us that it would not mean that America would be a more warlike country, but they call attention to the necessity for being prepared to maintain peace. It is pointed out that if we had established such a form of training ten years ago, so that even the thick-headed Germans could have known of our ability to call to our colors on very short notice no less than ten millions of trained soldiers, we would have been saved the tremendous expenditure of billions of dollars and the terrible loss of more than fifty thousand precious lives, which this war has cost us.

Aside from the security which military training would bring us as a people, there would be a great advantage in the improved physical status of the Nation, and it is not too much to say in the improved intellectual and moral status as well. The regimen of the training camps results in regular habits, in alertness of response, and a better understanding of the body and its care. The educational opportunities are numerous and plans have been in the forming for an educational scheme surpassing in comprehensiveness anything of the sort ever attempted in the history of the world. Illiteracy, of which, sad to say, much has been revealed by the system of inducting men into the service, will be wiped out, every man will be trained for some useful work, and all will be greatly broadened in knowledge and outlook. Contact with other men will give the individual a wisdom and insight, and a social training, which can be acquired in no other way by a vast majority of men. This would be compulsory education for all the people, and whether we believe in universal military training or not, we will all admit that universal intelligence is a consummation most devoutly to be wished.
If the Nation adopts a system of universal and compulsory military training for men, and thereby accomplishes the inestimable boon of universal education for its male citizens, surely some provision must be made for the women. There is little danger that this will not come in time, but it seems a pity that women must always wait to secure their rights. In this day of rapid strides toward universal suffrage, and toward equal privileges in the professional and industrial world, we may rest assured that our women will not be slow in demanding the same educational opportunities as are offered the men. It is just as important for the national welfare that they be educated as it is that their brothers be so trained; and the need for public aid in their behalf is just as necessary. So far as the military drill part of it is concerned, who can say that women are less capable than men? Indeed it is said that the yeowomen, the nurses, and other women in certain branches of the service who have been organized on a military basis, are already proving themselves apt in the various military formations and marching movements. Some schools for women have taken up the idea and secured good results. Perhaps this too may become universal, and who dares say that it will not result in a finer woman citizenship, stronger physically, and more self-reliant and fit in every respect. The day of looking upon the young woman as a tender hot-house plant to be shielded frof the sun and wind has passed long ago, and the young woman of today is asking the same chance for training for citizenship as is accorded her brother—and she will get it!

The calling of large numbers of men into the service of the Nation caused a shortage of labor in many directions, but in none has this been felt more keenly than in the schools. This has been due not so much to men teachers dropping out, tho that has been the reason for many vacancies, as to the elimination of women teachers who took up work formerly performed by men or new work made necessary by the prosecution of the war on a great scale. Government departments expanded with a suddenness and a vastness
never dreamed of, and in the eagerness of heads of bureaus to recruit assistants, very alluring salaries were offered and examination requirements lowered or waived altogether. The school teacher who was suddenly confronted with an offer of easier work at from double to four times the salary she had been receiving for years, could hardly be expected to resist the temptation to drop her spelling book on her dingy desk and hie herself off to the gay lights of the Capital City. Many said that they felt it to be their "patriotic duty" to do this; but some frankly acknowledged that the money had some little attraction for them as well as certain advantages which they thought the city life afforded. With the great reduction in government departments hundreds of these erstwhile "patriots" will be returning and asking that their positions in the schools be restored to them. Of course the schools will be glad to get them to fill up the gaps; but let us not forget or fail to reward those faithful ones, who, in spite of the temptations to desert, manfully stood by their jobs and performed what no less an authority than our great President himself has characterized as being patriotic service of the very highest type.

No group of men and women in America have responded more promptly, more heartily, and more efficiently to the call to service thru various channels of war relief work than our college young women. They have been foremost in all forms of work heretofore engaged in by women and have not stopped with that by any means but have undertaken the labors generally falling to men alone. They have made for themselves and the institutions which they represent imperishable records of honor, and too much credit cannot be given them, for they deserve it all. Last summer many of them, as a newspaper put it, "abandoned powder puffs for powder sprays," formed themselves into "bug squads," "weed squads," and "blight squads," and took upon themselves the real duties of farmers and gardeners. Many helped harvest field crops, others picked apples, while some took entire charge of gardens on a rather extensive scale. When the call went out for help at the munition plants, hun-
dreds of our best young women dropped their paper and pens and began packing powder-bags to speed up the very different type of missive to be despatched to the Huns. Their splendid work in the Young Women’s Christian Association, in the Liberty Loans, in the Red Cross, and recently in the United War Work Drive, had no little to do with the success of these great campaigns. Some of the things they have accomplished have called for real personal sacrifice on their part, yet they are ready to make further sacrifices as the circumstances may require.

The part which the educational institutions of America have had in the winning of the war cannot be overestimated. It would be difficult to point out any branch of the service, on land or sea, under the earth or in the air, home or abroad, where college trained men have not led. From the very beginning of the war the colleges pledged the fullest co-operation of all the forces at their command and the government has not been slow to take advantage of the help so generously proffered. It is the chief function of the college to produce leaders; hence it is not surprising that from college halls were called men and women for leadership in all departments of human endeavor, both for the prosecution of the war and for the maintenance of the national welfare at home. Colleges and other higher institutions have participated freely and effectively in every movement for the good of our country, their faculties and student-bodies have contributed largely to the success along all lines, their laboratories and all physical facilities have been placed at the disposal of the government departments, and their service flags are crowded with stars for those who have faced all the horrors of the battlefield. As terrible as the war has been, with all its attendant hardships and sacrifices, yet much good had come out of it for our universities and colleges, for never in the history of the world has their value been so closely seen and so fully appreciated.
SOME EXCEPTIONAL BOOKS IN BRIEF REVIEW

The Curriculum, by Franklin Bobbitt. (Houghton Mifflin Co., Boston. $1.50.)

