

THE PLACE OF THE MAGAZINE IN THE ENGLISH WORK
OF THE MODERN AMERICAN HIGH SCHOOL

by

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I. History of the Use of Magazines in High Schools on a
Class Subscription Basis.

Magazine study, which knocked so timorously for admittance at the doors of our great American High School so recently, is now, having gained entrance, boldly seeking a large place in the established curriculum. Arrayed with magazine study in its bold campaign for a place, are two powerful allies: a great body of restless high-school teachers, dissatisfied with the unreality of their subjects to their pupils; and publishers of magazines who wish to increase their subscription lists.

Magazine study has assumed such an important place in modern education that no teacher can afford to dismiss without thot, the claims of the magazines upon his subject. The modern teacher must decide either for or against the use of magazines in his classes, and in the event he decides for magazine study, the greater question remains unsolved: How much time shall he devote to their use; what place shall they fill; and what functions shall they satisfy in the scheme of secondary education.

It is of practical benefit for the teacher, in order to solve these questions, to know something of the beginnings of the magazine study movement: something of the pioneers, and something of the development.

Magazines have been used incidentally in class rooms by teachers for a great number of years; e. g. Mr. M. M. Knight of the Texas Christian University, Fort Worth, Texas, speaks of one of his early teachers, Professor Gordon, bringing a magazine to a United States History class, for the pupils to study. This was in 1898. However, it has been only recently, that teachers have conceived the idea of asking the pupils to subscribe for magazines to be studied with their class mates during school hours. It is with the use of magazines in this latter way that this paper is most vitally concerned.

It has been review periodicals that have been most extensively studied on a class subscription basis. By review periodicals is meant magazines such as The Literary Digest, The Independent, The Outlook, The World's Work, and The Review of Reviews. Such magazines as these are used not only by English instructors, but also by the teachers of the social sciences: History, Civics, Sociology and Economics. Magazines such as Scribners, The Ladies' Home Journal, Poetry Magazine, Everybody's, Current Literature, and Harper's, are taught exclusively by the English teachers for purely cul-

tural enjoyment purposes.

It is always difficult to indicate the leaders in any movement without unfairness, and this is especially difficult in the case of the magazine study movement on a class subscription basis because of its gradual development. There are two leaders who can, without unfairness, be classified with the pioneers in the magazine study movement.

Mr. Arthur M. Wolfson, Principal of the Julia Richmond High School, New York City, according to an article in The Outlook, July 28, 1915, is accredited by many New York teachers as a pioneer in the use of magazines in high schools. Mr. Wolfson states in a personal letter to the writer, dated December 5, 1916: "I began to use The Independent in connection with the work in history in the De Witt Clinton High School, some seven or eight years ago. I can not give the exact date. At that time we had introduced into our curriculum a course in Modern History in which we emphasized the events in the history of Europe during the past century." From Mr. Wolfson's statement we find he began using the magazines in 1908 or 1909.

Another leader, worthy of consideration here, is Mr. B. F. Martin, Superintendent of the Newton, Kansas, Schools. In a letter, to the writer, dated March 20, 1917, he says: "I am not at all anxious to be ranked as a pioneer,----, but it was in the Chase County High School that we first began

the use of the magazine on a class subscription basis. I find in counting carefully that it was eleven years ago this winter." From this letter it is seen that Mr. Martin began to teach with the aid of magazines in 1906,-- three years previous to Mr. Wolfson.

That the magazine study movement has progressed throughout the United States, is indicated by the interest which publishers have taken to advertize the special advantages thereof. The writer in order to measure the progress and success of the movement from an unbiased source, sent out questionnaires to some of the high schools of Kansas. The following is the text of the questionnaire sent out to the ninety-nine schools ranked in Class A.

QUESTIONNAIRE

I. How much instruction, if any, do you give in Journalism? When is the instruction given?

II. Does your high school issue a regular paper? Name? Size?

III. Do you have a high school reading room? What periodicals of national interest are to be found on the tables?

IV. Do you use magazines in your English or History classes on a class subscription basis?

If so, how long have you done so?

V. What magazines or papers have you selected for use?
In what combination or order do you use them?

VI. For what year or years do you consider magazine study best adapted?

How much time should be devoted to it?

VII. What are the special benefits derived from its use?
Are the results of its use in all cases satisfactory?

If not, in what respect not, and why not?

Answers were received from sixty-five of these schools. The names of the schools together with the answers to the first four questions have been included in the Appendix.

The first question, regarding Journalism, was included because of its relation to the study of magazines. Pupils, after studying magazine articles, are naturally desirous of learning more of the makeup and general management of newspapers and magazines.

Twenty per cent of the schools have some specific course in Journalism. Some of the schools, having no specific course, indicate their recognition of Journalism study, by stating that instruction is given incidentally. Schools having papers, coach the staffs in the principles of Journalism. The Leavenworth school recognizes that Journalism study is vocational by teaching it a half a year and offering as a con-

tinuation course one half year of other vocational study.

There is no uniformity among the high schools in the publication of papers. The papers vary--as to size--from two to fifty pages; in frequency--from weeklies to monthlies.

Of the schools thirty-eight per cent publish papers separately and independently. Nine per cent of the schools, which feel that they can not afford a separate publication, reserve columns in the local city papers.

Sixty-one per cent of the schools state that they have separate reading rooms. Ten per cent state that the city library is close enough to be used as a reading room. The Topeka schools have the magazines distributed in the various rooms. The magazines in the school libraries are of considerable variety. Wichita states that they have nearly every magazine.

The fourth question, on magazine study, is worded in a very general manner. Though the writer was especially interested in the development of magazine study in the English department, the question included both English and social sciences, for reasons that will be supported later in the paper. The phrase "class-subscription basis" was used so that the schools might limit their answers to the latest development of the movement.

Practically sixty per cent of the schools use magazines on a class subscription basis. Of this number twenty-three per cent began their use in this way during the present

year; forty-six per cent in 1915; twenty-three per cent in 1914; and eight per cent before the last mentioned date. The recency of this movement is clearly shown by these figures. Every school states that the use of the magazines on a class subscription basis is satisfactory.

The five most frequently selected magazines rank in this order of popularity: Literary Digest; Independent; Review of Reviews; Current Events; Outlook.

Most of the schools believe that magazine study should be given in the fourth year of the high school. Some suggest that one class period per week is sufficient, others advocate the use of the magazines for five periods per week for one half year.

A number of the Kansas high schools ranked B, were sent a condensed questionnaire. The data secured from the seventy-six schools that responded compare very favorably with those which were secured from the sixty-five Class A cities.

In the schools of this class, very little Journalism instruction is given, chiefly because of limitations in size of the faculties. Less than six per cent of these schools offer these courses.

Eight per cent of the schools publish school papers and less than three per cent reserve columns in the local papers. Many of the schools of this class offer as a reason

for not having columns reserved in the local newspapers the fact that their cities have no papers. More schools could, however, avail themselves of this splendid medium.

Forty-seven per cent of these schools have separate reading rooms. This is not bad when compared with the sixty-one per cent showing of the larger schools.

Fifty per cent of the Class B cities use the magazines on a class subscription basis. If this is a sign of progressiveness, we shall have to credit these cities with being nearly as progressive as the schools of Class A. Fifty per cent of the schools having magazines, began their use in 1916; thirty-seven per cent in 1915; six per cent in 1914; five per cent in 1913; and two per cent before 1913. This movement is indeed recent in its development in Kansas.

The Independent is the magazine most frequently selected for class room study in the high schools of Class B, with the Literary Digest, and the Current Events next in order of popularity.

All of the Class B schools were satisfied with the use of magazines on a class subscription basis.

One thing that has accelerated the progress of magazine study has been the development of "Educators' Service Leaves" by the different publishers. The leaves, in themselves, are the recognition by publishers that a large subscription field now lies in the high schools. In the future the students

will likely read the magazines that were chosen for them by their high school instructors while the pupils were in school.

The Review of Reviews Company seems to be the pioneer in this contributing movement. In April, 1915, it first issued its Educators' Service. This was followed in October, 1915, with its English and History Teachers' Services. In the fall of 1916, the Review of Reviews Company issued a plan for a National election, a presidential campaign, and a school debate, which was distributed over ten thousand schools. The Literary Digest began to issue its manuals in December, 1915, and The Independent in February, 1916. The Outlook began January 3, 1917, to issue its manual. The issue of each week contains the outline study of the preceding week's issue.

II. Fundamental Social Ideals of the Modern American High School.

In deciding whether magazines should be studied in secondary schools, a number of things must be considered. First of all, the study of magazines must contribute more to the development of the high school pupil than it is possible for any subject, which it replaces, to contribute. This matter can only be determined by a study of the functions and aims of secondary education, and by a careful study to discover whether magazine study will satisfy these functions and aims.

The ideal held of the purpose of education is undergoing changes; the function of modern secondary education is constantly undergoing modification. It is interesting to read the statements of our great minds, from Plato down to the present time, on the meaning of education and culture. Their statements contain much truth and are worth our careful study, but most of them, it will be found, are written from an individual, rather than from a social point of view.

The modern conception of society is that it is an organism of which the individuals composing it are living cells. An individual prospers only by the welfare of the whole. Cells which do not function properly are a menace to the organism, lowering the vital strength of the whole. These cells, in

turn, with the weakening of the organism, become themselves still more weak. The tremendous burden criminals are to society, is but one example proving the correctness of the conception. Every individual must realize that his services to society will mean his own ultimate welfare.

This ultimate welfare is to be secured not only by the prevention of crime, but also by constructive industry on the part of the individuals composing society. Granting that an untrained immigrant in the country is a valuable asset, of how much greater value is a patriotic well-trained American citizen with high ideals.

This modern conception of society places a tremendous responsibility on the secondary schools--the training of socially efficient American citizens. This responsibility, in the past, has been more or less evaded by the secondary schools. They did not pretend to be training schools for future citizens, but merely preparatory schools for professional education. High school education is no longer for the few, but for the masses. Secondary schools, which are supported by society, must render back to the masses some very great concrete value.

It is for the different departments, such as English, to study carefully the specific needs of society, to discover what parts of their particular subject are needed by the future citizens. Those teachers who are especially interested

in English instruction, must be willing to surrender part of the time usually allotted them, if this surrender provides an opening for some better subject.

There are four generally recognized needs which every high school pupil faces:

First, He must have a strong, healthy body, and must necessarily receive physical training and education.

Second. Every pupil must be prepared to enter into a life of practical service before he can be called a good citizen. This necessitates vocational guidance and training: in the industrial pursuits--manual training and domestic science; in the business life--"commercial" preparation.

Third. The pupil must be trained in the proper enjoyment of his leisure time. Leisure time ill spent by the individuals of society means the decay of that society; leisure time properly used means a happy and cultured people.

Fourth. Each pupil should have specific training for citizenship. A citizen, in a democracy like America must be able to realize his civic privileges and responsibilities.

III. The Function of English Work and of Magazine Study with Reference to the Above Mentioned Ideals.

The English department can contribute much to the preparation of the pupils for useful services in the vocations. In fact, the department in the past has endeavored to prepare students for vocational efficiency. Commercial English, which we have had for a number of years, is one recognition of the practicableness of English. Another illustration of the practicableness and flexibility of English, is the way in which English teachers are taking charge of vocational guidance courses. The English department in the Leavenworth, Kansas, High School takes charge of vocational guidance and gives a course running a half year.

No matter how lowly the calling, the citizen should be carefully trained in the handling of English. It is only the deaf and dumb who have no need to express themselves clearly in speech. The citizen who can express himself in good, clear, idiomatic language has a great advantage over the citizen who cannot. Many vexing situations arise in business every day because of misunderstandings owing to the fact that one of the parties to the transaction, can not say what he means.

No matter how lowly the calling, the citizen should have had instilled into him the ideals of politeness, civility, and honesty. These are commercial assets, if nothing more. The American people, perhaps justly, have been accused of rude-

ness and impoliteness. The English teachers have before them the problem of helping remove the grounds for this criticism.