This significant volume is the outgrowth of the constructive thought and rich experience of the author during the last ten years or more as a member of the faculty of the School of Education of the University of Chicago. It is not written from the standpoint of the educational theorist alone, for the writer has had ample opportunity, in teaching in schools of all grades, to acquire the practical point of view of the worker in the educational field. The social environment of the pupil has been continually changing thru the decades and ever with greater rapidity and increasing complexity. If education is to mean anything it must be an outgrowth of social life and a guide to further social progress. Consequently, the work of the school must be responsive to social changes and must anticipate social needs. It is obvious, then, that there can never properly be a fixed curriculum. Present conditions so plainly call for reconstruction in the work of the school, along with political, economic, religious, and social reconstruction outside, that a treatise on the principles that should govern the selection of the content of the course of study is particularly timely. The author looks upon knowledge as valuable, not as a mere possession of information, but rather as giving proficiency in some essential phase of human activity. Knowledge which cannot, or which does not, naturally and without friction, function in some useful direction, is hardly that wisdom which is "the principal thing." This education for efficiency is concerned with training for occupational efficiency, for civic efficiency, for physical efficiency, and for general social fitness, so that the individual may use his time and his talents to the best advantage for his own welfare and that of his fellows. The purpose of each type of training and the tasks set for it, are first stated in the various chapters, then ways and means of meeting these in cur-
curriculum-making are discussed in a practical and suggestive manner. Dr. Bobbitt is never provokingly dogmatic nor pedantic, yet he has strong convictions and is not lacking in the courage to stand by them. Moreover, the judicial reader must admit that he has made his case. Instances of this are found in his treatment of reading, and again in his discussion of training in foreign languages. A special plea is made for experiential education; and the book tells explicitly what needs to be done to give the desired experiences. The author has followed the principle, which he exemplifies in his work as an instructor, namely, that the highest purpose of instruction is to train the thought and judgment, which demands a method different from the memoriter method so prevalent in our schools, even after all the years of protest against it. The two or three illuminating diagrams included in the book make the reader wish there were more of them. The last quarter century has had a prolific literature of methodology; but there has been a lack of books concerning the content of the school course and the principles that should underlie its formulation. This recent publication should prove itself a valuable contribution not only as a textbook in teacher-training classes and teachers' reading courses, but also as an aid to the educational administrator and the layman interested in making the schools serve society in the most effective manner.

J. A. B.

Dynamic Psychology, by Dr. Robert Sessions Woodworth (Lemcke & Buechner, 30-32 West 27th Street, New York, Price $1.50).

Dr. Woodworth is professor of Psychology in Columbia University. His Dynamic Psychology is a pleasant book which represents a series of lectures delivered recently at the American Museum of Natural History. The style is easy and comfortable. The first chapter, which is historical, is unusually well balanced, considering its brevity. Modern psychology is traced as a product of the convergence of different streams of thought. On the one hand is found the old mental philosophy, on the other experimental physiology and physics. More recent streams of influence are abnormal psychology,
psychiatry and biology, especially the doctrine of evolution in biology. In the second chapter the problems and methods of psychology are analyzed and the point of view of the book established. The problems of "Mechanism" and "Drive," or the "How" and "Why," in conduct are fundamental considerations throughout the work. Thus with the concepts of cause and effect in conduct the author seeks to explain modes of response in terms of native equipment, learned equipment, and the factors of selection and control and of originality. The last two chapters are given over to "Drive" and "Mechanism" in abnormal behavior and in social behavior. The book is characterized by a wealth of common sense and judicial selection of topics for treatment. Illustrations are apt. Biological considerations are given ample place. For those who have a taste for psychological reading this book is especially significant. It is recent in point of view throughout. Teachers in service can well spend many profitable moments with this volume.

W. T. S.


This volume of 327 pages is a valuable contribution to the reading table of the young citizen—the new citizen—and will be hailed with enthusiasm by many a teacher of civics and history. The contents are arranged under ten heads: (1) The Pioneer Spirit; (2) Two Great Americans; (3) Characteristic Ideals; (4) Democracy; (5) Democracy and Life; (6) Patriotism; (7) The Story of the Flag; (8) Americans All; (9) The Present Crisis; (10) Onward. The pieces are mainly in prose, but a number are poems. The writers include Joaquin Miller, Thomas Nelson Page, George Washington, Henry Cabot Lodge, Woodrow Wilson, Henry van Dyke, and many others.

J. W. W.

This volume embodies a very happy undertaking to present to the average citizen some of the fundamentals of wealth as it makes for human welfare. Technical phraseology is largely avoided; and a special effort is made to go directly and frankly to the subject. The author is a master in two senses: first, as comprehending his subject; second, as being a teacher. Some of his chapter headings are the following: Speculation and Insurance; Competition and Association; Unemployment and Overproduction; Interest and Profits; The State and the Economic Organization; Wealth and Welfare. Professor Clay, so far as he may be judged by his book, is neither a socialist nor a single-taxer. He gives evidence of sanity and wholesomeness.

J. w. w.


The Modern Novel, by Wilson Follett, has also the more general title, "The Purpose and Meaning of Fiction." In this the author in his simple, fascinating style gives us a study of the English novel during the past two centuries; not, primarily, a history of the novel from Defoe to the present time, altho it includes much illustrative materials of the principal developments; nor is it a treatise on criticism entirely. It is a statement of some critical and esthetic principles in terms of their historical evolution in and from the English novel.

The book contains two groups of discussions. The first group deals with fiction as the author supposes it to be conceived and written, and the second deals with fiction as it is read and understood. The evolution of the novel is portrayed as an affair of struggles between opposed forces. The struggles were constantly shifted to a higher and higher plane, every bit of ground won representing a new ideal for the shape or spirit of the novel. The whole trend throughout these stages in the development is from irresponsibility to responsibility, from
a lower and more personal conception of truth to a higher and more impersonal.