Magazine study can well be a useful tool to the English teacher, in the plan to prepare the pupils for useful service. Magazine study related so closely as it is to Journalism, offers a splendid motive to the pupil in his investigations of the advantages of the different vocations. The pupil may, for example, after his investigation of the flour making industry, present his collected investigative material in the form of a magazine article, the model for the article being furnished by the magazine he is studying.

One of the greatest needs of those engaged in vocations is excellence in oral composition. Magazine study lends itself very naturally to this form of study. Magazine study possesses the power of almost wheedling the pupils into self expression. Material that has a vital meaning to the pupils calls out their interests. For example, a pupil hears his classmate discuss some subject of great interest. The classmate makes an assertion which is contrary to the first pupil's beliefs. He can hardly restrain himself from taking the floor against his classmate. He has no desire to debate, no, he merely wishes to disillusionize his classmate of his false views. The first mentioned pupil, together with his teacher, is astonished at his ability to express himself when he has something to say. From this modest beginning the pupil de-

velops an ability to speak, and a confidence in this ability that presages financial success in his future vocation.

Magazine study can also be so used as to help eliminate the grounds for the criticism that the American people are rude and impolite. At the foundation of all rudeness and impoliteness is a disregard for the opinions and feelings of others. Instead of encouraging the pupils to have confidence in their own opinions and respect for the beliefs of others, text-book study has fostered the belief that only one person or thing can be correct. Original ideas have been, to some extent, discouraged. The pupils chafe at these restrictions on their thinking while in school, and impatiently cast off all restraints on their opinions when out of school.

Magazine study militates against this lack of respect for others. The pupil reads the modern review periodical and there finds a multitude of opinions about each issue presented. The magazine consciously endeavors to present the different sides of every question fairly. For example, the two presidential candidates were discussed, in two separate articles of a magazine by two prominent men. The first championed the cause of President Wilson; the second the cause of Justice Hughes. Naturally the two articles differed at nearly every point. After reading such an article the pupil cannot fail to see that there is more than one side to every question. He

sees the folly and bigotry of believing that only he can be right. He feels the necessity of being honest with himself in his thinking. From the magazine study, the pupil gains a wholesome respect for the opinions and feelings of others, without in any way sacrificing his own personal beliefs. Magazine study offers the English teacher a splendid tool with which to teach business civility and honesty.

The English department has always felt keenly its responsibility in training pupils for leisure enjoyment. This responsibility is by no means a light one in this day of "movies", cabarets, and immoral places of amusement. The English department must help train our future citizens to spend their leisure time profitably, or our social fabric will be in danger. In place of "movies" which appeal to the lower emotions and imagination, we must so train the pupils that movies appealing to the higher reason and the higher emotions will be demanded. We must inculcate a hatred of shame and cheap sentimentalism.

In the legitimate drama, we must so train our pupils that they will demand and appreciate plays which are uplifting. A sense of humor is something to be cultivated but not to the extinguishing of human sympathy for suffering. The writer witnessed an occurrence which happened at the giving of a Shakesperian play, The Merchant of Venice, at Lawrence, Kansas. A great actor was very sympathetically portraying Shy-

lock's agony over the loss of his daughter, Jessica. The actor's portrayal was so vivid and his cry of anguish so real, that most of the audience were almost in tears. Not so, one group of University of Kansas students. Shylock's anguished cry received from them a hearty laugh. Such indifference to human suffering must in a great measure be removed by the English teachers.

In the matter of reading for pleasure, the pupils must have training. It is impossible to convince the pupils by pure argument, that they should not read cheap sentimental novels and short stories. The pupils' taste for novels and short stories never will grow until they have had their faculties developed to appreciate them. English teachers must realize that most pupils have weak literary stomachs and ought not suddenly to be fed with too much meat. The pupils must be gradually introduced to the meaty classics by being fed more attractive looking delicacies.

After the classics have been approached carefully, it will be found that the pupils are profoundly attracted to them. Nothing is of more interest than life itself, and human life accurately and truthfully portrayed is what the pupils will find in the classics. The study of literature has one definite object--that is, to study life. History records the deeds of men, but every act springs from an ideal, and to understand these acts properly, we should read literature. If properly

taught, the classics will prove so interesting that the pupils will prefer to read, always, the best literature.

The contribution of the classics to the lives of the pupils will be incalculable. Cheap sentimentalism will be hated; shams despised and exposed; and life will be fuller of meaning to the pupils. The highest emotions will be stirred to the depths; an appreciation of the good, the true and the beautiful, and an attitude of personal devotion to them will be developed. The full realization and acceptance of the ideals expressed in our best classics would mean the revolutionizing of society.

The contrast between the citizen who patronizes cheap movies and reads yellow backed novels, and the citizen who finds delight in attending elevating plays and in reading the best literature, is a remarkable one. The first citizen wastes his leisure time; the other conserves and utilizes his leisure periods.

The classics and the legitimate drama have been spoken of because they, perhaps, represent the heights of profitable investment of leisure, and because magazine study has a vital connection with them.

It is an indisputable fact, that acquaintance with the best in one kind of literature assists greatly in an appreciation of the best in a closely related field. The reading of good review periodicals requires the close thinking and reason-

ing that is necessary to the fullest appreciation of any classic or any play, and the student who is so trained will be irresistibly attracted to the reading of the best classics and the seeing of the best plays.

The review and fiction periodicals are an excellent approach to the study of the classics. The periodical has the reality that comes from its treatment of familiar material. The pupils have that interest in the articles that drives all difficulties before it. After the discipline given the pupils by the study of magazines, the pupils are prepared to understand and appreciate the best of the contemporary literature and the less familiar, though no less entertaining classics.

For the more literary side of training for leisure, the Kansas teachers testify that the use of such magazines as The Ladies' Home Journal, Poetry, Harper's, and Scribner's, has created an abiding interest in the best contemporary literature, and a capacity for appreciating the classics. These magazines, usually, present the truths of life in such an interesting and convincing manner that the students will catch a vision of the high ideals which are the true foundations of society. Unconsciously these ideals will be applied by the pupils in their lives.

The magazines, portraying contemporary life, should not supplant the classics entirely. Their function is to supplement and pave the way for the fullest enjoyment of the clas-

sics. It is thru their good offices that Shakespeare and his messages can then be understood. The pupils, prepared by magazine study, will demand truth from the novels and short stories; demand worth-while movies; and insist upon morally sound plays.

The utilization of leisure time presents a mighty problem which must, to a great extent, be solved by the English teachers who have charge of the future citizens of this great democracy. Anything that offers to any degree a solution of this great problem should be accepted by English instructors. Magazine study undoubtedly offers a partial solution.

The preparation of our pupils for citizenship is becoming a more important function every day. A democracy, if it is to survive, must have a very high order of intelligence among its citizens in order to meet the difficult problems of our complex modern life. No democracy should permit itself to be pushed into war by a few selfish leaders, but no democracy should permit its honor to be sullied and remain out of war. But how are the citizens of a democracy to know when they should go to war, if they are not acquainted with the international questions which confront their country?

It takes no great prophet to foretell a reorganization of the administration of our country's industries. The changes will necessitate a higher order of citizenship. Capital and labor have already met on the industrial battlefield, and the

results in the future may be most disastrous unless the forces of labor have been trained in restraint and toleration. The citizens of our democracy, tomorrow, must be prepared for citizenship.

It would be foolish to assert that it will be thru the efforts of the English department alone, that America will be supplied with properly trained citizens, yet the English department may contribute greatly. Specifically, of course, the training of citizens is dependent on the social studies: History, Civics, Economics, and Sociology. The English department realizing that its part is comparatively small, must, however, realize that it may be of more service in this field than in the past.

In the past, the English department has been accused of asking pupils to write their papers a certain length about some trivial and uninteresting subject, the matter being of little importance. The English department, it is stated, emphasized form and disregarded content. The English department recognizes partly the truth of this statement. It has always been a function of the English department to be regardful for form, and the department should emphasize this function. But the English department, as well as all others, realizes that form is dependent upon content. The form of the paper produced by a student who is not interested in the content, must be stilted and artificial. The punctuation and

the spelling may be all right, but the composition lacks the breath of life.

In this day of mass education, the English teachers are confronted by new problems. The day of the intellectual aristocracy of high school students has passed. Where before a composition course dealing with purely literary topics might be useful to the students, now this study is worthless. The masses must meet specific situations demanding a knowledge of English composition as a tool. The English course that does not supply this need fails.

Today, more than ever before, educators realize that the so called logical distinctions made between different subjects in the curriculum, are more or less artificial. The demand comes that the material of the curriculum be organized in the terms of the learners, even if this means the overthrow of the logical order. The pupil may now be given a social problem to work out that requires him to go back into the history of the Greeks. He then may be forced to study the constitution of his own country. In order to interpret the material he has collected, he may be forced to study treatises on Sociology and Economics.

The distinction between English and the social studies is undergoing modification in one respect. The English department is beginning to realize that there is a place for the composition paper that attacks the problems of the so-

cial subjects. These theme subjects are most practical for the future citizens who must meet such problems in life. The English department is beginning to realize that they can teach form better, by using such theme subjects, than they could by selecting purely literary topics. The English department by this change in attitude has not lost its function, rather its purpose has been enriched. It finds an increased field for usefulness in teaching the students to present effectively their best thots.

It is by allowing the pupils to select theme subjects from their social studies, that the English department can base its claims for specific preparation for citizenship. If the department does not substantiate this claim by its ac- tions, it must give up to the other departments some of the time which it now holds. The English work is the most flexible of all subjects and it therefore devolves upon the English department to catch up the loose threads of the school system and weave them into a unified whole.

The English teacher is not usurping the place of the social subjects, he is simply cooperating with them, and incidentally putting new life and vigor into the English department. The English teacher should be sufficiently qualified to lead in a discussion or criticise a paper on some social subject. Citizenship can readily be made legitimate material for an English course.

English instructors must include more practical mater-

ial if they hope to retain as large a place in the curriculum as they now possess. A school system that requires three years of English is going to insist that the three years count for a great deal in the lives of the pupils.

Modern critical educators are already demanding that less English be taught. Chas H. Judd, Director of the School of Education, in the University of Chicago is but one example of this position. He urges that we try the following experiment. "Teach in one course the elements of form. Make it a good course, frankly dealing with sentence and paragraph structure. Then teach some of the history of literature, and train students to read, not dissect, some of the literary masterpieces. Then relieve the English department of further duties, so far as the required work of the school is concerned. Take the time that would be saved and give it to history and science.

Judd's criticism and suggestion contains much truth but is disregarding of the great service which the English department can render in training for citizenship. His criticism is disregarding of the fact that the English department can serve a great purpose by catching up the loose ends of the curriculum. His criticism dismisses too lightly the splendid service which the English department renders in preparing the pupils for leisure enjoyment.

The introduction of magazine study into the high school furnishes the English department with a strong reason for being and defeats the criticism just quoted. The whole sub-

ject of magazine study is very germane to all that has been said about preparation for citizenship. As before suggested, the citizens of a democracy must be cognizant of current happenings if they are to rule themselves. They must get their knowledge of present problems from some respectable source; not from yellow journals. A great determinant of what the future citizen will read when he leaves school is the taste he has developed while receiving his education.

The question, which department, English or History, shall develop this taste for good reading is not a serious one. Both departments may easily contribute. The social subject teacher may have a more profound insight into the issues presented by contemporary magazines, but the English teacher has a more discriminating sense of form. The ideal English teacher should be well prepared in the social subjects, in addition to his specific training in English. That there is a specific need among high school students for training in oral and written composition cannot be denied, and it is the English teacher who can best supply this need. His training in the social studies is profound enough to satisfy the requirements for secondary school students. The English teacher can very satisfactorily take charge of the magazine study.

When specific preparation for citizenship is the end to be attained, the course taught may be somewhat different from the one in which the ideal is preparation for leisure.

Fiction magazines will have no place in this course. Review periodicals such as The Literary Digest and The Review of Reviews, will be taught exclusively.

It is not difficult to see how magazine study may contribute to specific training for citizenship. We may define a good citizen as one who has the best interests of his country at heart, and who keeps informed as to the policies that will contribute to these best interests of his country. The citizen must be a rational thinker if he is to know what are the best things for his country.