The author impresses us with the strong relationship between writers and readers. For the history of what has happened to the novel is a brief implied history of what must have happened to the reader. He says that books, and more especially novels, are worth writing, buying, reading, and criticizing in just about the measure of our finding them so. That is, "You'll get out of it exactly what you put into it."

Altho some very helpful suggestions are given to the writers of fiction, this book strongly emphasizes the more subjective side of their work and their attitude toward their work.

M. V. H.
FEATURE ARTICLES OF RECENT MAGAZINES

The Project Method

Dr. Wm. H. Kilpatrick, Professor of Education, Teachers College, in the September number of the Teachers College Record, writes under the above heading of what he calls "perhaps the latest arrival to knock for admittance at the door of educational terminology." From time to time one word or one phrase has held dominant sway over the educational world. Today that word is "project." The project method may be called the hearty purposeful method; one into which the individual enters whole-heartedly and "as the purposeful act is the typical unit of the worthy life in a democratic society, so also should it be made the typical unit of school procedure." It is the natural method, for it is based on the child's activity in a social setting. It means change in the schoolroom furniture, textbooks, curriculum, and program. It also means better citizens, alert, able to think and act, self-reliant, ready of adaptation to the new social conditions; and from it we can expect that kind of learning we call character-building.

Christmas Gift Books

This article by Margaret Ashmun in the December Bookman should be of interest to everyone. The author has listed books of all kinds and descriptions; books for the young, the middle-aged, and the old; picture-books, fairy tales of all countries; tales of adventure; biography and autobiography; poems, and books of travel, by means of which one may go to the far corners of the earth.

Fit to Fight; Are You a Slacker?

Dr. Thomas Wood, College Physician and Professor of Physical Education, Teachers College, contributes to the Record for September a most readable and practical article on the health of the teacher. Dr. Wood says that while physical fitness is not everything, it is a fundamental requisite for the completeness of life in its best and fullest sense. He gives six tests by which one may
find out whether or not he or she is physically fit; and ten rules by which one may live to be physically fit.

**OUR SCHOOLS IN WAR-TIME**

In the *Review of Reviews* for December William B. Ettinger, Superintendent of Schools in New York City, says that the battles of tomorrow are being won by the schools of today, that the initial steps of victory are being taken in the schools today, and that the duty of every teacher should be:

1. to uphold the standards set by the President;
2. to interpret history so as to reveal the enduring Anglo-Saxon principles of personal liberty;
3. to emphasize the futility of strength divorced from righteousness;
4. to use methods of discipline which will foster initiative and spontaneity consistent with courtesy, self-restraint, and prompt obedience;
5. to promote the physical well-being of pupils;
6. to make the utmost possible effort to interest pupils in their own schooling, so that dropping out and juvenile delinquency may be reduced.

There should be some changes in the curriculum thru the selection of Red Cross projects, and thru the adoption of syllabi dealing with war facts. Foreign-born people should be Americanized thru night schools, lecture centers, parents' associations, or community centers.

M. L. S.

**THE TRAINING OF TEACHERS IN SERVICE**

In *The Elementary School Journal* for October, John W. Withers, Superintendent of Schools, St. Louis, describes at length the general plan of organization of the work of the Harris Teachers College of that city, not only for the ordinary work of teaching the normal child in the elementary grades, but for the work with defective children and with crippled children, and other types of special service. This college grew out of the influence of previous organizations for the improvement of the teachers, such as the St. Louis Society of Pedagogy, established some years ago by Dr. Harris and permeated
by his spirit, and the Saturday morning study class organized by Supt. Withers to meet for an hour for the purpose of cultivating professional interest.

**The Use of Tests in Improving Instruction**

Another article in the same journal is by William S. Gray, of the University of Chicago, on "The Use of Tests in Improving Instruction." He emphasizes the fact that tests supply information concerning all phases of instruction, and reveal most to those who give them. The most significant results are a new interest in teaching, and the development of a spirit of investigation which diminishes willingness to accept blindly any authority.

**The Educational Problem from the Business Man's Standpoint**

The Business Agent of the Boston Board of Education, Edward P. Baldwin, also gives in the November *Journal* some of the results of his experience as follows:

(1) Education at public expense must grow out of people's needs, individual and national. (2) It must be democratic in organization and control. (3) It must operate to develop efficient and productive citizens. (4) This will be expensive, but is the only kind that the people will be willing to pay for. (5) The terrible upheaval in Europe has changed environment and point of view. (6) The problem is two-fold: to train the child to increase his usefulness as a member of society, and to acquire a higher efficiency as a wealth producer; also to train the children of the future to accept law and order, to live in peace, and to respect the rights of their fellow-men.

Mr. Baldwin suggests as means of attaining these ideals: (1) organized effort on the part of educators; (2) no more counting of the cost than was practised when preparing to "can the Kaiser"; (3) changing the quality of education, and showing the taxpayer that you propose to give him better educational value in exchange for his money, thus making him willing and thankful to pay the bill.

**American Ideals; How to Teach Them**

The entrance of the United States into the world
war has brought forward the need of defining Americanism and loyalty, and A. Franklin Ross, New York, sets forth his definition of these terms in the *Educational Review* for December. National ideals are the result of historic growth; democracy, or self-government, is taught in the historic development of this country from the colonial period to the present time. America's ideal is that all should have equality of opportunity; that every man should have his chance to rise. A spirit of co-operation and service for the welfare of the community and the nation makes every good American citizen a soldier of democracy, who rises above his own personal interests and becomes an unselfish worker for the common good. This is a spirit which democracy breeds, a spirit which has become a predominant American trait, representing America at its best.

**The Relation of School Management to Discipline**

Superintendent Walter H. Young, St. Johnsbury, Vt., in *Education* for November, says that the most important factors which contribute to success in teaching are: (1) management, (2) instruction, and (3) personality, each of which has a special bearing on discipline.