Magazine study makes a rational citizen out of the pupil, for magazines deal with common practical subjects that are within the interests and intelligence of every student. It is only thru the discussion of more or less familiar matter, within the consciousness of the pupil, that original thinking is stimulated. It is almost impossible for the pupil to relate the material, formerly taught by English teachers, to his present experiences. Not so the magazines. They are written by men who are living in the present age and the subject matter deals with contemporary problems. Magazine study connects the past with the present in the students' minds; connects school with life.

Magazine study in the high school means the training of future citizens in the selection of good news sources. Some of our American people are poor citizens, not because

they read insufficiently, but because they do not read with discrimination. The power of the press is so generally recognized that it is unnecessary to argue that developed tastes for the best sources will be a great contribution to the making of good citizens. The newspapers and magazines are the forum in which issues are decided. Let the English teachers guide the pupils into the reading of the best newspapers and magazines.

Through magazine study the pupil is brot from his self-centered world into the world of men. The pupils interests are constantly broadened; he develops a civic consciousness. He realizes that though he may be small, he has the sacred duty of citizenship placed upon him. He must contribute his share to the development of his country.

One great fault with our school system is that it stifles individualism and rewards the pupil who takes everything on faith from the teacher and the text-book. The development of magazine study is a factor to combat this tendency. The pupils as well as the teacher are thrown into a moving stream and are forced to sink or swim. The pupils, under the magazine system, are permitted to take charge of the recitation. It is the pupil not the teacher who dominates. Subjects are frequently discussed about which no definite conclusion can be reached, and about which the pupils may hold a variety of opinions. The pupils will be

forced to meet just such situations when they become citizens, and the training received in class will be of great assistance to them in the future. The pupils will gain the confidence in their own opinions and toleration for the beliefs of others, which make the best citizens.

IV. Criticisms and Suggestions on the Magazine Study Movement.

In the Appendix A of this paper is to be found an exhibit of service leaves. Four magazines are represented in the exhibit: The Independent, The Outlook, The Literary Digest, and The Review of Reviews. Each of the service leaves of the separate magazines is somewhat different.

The Independent service leaf is perhaps the best one shown from the viewpoint of an English teacher. It is divided into two divisions:--English: Literature and Composition; and History, Civics and Economics. The chief feature which distinguishes this leaf from the other leaves is the treatment of the section on literature. Other leaves have this division but none have as good material for this department, excepting, perhaps, The Literary Digest. For this division the service leaf edition has, in the leaf exhibited, Frances Bret Harte's The Outcasts of Poker Flat, for criticism.

The inclusion of short-stories in review magazines is not common. The writer does not know what the purpose of the magazine was in beginning the series of The Eight Best American Short-stories. If it were not for the fact that some of the English review magazines include material of this kind, it would almost seem as if The Independent was consciously writing its magazine for its high school audience. No high school would ask this from a magazine. Part of the

satisfactory results coming from magazine study is due to the unacademic quality of the magazines. However, the inclusion of this series of stories does not make the Independent academic; instead it gives it a breadth that appeals to a larger public.

The chief criticism of the composition section is that the author of the leaf puts too much stress on written composition. All but one of the questions demand that the student write. Oral composition is of greater importance for the average student than written composition.

One thing is true of all the service leaves, the History division is just as good for English as it is for history. It is, perhaps, better adapted to oral composition than some of the English sections.

The Outlook service leaf is unique in one thing. No division is made between English and History. The five parts, (I) International Affairs, (II) National Affairs, (III) Miscellaneous Affairs, (IV) Propositions for Discussion, and (V) Vocabulary Building,--seem to be written for a very general audience. The very generality of the appeal makes this leaf especially valuable. It is written, seemingly, for the purpose of making the average person a better citizen. The citizen must ponder over the questions and come to definite conclusions; these conclusions to be reached, sometimes, only by drawing from his knowledge of history.

The Literary Digest is divided similarly to The Independent. The Composition and Rhetoric division is written from the view point of a rhetoric teacher. The topics are selected because they lend themselves to literary treatment, not because they are important. The ideal of the service leaf editor seems to be the training of clever users of English, e. g.; Write a vivid account based on "Our First Shot". The Literary Digest contains much material that can be used by the English department for the development of cultured pupils.

The Literary Digest contains several poems weekly. The study of these poems constitutes the greater part of the division on Literature. The mere fact that poems appear elsewhere than in the classics encourages the pupils in the belief that poetry may be manly. The inclusion of the poems makes the Literary Digest a better magazine for the English teacher. The Literary division of the Digest may be criticised for the same fault as the other magazines. The references to selections from classics are to far fetched. The problem method in history may become successful, but it is impossible for the average high school pupil to be familiar with all English literature.

The Review of Reviews service leaves are very elaborate. In service leaf, 4 a, Mis Cohen has outlined the general policy of the service leaf. The two purposes for the English instruction according to Mis Cohen are to give the pupils an accumulation of ideas, and an appreciation of aesthetic val-

ues. Much pleasure may be obtained by the pupil, in the recognition of "cross-connections", states Miss Cohen. She illustrates thus: "on page 446 of the present issue is a notice of the Memoirs of the great tragedian, Mounet-Sully. One way of taking up this particular article is to have the class find out all they can about Corneille's Polyeucte (1643) here mentioned. They will discover from their French Literature that the play tells the story with high seriousness of the early Christian Martyrs. That will suggest to someone that the same setting was used by Shaw in his satirical play, 'Androcles and the Lion'".

Miss Cohen's attitude toward English teaching is the attitude that is so frequently criticised by educators. Undoubtedly there is value in her suggestion, but the high school pupil is forced to choose not merely the good, but the best things of the subjects offered. Miss Cohen expects that someone will suggest that Shaw's play uses the same setting as the one used in Polyeucte! It will certainly be an unusual class that is very intimately acquainted with the works of Bernard Shaw.

All of the service leaves that contain sections on literature are subject to criticism. The literature section if included should not attempt to go very far afield. A few direct questions on the poems or short-stories are valuable, but the English teacher can profit better by spending his time in

presenting the classics than by presenting "cross-connections".

Service leaf editors are confronted by an almost unsolvable task in trying to suit their suggestions to the average high school. No teacher is expected to be the slave of the service leaves; they are merely suggestive. Yet the average teacher must depend greatly upon them for the reason that he must assign the lesson from them as early as possible. The average high schools teach by the aid of the magazines with the idea of giving the pupils mastery of English as a tool. They use them that the pupils may later become well disciplined, well informed citizens. Service leaves that are written with the purpose of meeting the needs of the smaller high schools may have elective courses which will furnish the pupils an opportunity to look up "Polyeucte", but such courses are not for the smaller schools. As the material now presented under the head of History, is equally valuable for English teachers, the History and English divisions might well be combined as in The Outlook leaf.

After a school decides to introduce magazine study, a great, vexing question remains unsolved--that of administration of the study. Questions such as these arise: What magazines should be selected for study? How much time should be devoted to magazine study? Such questions as these must be solved by each individual school system. Large schools, offer-

ing a great number of electives, can vary the methods in the use of magazines. Small schools must carefully choose the most important advantage of magazine study for their schools. Questions of administration can only be discussed in a general way in this paper.

The question, What magazines should be selected for study?, divides itself into two issues: Shall magazines be selected which directly train for leisure, or shall review periodicals be used exclusively?; and, Shall a weekly or a monthly magazine be selected?

In regard to the first issue, this has been touched upon previously in this paper. As before stated, the pupils may be trained for leisure enjoyment coincidentally with the preparation for citizenship. Both of these are extremely important, but if the small school must choose between the two, let it choose to prepare the pupils for citizenship. However, it is unnecessary for the small school to ignore leisure training even if it select a review periodical, because most of these magazines include literary material. Yet the citizenship motive should predominate in the teaching. A course having the citizenship motive should be required in both the large and the small schools. This course being in charge of the English department, form and literary values would be noted.

The large schools are not forced to discriminate against leisure magazines. Elective literary courses, which

should include a study of the literary magazines, can be of great value to pupils. As has already been pointed out by a number of writers, literature courses should include more contemporary literature. According to the reports on the questionnaire, only three Kansas schools included the study of fiction magazines. This number is far too small. More of the Kansas schools could and should give more emphasis to modern literature.

The second issue arising from the question, What magazines should be selected for study?, namely, Shall a weekly or a monthly magazine be selected?, brings up a problem that vitally concerns the publishers of magazines.

The Review of Reviews Company has taken the pains to prepare a pamphlet stating its position in regard to this question. The Review being a monthly magazine, it is obvious what its position would be. Following are quotations taken from this pamphlet: 1) "The Review of the Reviews omits the sensational story and the sentimental poem, and presents instead the rough rugged facts concerning human interest." 2) "-----
-- scarcely to be trusted daily, or of a badly digested weekly periodical." 3) "The weekly interrupts the text-book study; the monthly genuinely supplements it. Hampered by lack of time, the weekly, of necessity, is prone to err, yet seldom finds space subsequently for corrections. The monthly enables the teacher to organize in advance the study of supple-

mentary material."

As the present writer has seen no published defense for the weeklies, it may be well for him to attempt a criticism of the quotations given above.

In regard to the first criticism, that weeklies include sensational stories and sentimental poems, a list of the names of poets who have contributed to weekly review periodicals, might be offered in refutation. The Sixtieth Anniversary Number of The Independent contains the following names of poets who have contributed to early editions of this magazine: Elizabeth Barret Browning, Robert Louis Stevenson, Alfred Tennyson, Algernon C. Swinburne, Charles Kingsley, Sidney Lanier, John Greenleaf Whittier, Bayard Taylor, Thomas Bailey Aldrich, Emily Dickinson, William Cullen Bryant, Bliss Carman. Many other poets could be included in this list. It is an injustice to imply that our magazines are publishing sentimental nothings. The weeklies can include far more poems and stories of interest than it is possible for the monthlies, on account of their smaller space, to include.

In regard to the second criticism. There is considerable truth in the assertion that the weekly is badly digested. It naturally follows that a magazine published but once a week could not be as accurate nor have as great a perspective as one published monthly. It is equally true that the monthly cannot have the perspective that a quarterly, annual, or de-

cennial might have. Yet we do not care to adopt any more decennial books. We already have enough textbooks. This comparison is undoubtedly carried too far for fairness to the monthly. The monthly does have a greater accuracy than the weekly and this is a strong point to recommend its use in the school room.

The monthly is open to the criticism that some of the issues discussed in it are dead before the magazine can be in the hands of the pupils. The weekly is attractive to every one alike because of its timeliness. It is bulky, but it has this advantage over the monthly, it may include more original documents and a broader range of material. The teacher should not expect his pupil to read exclusively a magazine which the majority of the pupils will not read when out of school. The circulation of the weeklies when compared with the circulation of the monthlies, proves the popularity of the weeklies. The pupil should be trained to discriminate between the magazines of the class he will read when out of school.

It might fairly be argued that it is very unfortunate for the average citizen that he does not read the monthly more frequently. The monthly certainly should occupy a place of importance. The American people are too much given to a hasty glancing at headlines in weekly magazines and in newspapers. The review of a month's happenings is very valuable.

The issue should not be: Shall I use a weekly or a

monthly magazine?, both magazines have their place. Not only this:--newspapers should not be neglected by the English teachers. The pupils need to know the difference between reliable and unreliable newspapers. The pupils should be encouraged to read monthlies. The relative amount of time to be spent upon the monthlies depends upon the teacher and the pupils of the local high school.

It is also a local matter to decide how much time should be devoted to study of magazines in high school. The answers from the Kansas schools on this question varied greatly. Some advocated one period weekly for a half year, others five periods weekly for the same time.

Personally, the writer believes that magazine study furnishes the means for vitalizing and motivating the curriculum all thru high school. By this is meant that magazine study should be distributed over the four years of the high school course; each school spending as much time on it as it possibly can afford. If much time should be given to magazine studies, the criticism of The Review of Reviews that they interrupt text book study would not stand. Text book study should yield ground.

Under the present system, the pupil who reads the magazines and papers is handicapped as far as his school grades are concerned. Instead of penalizing the pupil for his worthy interest in current happenings, he should be given credit. The

writer believes that magazine study is so significant that more time could well be spent on it than has been tried by any of the Kansas teachers.