Supt. Young treats in this useful and practical article the effect upon discipline of a correct idea of what school attendance really means; of the lasting impressions of the pupil's first day at school, which should be carefully planned for; of the importance of a close following of a wisely ordered daily program; of the appearance of the school room and the teacher upon which the spirit of the school so largely depends; of arrangements for bodily comfort; of the school organization to secure the least waste of time and effort; and of so dealing with offenders against law and order as to lessen the number of cases of punishment by a constant ratio. The author's suggestions on this last point are especially sane and helpful.

**Habit Formation**

Another Superintendent of Schools, Ernest P. Carr, of Marlboro, Mass., writes in the same issue of *Education* of the eternal vigilance necessary on the part of parents and teachers in order to provide the strong initiative essential to the formation in children of right
mental, moral, physical, and spiritual habits. The habit of reading good literature, of clean expression, of industry, of wholesome play, of obedience, of thrift, organizing one’s resources, and of making the most of one’s opportunities, all are fundamental characteristics of good character and of the best children. “Education is for behaviour, and habits are the stuff of which behaviour consists.”

The Group Socialized Recitation

Education has long been recognized as a social process, and Hazel F. Burns, English High School, Humboldt, Neb., describes in Education a system of aiding this process with upper-grade pupils. The class is divided into as many groups as convenient, each group having a leader who asks the questions. The division may be made once a week. Each group is given a question to answer which covers some phase of the lesson and which demands some original thinking and organization of material. Every member of the group discusses freely the subject in hand, the leader helping the timid ones, if necessary. The results of the discussions are reported to the class, and when all have reported a general conclusion is drawn. The author gives further details of her method of conducting this kind of recitation, but of course methods must vary with conditions in each school. The purpose is to develop activity and interest in the schoolroom which will bring out the social consciousness of the child, and train the typic forces, leadership, self-adjustment, and co-operation. From it the pupil should learn the fundamental principles of citizenship, the true spirit of democracy, and become more conscious of his duty to himself and others.

Vocational Guidance in Boston

In School and Society for November 16, I. David Cohen tells of the two organizations of Boston which link schooling with work: the Vocational Guidance Department of the public school system, and the Vocation Bureau of Harvard University. The aim of these organizations is to keep the children in school for a longer period; to supervise the start of boys and girls when they leave school to go to work; to prevent drifting from job to job; to stimulate thought of the future; and to assist
young people in a choice of a career. In this way it is
hoped that valuable years of young life may be saved,
time often wasted during the critical period when boys
and girls drift along before selecting a vocation. The
parents are invited to assist in the conferences.

MRS. W. L.

ENGLISH BACKGROUND OF AMERICAN INSTITUTIONS

The November number of *The Historical Outlook* is
unusually rich in articles of interest to teachers. Professor G. B. Adams, of Yale, has some practical suggestions
under the above title. He makes the plea that by reason
of a better understanding of each other, the "fundamental political ideas, aims, and institutions, in their at-
titude towards questions of foreign relations," a com-
mon policy could easily be formed between the people of
the British Empire in relation to all the rest of the
world. He believes that the Anglo-Saxons should as-
sume the leadership and secure the progress of the fu-
ture in the direction of democratic freedom and inter-
national faith.

An immediate opportunity is offered the teacher
thru the work of the classroom to help form public opin-
ion and assist the national purpose to this end. The
first problem is to convince the American people that
England is not a foreign nation; to show that in a truly
historical sense we are what we are, politically, in in-
stitutions and their interpretations, because the English
are what they are. The democratic ideals of both coun-
tries have grown out of the same roots in a common past.
"Since the date of the Puritan Revolution our separate
constitutional developments have run each its own
course to the same end, like parted branches of the same
stream each in its channel, and it may be united again in
purpose if not in form."

Professor Adams would make this instruction prac-
tical by calling the pupils' attention to many common
and disregarded facts of daily life which show that the
background of our institutional system, of all our his-
tory, indeed, is the background of English history; the
origin of names, such as Justice of the Peace, coroner's
jury, whose action is called an inquest, township, county,
family names, and other links that hark back to English
origin. "It is a part of the natural and direct business of the teacher to bring out the evidence that those who remained in the original home have not been likely to depart farther from the common sources than we who founded our life in distant places and developed it in widely different conditions."

Our American Forest Engineers in France

The leading article in The American Museum Journal for October, by Lieutenant Colonel Henry S. Graves, Chief Forester, United States Department of Agriculture, describes the forming, for the first time in history, of forest regiments, chiefly from Canada and the United States, who assisted the French engineers to increase the production of material needed by the armies. Nine thousand skilled forest workers organized as a part of the Corps of Engineers, and produced lumber for docks, railroad ties, telephone poles, heavy road planks, millions of feet used in constructing training and rest camps, hangars for airplanes, temporary hospitals, emergency buildings, poles for trench construction, excelsior to fill the bed sacks of troops, thousands of cords of wood needed for cooking, heating and sanitation, etc.

An interesting account is given of the forest regions of France, the magnificent products of years of thrift and scientific management. American foresters will come home with a new respect for conservation, a new realization of its results and possibilities. One of the tragic injuries in France is the destruction of her trees, especially their wanton felling by the Germans.

The Distribution of Bird Life in Columbia

"Of the nineteen or twenty thousand species and sub-species of birds known to inhabit the world, from four to five thousand, or about one-fourth, are found in South America," says Arthur A. Allen, Assistant Professor of Ornithology in Cornell University, in the same Journal, to which he contributes a review of a bulletin of Frank M. Chapman, the result of seven years' study in South America. In order to understand the problems afforded by our North American birds, it seems necessary to know of their ancestors, the birds of South America. The article is finely illustrated with pictures from photographs of the country, and some new species of bird in color.
BIRD LIFE OF SOUTH GEORGIA

A subantarctic island twelve hundred miles east of Cape Horn is pictured by Robert Cushman Murphy, a member of an expedition sent from this country, as “an island of terns, Cape pigeons, giant fulmars, black petrels, mollymokes, and the Ancient Mariner’s wandering albatross. The Ancient Mariner’s bird is described as “the largest flying creature of the modern world.” The “splendid male is as white as the fluffy, new-fallen snow save for his wings and the fine vermiculations on his back. Toward men it shows neither fear nor dislike, for it looks up calmly with its large, lustrous, expressive eyes, and never moves more than to rotate on its nest so as to meet the visitor face to face.”