In a word of conclusion, it may be said that the purpose of this paper has been to show by a brief historical survey and an inquiry into the functions and aims of our secondary schools, that magazine study helps in the realization of the best in the pupils, and should therefore be given a very large place in the curriculum of the modern American High School.

APPENDIX

APPENDIX A

Data of Class A Schools

Names of Class A High Schools	Journalism Instruction -Amount-	School Paper. (*) Col- umn in Local Paper	High School Reading Room. (-) Pub- lic Library Near.	Magazines on Class Subscrip- tion Basis--- Year of Adop- tion.
Abilene	1 year	(*)	(-)	Yes--1915
Alma	1 year	Yes	Yes	Yes--1916
Altamont	None	No	Yes	Yes--1916
Arkansas City	None	No	Yes	Yes--1915
Ashland	None	No	Yes	Yes--1915
Atchison	None	Yes	No	No
Belleville	None	No	No	No
Burlington	None	Yes	(-)	No
Cherryvale	None	No	Yes	No
Coffeyville	None	No	Yes	No
Columbus	1 year	Yes	(-)	Yes--1916
Concordia	None	Yes	Yes	Yes--1915
Cottonwood Falls	None	Yes	Yes	No
Clay	None	No	Yes	No
Effingham	Staff Instr.	Yes	Yes	No
El Dorado	None	No	Yes	No

APPENDIX A

Emporia	1 year	Yes	Yes	Yes--1915
Eskridge	None	(*)	Yes	No
Eureka	None	Yes	Yes	No
Fort Scott	None	(*)	Yes	Yes--1915
Frankfort	None	No	Yes	Yes--1916
Galena	None	No	No	Yes--1916
Garden City	None	No	Yes	Yes--1915
Garnett	None	No	No	No
Goodland	None	No	No	Yes--1914
Greensburg	None	No	No	Yes--1916
Herington	None	No	No	Yes--1915
Hiawatha	None	No	Yes	No
Hoisington	None	No	Yes	Yes--1914
Holton	None	Yes	Yes	Yes--1915
Horton	None	No	No	Yes--1912
Humboldt	None	No	Yes	No
Hutchinson	$\frac{1}{2}$ year	Yes	Yes	No
Junction City	1 year	Yes	No	Yes--1914
Kansas City (I)	None	No	Yes	Yes--1915
Kansas City (II)	None	No	Yes	No
Kansas City (III)	None	No	No	Yes--1915
Kingman	None	Yes	Yes	Yes--1914
Kinsley	1 year	(*)	No	Yes--1916

APPENDIX A

Larned	None	No	No	No
Lawrence	6 weeks	Yes	No	Yes--1914
Leavenworth	$\frac{1}{2}$ year	No	(-)	Yes--1915
Lindsborg	None	(*)	Yes	No
Manhattan	None	No	Yes	No
Mankato	None	Yes	(-)	Yes--1915
Marysville	None	No	Yes	Yes--1915
Minneapolis	None	No	No	Yes--1914
Newton	None	No	No	Yes--1912
Norton	None	No	Yes	Yes--1917
Oberlin	2 weeks	Yes	Yes	Yes--1915
Osborne	None	Yes	Yes	No
Parsons	None	No	Yes	No
Peabody	None	(*)	No	Yes--1914
Pittsburg	1 year	Yes	(-)	Yes--1914
Russel	None	No	Yes	Yes--1915
Salina	None	Yes	Yes	Yes--1913
Seneca	None	Yes	No	No
Stafford	None	No	Yes	Yes--1915
Sterling	None	No	(-)	No
Topeka (I)	None	Yes	Yes	Yes--1916
Topeka (II)	None	Yes	No	Yes--
Washington	None	Yes	Yes	Yes--1915

APPENDIX A

Wellington	None	No	Yes	No
Wichita	$\frac{1}{2}$ year	Yes	Yes	Yes--1914
Winfield	1 year	Yes	Yes	No
	13 schools with journalism.	25 papers. 6 local columns.	40 reading rooms. 7 public libraries close.	39 with magazine instruction.

APPENDIX B

Data of Class B Schools

Altone	Formoso
Argonia	Fowler
Attica	Geneseo
Atwood	Halstead
Baldwin City	Hamilton
Blue Rapids	Harper
Burden	Jetmore
Burlingame	LaCrosse
Buffalo	Lebanon
Caldwell	Lincoln
Canton	Lyndon
Cawker City	Marquette
Cimaron	McLouth
Chase	Moline
Cherokee	Moundridge
Council Grove	Mount Hope
Douglas	Mulvane
Ellis	Natoma
Ellinwood	Neosho Falls
Fairview	Oakley
Florence	Onaga

APPENDIX B

Osawatomie	Stockton
Osage City	St. Mary's
Phillipsburg	Summerfield
Pleasanton	Toronto
Robinson	Troy
Rose Hill	Waterville
Severance	Wetmore
Scandia	White Cloud
Solomon	Whitewater
Spearville	Williamsburg

A number of other Class B schools responded, but the writer could not discover the identity of these schools by the postmarks.

APPENDIX C

Exhibit of Service Leaves

HOW TO STUDY THIS NUMBER

THE INDEPENDENT LESSON PLANS

ENGLISH: LITERATURE AND COMPOSITION

BY FREDERICK HOUK LAW, PH.D.

HEAD OF THE ENGLISH DEPARTMENT, STUYVESANT HIGH SCHOOL,
NEW YORK CITY

SECTION I. LITERATURE.

Sophistication. By William Rose Benét.

1. Define the following words: nauseous, jade, aromas, roues, comas, jerry-built, gibber, tawdry.
2. What sort of literature and what sort of people does the poem satirize?

The Outcasts of Poker Flat. By Francis Bret Harte.