“PHOTOSYNTHESIS,” OR SUGAR AND STARCH MANUFACTURE

Professor John M. Coulter, University of Chicago, explains in a scientific but readable article in the same magazine the meaning of the process which he calls “the most important in the world,” the work of the green plants of our War gardens which stands for the most fundamental of all the work of the earth. Green plants make food for man and beast, thus bridging the gulf between death and life, transforming a dead world into a living world. The phrase “nothing but leaves,” with its implication of failure, loses its usual meaning in the light of the realization of the fact that without leaves and their work there would be no world of human beings.

M. M. D.
The academic distribution of the students this session is very gratifying. It will be recalled that the school decided to raise its entrance requirements from two years of high school preparation to three. This has proved a wise step. While we have lost nothing whatever in numbers, we have gained much in the better preparation of our students and consequently the better professional work that can be done here. The following table, which shows a distribution of the students according to year of course entered, offers a comparison with the three years next preceding and may be of interest:

<table>
<thead>
<tr>
<th>Year of Course Entered</th>
<th>1915-16</th>
<th>1916-17</th>
<th>1917-18</th>
<th>1918-19</th>
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</thead>
<tbody>
<tr>
<td>4th year of Normal Course</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>10 (3)</td>
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<tr>
<td>3d year of Normal Course</td>
<td>0 (0)</td>
<td>0 (0)</td>
<td>17 (6)</td>
<td>14 (5)</td>
</tr>
<tr>
<td>2d year of Normal Course</td>
<td>78 (29)</td>
<td>73 (25)</td>
<td>68 (23)</td>
<td>101 (35)</td>
</tr>
<tr>
<td>1st year of Normal Course</td>
<td>95 (35)</td>
<td>104 (36)</td>
<td>161 (55)</td>
<td>118 (41)</td>
</tr>
<tr>
<td>4th year High School Work</td>
<td>33 (13)</td>
<td>45 (18)</td>
<td>21 (7)</td>
<td>32 (11)</td>
</tr>
<tr>
<td>3d year High School Work</td>
<td>25 (9)</td>
<td>14 (5)</td>
<td>11 (4)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Irregularly Classified</td>
<td>34 (13)</td>
<td>53 (18)</td>
<td>14 (5)</td>
<td>14 (5)</td>
</tr>
</tbody>
</table>

Totals | 265 (100) | 289 (100) | 292 (100) | 289 (100) |

(The figures in parentheses denote the per cent of the total enrolment in each case.)

Honor List for the Third Quarter, 1917-18

The following students made Honor List grades in their classes during the Spring Quarter, ending June 4, 1918:

Grade "A" on all subjects:

Misses Ada Lee Berrey (Postgraduate)
   Nell Critzer (Senior)
   Hazel Davis (Junior--3d consecutive qr.)
   Annie Dowell (Junior--2d consecutive qr.)
   Audrey Girard (Senior)
   Martha Hauch (Senior)
   Frances Kemper (Junior--3d consecutive qr.)
   Elise Loewner (Junior)
   Helena Marsh (Senior)
   Elizabeth Nicol (Postgraduate--2d consecutive quarter)
Elizabeth Primrose (Senior)
Margaret Proctor (Junior)
(Mrs.) Mary F. Smith (Special)
Genoa Swecker (Junior)
Ruth Witt (Postgraduate—3d consecutive quarter)
Virginia Zirkle (Postgraduate)

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

Misses Sallie Blosser
Katherine Broughton
Emmie Brown
Esther Buckley
Lillie Coates
Tillie Derflinger
Sue Foster
Mary Alice Hodges
Mae Hoover
Mary Lancaster
Anna Lewis
Gladys Lyon
Ruth Marshall
Merla Matthews

Clara Menzel
Margaret Menzel
Elizabeth Miller
Mary E. Nichols
Mamie Omohundro
Ella Peck
Frances Rolston
Marie Scribner
Lemma Snider
Verlie Story
May Taylor
Lucille Whitesel

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

Misses Margaret Bear
Olga Beck
Carrie Bishop
Ruby Brill
Elizabeth Callender
Pauline Callender
Margaret Cowling
Annie Lee Crawford
Lulu Eppes
Louise Fitch
Iris Glassock
Susie Hawkins
Laura Henley
Anna K. Hundley
Mary E. Jones
Katherine Lewis
Elizabeth Murphy
Frances Oakes

Katherine Oldfield
Gertrude Pierce
Ruth Rodes
Rachel Rodgers
Sara Roller
Eva Rooshup
Emily Smith
Dorothy Spooner
Carrie Spradlin
Lila Stallings
Mary Stone
Ennis Strupe
Ruth Sullivan
Ruth Wallace
Mary Walters
Hannah Wickre
Dorothy Williams
The official senior list for the session of 1918-19, complete to the beginning of the Fall Quarter, is as follows:

### Primary Kindergarten

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Andes, Virginia</td>
<td>Nichols, Mary Elizabeth</td>
</tr>
<tr>
<td>Black, Elizabeth Otey</td>
<td>Nicol, Jean Burnette</td>
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<tr>
<td>Bowman, Helen Louise</td>
<td>Norwood, Irene Inez</td>
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<tr>
<td>Buchanan, Margaret Evelyn</td>
<td>Potter, Pearl Mae</td>
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<tr>
<td>Campbell, Lucille Mary</td>
<td>Roller, Sara Frances</td>
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<tr>
<td>Dart, Robbie</td>
<td>Simpson, Jane Winifred</td>
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<tr>
<td>Deahl, Ruth Birch</td>
<td>Smith, Barbara Clark</td>
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<tr>
<td>Goldman, Rebecca</td>
<td>Turner, Doris Virginia</td>
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<tr>
<td>Hodges, Mary Alice</td>
<td>Wallace, Ruth Bagley</td>
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<tr>
<td>Lancaster, Mary S.</td>
<td>White, Marcia Taylor</td>
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<td>Loewner, Elise Augusta</td>
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### Grammar Grade

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<td>Adams, Frances Louise</td>
<td>Kemp, Ada Wray</td>
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<tr>
<td>Alexander, Florence E.</td>
<td>Lewis, Katherine Stuart</td>
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<tr>
<td>Barbour, Willie Elizabeth</td>
<td>McCown, Sarah Jaqueline</td>
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<tr>
<td>Bell, Sallie Hendren</td>
<td>Moseley, Annie Ford</td>
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<tr>
<td>Brock, Rosalie Teresa</td>
<td>Nelson, Virginia</td>
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<tr>
<td>Calhoun, Ruth Mercia</td>
<td>Parrott, Julia Ethel</td>
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<tr>
<td>Fagg, Lucille Martin</td>
<td>Perkinson, Elise</td>
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<tr>
<td>Ferguson, Mary Woodville</td>
<td>Prufer, Margaret Miller</td>
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<tr>
<td>Goode, Effie Mae</td>
<td>Short, Harriet Louise</td>
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<tr>
<td>Haden, Myrtle Gould</td>
<td>Watson, Carrie Constance</td>
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<td>Jones, Mildred Bolling</td>
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### High School

<table>
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<th>Name</th>
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<tr>
<td>Bowman, Minnie Moore</td>
<td>Lane, Ella Mae</td>
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<tr>
<td>Brill, Ruby Mae</td>
<td>Martin, Erna Eula</td>
</tr>
<tr>
<td>Browne, Sallie Lewis</td>
<td>Miller, Elizabeth K.</td>
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<td>Callender, Pauline H.</td>
<td>Omohundro, Mamie Wilson</td>
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<tr>
<td>Coleman, Margaret Esther</td>
<td>Potterfield, Anna Rebecca</td>
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<td>Edwards, Martha E.</td>
<td>Ranes, Elsie Holmes</td>
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<td>Foster, Sue Wheatley</td>
<td>Reed, Lena Maude</td>
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<td>Gibson, Kathleen Gaylord</td>
<td>Sandridge, Daisy Blount</td>
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<td>Hanger, Ray Louise</td>
<td>Scribner, Marie Lee</td>
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<tr>
<td>Hawkins, Louise</td>
<td>Shaw, Minnie Belle</td>
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<tr>
<td>Hawkins, Mary Elizabeth</td>
<td>Spradlin, Carrie</td>
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</tbody>
</table>
Henderson, Nannie Lois  
Kelly, Sue Maude  
Kemper, Frances Hopkins  
Lacy, Dorothy Elna  

Story, Verlie Parry  
Swecker, Genoa Ruth  
Thrasher, Mary Elizabeth  
Yancey, Elizabeth Stuart  

Household Arts  

Brown, Annie Mary  
Cannon, Katherine  
Cash, Catharine  
Cowling, Margaret B.  
Davis, Hazel Louise  
Doughty, Emily Laura  
Greenawalt, Mary E.  
Hinton, Eloise Minor  
Holland, Ruth Cobb  
Hopkins, Helen Virginia  
Lewis, Anna Page  
Matthews, Merla Glenn  
Moore, Roberta Lee  
Murphy, Elizabeth Carroll  
Page, Phyllis Hollingsworth  
Potts, Loudelle Virginia  
Rodes, Ruth  
Rooshup, Eva  
Sanders, Doris Mary  
Simpson, Rose Lee  
Snyder, Caroline Enid  
Stallings, Mary Love  
Stone, Mary Frances  
Strupe, Ennie Louvenia  
Sullivan, Eva Lily  
Warren, Birdie Belle  

Organizations  
The various classes and clubs were organized promptly after the reopening of school.  
The degree class, proud of its unchanged number from last year, re-elected its old officers: Esther Buckley, Fairfax County, president; Delucia Fletcher, Harrisonburg, vice-president; Ruth Witt, Roanoke, secretary; Virginia Zirkle, Harrisonburg, treasurer.  
The post-graduate class has as president Dorothy Spooner, Danville; vice-president, Dorothy Williams, Newport News; secretary, Jo Warren, King George County; treasurer, Carrie Bishop, Albemarle County; sergeant-at-arms, Pauline Miley, Rockbridge County.  
The seniors have the same officers as last year, when they were juniors, with the addition of business manager: Frances Kemper, Rockingham County, president; Pauline Callender, Rockingham County, vice-president; Elizabeth Black, Augusta County, secretary; Mary Stallings, Suffolk, treasurer; Phyllis Page, Albemarle County, business manager; Merla Matthews, sergeant-at-arms.
The junior class elected Sarah Wilson, Virginia Beach, president; Margaret Proctor, Charlotte County, vice-president; Charlotte Yancey, Harrisonburg, secretary; Ruth Sullivan, Culpeper County, treasurer.

The sophomore officers are: President, Lucile McClung, Botecourt County; vice-president, Louise Houston, Rockbridge County; secretary, Frances Buckley, Fairfax County; treasurer, Clara Menzel, Norfolk; business manager, Elizabeth Callender, Rockingham County.

The Glee Club is a most popular and enthusiastic organization, numbering this year nearly one hundred members. Its officers are: Dorothy Williams, president; Ruth Witt, vice-president; Phyllis Page, secretary; Esther Buckley, treasurer; Mamie Omohundro, librarian.

The three literary societies have been giving some very interesting and well prepared programs. Their officers for this quarter are as follows:

**Stratford**—President, Dorothy Spooner; vice-president, Mary Elizabeth Nicols; secretary, Pauline Callender; treasurer, Mary Alice Hodges; critic, Annie Dowell.

**Lee**—President, Gaylord Gibson; vice-president, Gena Swecker; secretary, Marie Scribner; treasurer, Mary Stallings; critic, Ruth Witt.

**Lanier**—President, Mamie Omohundro; vice-president, Dorothy Lacy; secretary, Rebecca Goldman; treasurer, Ruth Rodes; critic, Ada Lee Berry.

The Norfolk Club has again organized with a good membership. They elected the following officers: Clara Menzel, president; Ruth Holland, vice-president; Mary Folliard, secretary; Lelouise Edwards, treasurer.

At the time our Fall Quarter opened, September 25, the “Spanish Influenza” was spreading throughout the state. Many of the students had been exposed to the disease before leaving their homes and in traveling to the school. After only a few days, it appeared that there would be a considerable number of cases in our school, and immediately preparations were made for caring for the sick. The infirmary was soon overrun, and Jackson Hall was converted into a temporary hospi-
tal. The greatest difficulty was the scarcity of trained nurses. Besides our own nurse we were able to secure only one other for continuous service. Two others came from the State Board of Health for part of the time. Members of the faculty and students volunteered their services both in nursing and serving the meals to the sick. The total number of cases among the students while at school was 125, and more than half of the faculty were ill. On account of these conditions, the safest and sanest policy appeared to be the suspension of all schoolwork. At first it was expected that school would re-open October 26, but again on account of conditions in Harrisonburg and the weakened conditions of those stricken with the disease, it was thought best not to re-open until November 6.

On the Sunday following the reopening the Normal School held a special thanksgiving service for the passing of the influenza epidemic from our midst without the loss of a life among the faculty or student body.

The anthem, His Loving Kindness, struck the keynote of the occasion; and in hymn, prayer, and spoken word the services re-echoed throughout with gratitude and praise.

President Burruss, in stating the purpose of the meeting, said that we feel as never before our dependence upon our Heavenly Father, our dependence upon one another, and our responsibilities to one another. Dr. Wayland read with fitting comment and stirring appeal a mosaic of Scripture passages, suggestive of this "Passover" in the history of our school. In his prayer he gave thanks not only because lives had been spared, but because many have been taught to pray more, to trust more, to be better neighbors, to be better friends. Miss Lancaster spoke of the cheerfulness of the girls, of their service and of their resolute spirit in keeping up the morale of the school. Nell Critzer spoke in behalf of the girls, expressing their gratitude also. At the close Dr. Sanger offered a word of prayer that the service might help to make permanent the spirit of the hour.
The United War Relief Campaign at Our School

Despite the fact that this is a short quarter on account of the cessation of school-work, and altho there is much to do with class-work and other school duties, the faculty and students are doing their "bit" in the War Relief Campaign. They are working through the Red Cross, Y. W. C. A. and other organizations. The students are making scrap-books for the convalescent soldiers, and sewing garments for the refugee children. They have not only given of their time. In the War Relief Drive they set a standard of double the pledge last year, but as is true in many cases, they "went over the top," the pledges amounting to $1,807.00. This averages $6.00 per capita, which is in many cases a real sacrifice.

Marriages

Miss Gertrude M. Button, who was formerly a teacher in the Household Arts department, was married to Lieutenant Merriam Garretson Lewis July 13, at Lawrenceville, Virginia.

June 26—Minnie Caroline Diedrich to Mr. James Nicholas England, at Waverly, Virginia.

June 29—Lulu Freeman Eppes to Mr. Cecil R. Williams, at Chelyan, W. Va.

July 13—Bertie Lib Miller to Horatio Gates Moffett, at Washington, D. C.


Oct. 16—Nellie Scott Payne to Lieutenant Edward Smith, at Richmond, Virginia.


Thanksgiving at the Normal

Contrary to its usual custom on Thanksgiving day, the Normal School ran the class schedule and other routine matters of the school as if it were an ordinary Thursday. This radical change was deemed necessary in consequence of the loss of time suffered earlier in the fall. All seemed to realize, however, that nothing else could be reasonably expected; so there was the same uniform good humor that characterizes them on ordinary occasions.

The morning chapel exercises were given over to the Y. W. C. A. for a Thanksgiving program. At four o'clock in the afternoon the whole school gathered again in the Chapel for the "Victory Sing," as requested by the National Council. Dr. B. F. Wilson made a deeply impressive address, in which he detailed the reasons for personal, community and national thanksgiving of more than customary significance.

After the hour of Thanksgiving and praise, the faculty and school adjourned to the dining room, appropriately decorated for the occasion, where two hours were spent in singing, speech-making and doing justice to the special dinner prepared for them. The variation from the usual home Thanksgiving seemed forgotten, and all appeared bright and happy and realized completely the supreme meaning of this as different from all other years in almost every respect.

The Educational Society

The Educational Society of Harrisonburg held its first meeting of this year November 18, at the Main Street School. Mr. William H. Keister was elected president and Miss Bessie Peck, secretary. Mr. A. K. Hopkins, chairman of the program committee, gave a report explaining the programs for the year.

Mr. Bowers gave a talk concerning war gardens. Then followed several informal talks by members of the faculties who had spent the last summer at some other institutions.
The program for Monday night, December 9, was as follows:

Lecture. . . . . . . . . . . . . . War Poetry and Literature
Prof. J. C. Johnston

Discussion—The Emphasis of Present-Day Education
Should be Upon Present-Day Men, Manners and
Institutions.

Affirmative—Miss Spilman, Miss Mackey
Negative—Miss Cummins, Miss Lancaster

Reports—The Month’s Educational Periodical Litera-
ture.

Normal—Miss Seeger
High School—Miss Davis
Graded—Mrs. LeHew

Alumnae Notes

In the April number of the Bulletin was printed the
tentative set of rules prescribed by the general alumnae
association for the organization and management of
local chapters; and in the September magazine appeared
some items of interest regarding the work that had al-
ready been done in this movement by certain progres-
sive alumnae.

The President of the school and the faculty are
anxious to co-operate in these loyal and helpful enter-
prises through every possible means; and to forward
the effort from the side of the school Miss Bell, Miss
Gregg, and Dr. Wayland (chairman) have been serving
as a standing committee on alumnae relations. They
stand ready to answer inquiries, to stimulate interest,
and to give assistance to alumnae thru correspond-
ence or personally in every place where the formation of
a chapter of alumnae seems feasible. In practically every
city and large town of Virginia, as well as in many rural
districts, it will be easy enough to get eight or more old
students together for an efficient organization. The
Harrisonburg girls of a county might assemble at their
county-seat at the call of any one of their number and
take the steps necessary for the formation of a chapter.
Subsequent meetings could be held in differest parts of
the county, as convenience or equity might suggest.
The following amendments to the Constitution and By-Laws were adopted at the meeting of the Alumnae Association in June, relative to the formation of local chapters of the Association:

1. Groups of non-resident graduates of the Harrisonburg State Normal School shall be empowered to form among themselves local chapters of the Alumnae Association of H. N. S., provided there be a minimum of eight members.

2. The object of each local chapter shall be to stimulate and perpetuate school spirit and fellowship among all graduates, to render definite and effective in each locality the aims and work of the general association, to advance the interests of education and Alma Mater in every legitimate way.

3. Any graduate of the Harrisonburg State Normal School shall be admitted to membership in local associations with all the rights and privileges which they enjoy in the general association.

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

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

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

(It has been suggested that clubs might be formed of which any former student of H. N. S., not a graduate, might be entitled to membership.)

7. These suggestions were revised at the meeting of the Alumnae Association in June. It is hoped that any member having further suggestions to offer will communicate with the President of the Alumnae Association, who is Miss A. Pearl Haldeman, Lignum, Virginia.

Idell Reid, who graduated in 1913, and who taught successfully for several years, is now doing government
work in Washington City. She recently paid Alma Mater a visit.

Maude Moseley is doing high school teaching this session at McKenney, Virginia. She has a sister now at the Normal and writes: "I am going to send you my 'baby sister' next year."

Helen Simpson is teaching in the high school at Woodstock and is enjoying her work—as all good "normalites" do. Katharine Hottel, whose home is at Woodstock, is keeping house for her father and teaching in Massanutten Academy.

Virginia Leach, Freida Atwood, and Leslie Fox are teaching in the Front Royal schools. Teachers, like prophets, are sometimes known among their own people.

Elizabeth Dearing has been forced by eye trouble to take a brief vacation, but she is now about ready again to resume her work of teaching.

Susie Rabey has contributed an interesting paper to the November Virginia Journal of Education on "The Nation's Call to Teachers."

Velma Moeschler is teaching in Danville. Under date of November 30 she writes: "There are a number of H. N. S. girls in Danville, and we see each other occasionally. All of us are teaching in different schools."

Emily Eley sent greetings not long since from Smithfield, together with some bits of interesting history regarding old St. Luke's Church; and she was especially proud of the showing that the children of Isle of Wight County made in the sale of thrift stamps.

Lona Pope recently sent us a line from McDowell and asked for aid in securing some of the helps that the progressive teacher needs.

Catherine Gover has been doing some fine work at Leesburg. School fairs, literary contests, and up-to-date civil government are some of the things that she has been emphasizing.

Beulah Anderson has made a good record in the county high school at Grundy, Virginia. She is responsible for the introduction of several progressive and patriotic features.

Mary Proctor Roberts is living at Colfax, Louisiana. She maintains an unabated interest in school work, as is evidenced by the fact that she recently wrote to us for a copy of our course of study for the grades. We
regret that the supply of this outline is just now exhaus ted, but we hope soon to be able to supply it to all who may desire it.

Emma Beard wrote some months ago from Carysbrook, where she has made a splendid record as a teacher. She, like a number of others, asked for some of the copies of "Old Virginia," which the Normal is supplying gratis to the schools.

Bessie Swartz writes from Mt. Jackson and sends the picture of her nephew, aged 23 months. She says: "He is my only pupil just now, and of course he is a splendid one to have, I think."

Edith Martz says, in a message of November 26: "I am still teaching in the high school here at home (Unison), where I have been ever since I graduated. I'd love to see you all, and I'm surely coming back some day."

Margaret T. Burke is teaching at Bryant. Not long ago she read a paper before the county teachers' convention on "The Teacher's Work in Winning the War."

Betty Firebaugh is doing progressive work as a teacher of history and other subjects at Troutville, Botetourt County.

Rebecca Scott wrote in September from Cape Charles: "My sister and I still have pleasant memories of Harrisonburg and the work during the past summer. Our schools have opened and we find ourselves busy."

Kathryn Loose is teaching the Indian school at Lester Manor on the Pamunkey River. This is the same school that Margaret A. Burke, another Harrisonburg graduate, taught a few years ago.

Grace Gaw is teaching in Suffolk. She says: "I have fifth grade work and like it even better than I should have liked high school work."

The excellent service that Ruth Sanders has been rendering in the schools near Richmond has been given a fine recognition by the city in her recent appointment as general protective officer for girls and women.

Mary Jasper has been principal of the graded and high school at Sperryville for a couple of sessions and has fixed herself lastingly in the affections of the community.

Mary Scott's record as teacher in the high school at Shenandoah is one that any Harrisonburg graduate might well be proud of—and that, we think, is saying a great deal.
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C. A. Mason, Asst. Cashier

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HARRISONBURG, VIRGINIA

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