1. What is a "local color" story? Why is Bret Harte called "inventor of the story of local color"?
2. In what ways is "The Outcasts of Poker Flat" realistic? In what ways is it romantic?
3. In what ways is the story like "A Tale of Two Cities"?
4. In what ways is the story founded on contrast?
5. Give a full explanation of the character of John Oakhurst.
6. Why were John Oakhurst and his companions exiled from Poker Flat?
7. In what way does the setting add to the effect of the story?
8. What differences are there between the characters of John Oakhurst and of Uncle Billy?
9. Why did the company sing a hymn? Why did John Oakhurst tell stories from Homer?
10. What goodness appears in the various persons who have been exiled from Poker Flat because of their bad lives?
11. Why did John Oakhurst kill himself? In what way is he like Dickens' Sidney Carton?
12. What gives the story its highly pathetic quality?
13. In what ways is the story unusual?
14. Write a short story in which you show fundamental goodness in a supposedly evil character.

All Sorts of Authors.

1. In what ways were Burns and Sir Walter Scott connected with war?
2. What has aided the development of literature in Iceland?
3. What are the Icelandic Eddas? What are the Icelandic Sagas?
4. What recent literature has Iceland produced?
5. Point out differences between the Iliad and the Odyssey.

SECTION II. COMPOSITION

John Dewey: Teacher of Teachers. By Edwin E. Slosson.

1. Write an exposition on "John Dewey as a Major Prophet of Today."
2. Write expositions based on the following expressions: "Experimental School"; "Industrial Training"; "Recapitulation Theory"; "The Gary System." Tell why you would like or dislike the adoption of any of these for your own school.

Freeing Russia. By G. J. Sosnosky.

1. Write a short summary of the causes of the Russian Revolution as explained in this article.

Editorial Articles.

1. Write a short oration in which you show the advantages of life in the United States rather than in Mexico under the new Mexican constitution.
2. Write a composition on "The Rising Tide of Democracy" mentioned in "The Doom of the Dynasties."

The Story of the Week.

1. Write an account of the Russian Revolution. Show in what ways it is like or unlike the French Revolution.
2. Write a comparison or contrast on "The Russian Revolution and the American Revolution."
3. Write a character sketch of any one of the important figures in the Russian Revolution.
4. Write a contrast on "The Government of Russia and the Government of the United States."
5. Write an exposition of the reasons that have led China to break relations with Germany.
6. Write, as if for your school paper, an editorial article on "The Sinking of American Ships."

Milukov, Professor of Progress. By Samuel T. Dutton.

1. Write a short character sketch of Professor Milukov.
2. Write a comparison or contrast on "George Washington and Milukov."
3. Write a paragraph in which you show in what ways Professor Milukov is or is not well fitted to act as leader of a people.

In General.

1. Cut out various suitable pictures from the advertisements in this issue and write a story based on the pictures.
2. Write a description based on any picture in this number.
3. Write a letter ordering any of the articles advertised in this number.
4. Write an exposition in which you show the appropriateness of the cover of this number of *The Independent*.

HISTORY, CIVICS AND ECONOMICS

BY ARTHUR M. WOLFSON, PH.D.

PRINCIPAL OF THE JULIA RICHMAN HIGH SCHOOL, NEW YORK CITY

I. The American Navy and American Trade—"Our Billion Dollar Navy," "Uncle Sam's Ships."

1. Write a brief summary of the history of the American navy in the following periods: (a) from 1776 to 1812, (b) from 1812 to 1865, (c) from 1865 to 1898, (d) from 1898 to the present.
2. In studying the history of the navy, what connection do you note between it and the development of a merchant marine?
3. What action has the United States taken during the past two years for the upbuilding of its merchant-marine? What has been the result?
4. From a study of Secretary Daniels' article, what is the probable future of the American navy as compared to that of the various European countries?

II. The Railroads and the Unions—"The Railroad Situation," "The Eight-Hour Day."

1. Review the history of railroad development in the United States, especially during the past thirty years. What agencies has the United States established for controlling the companies?
2. Review the history of labor unions during the same period. Study especially the great struggle between the unions and the railroads in 1893.
3. Look up in *The Independent* of last September the story of the controversy between the companies and the brotherhoods which resulted in the passage of the Adamson Law.
4. Why has the controversy broken out again just now? How has it been settled for the time?

III. The Russian Revolution—"Freeing Russia," "Milukov, Professor of Progress," "The Doom of Dynasties," "The Passing of Old Russia," "The Russian Revolution," "The Czar and the Duma."

1. Review the history of the attempts at reform in Russia during the nineteenth century.
2. Review the history of the attempted revolution of 1905. Why did that revolution fail? Why does the present revolution give some promise of better success?
3. Look up in *The Independent* of March 13, 1916, and December 4, 1916, the two most recent changes in the government of Russia.
4. Explain the relation of the Duma and the Zmestvos to the general government of Russia.
5. Why, when Czar Nicholas has been forced to abdicate, is his younger brother, Grand Duke Michael, called upon to assume the leadership of Russia?
6. Look up the career of the men like Stürmer, Milukov and others whose names are prominently mentioned in connection with this revolution.
7. Note in the editorials and in the news items how frequently the present revolution is spoken of as a sign of other revolutions to come into Germany and Austria. How do you account for the association? Why not a revolution in Great Britain also?
8. Note in the editorial "The Passing of Old Russia" the comparison between Nicholas II and Louis XVI. Compare the present revolution in Russia to the beginnings of the French Revolution.

IV. Changes in France—"French Ministry Resigns."

1. Make a study of the organization of the French Government as it existed before the beginning of the war. Write a brief historical sketch of the growth of this form of government in the last fifty years.
2. Look up in *The Independent* of March 27, 1916, and December 18, 1916, the two most recent changes in the French Cabinets. In each case what has been the real cause of the change?
3. Note in your daily newspapers that there is talk of another change in England. What is the reason for that?

V. National and International Trade—"Finance and Farms."

1. What, in your judgment, are the chief points in this article? Summarize each of these points.
2. " . . . conditions may render necessary a revision of our tariff schedules." Why?
3. "No state can prosper if its farmers devote their energies to the cultivation of a single crop," etc. Why not?
4. "We are not indebted to foreign countries." "The United States is now a world banker and has become a world power." Justify this statement.
5. Discuss the question: "Are they (the American people) lulled by the thought that this country is the spoiled child of "Good Fortune," or is their sense of security warranted by basic conditions?"

about 1000 members, many of whom are spread over our own country.

When, in the summer of 1795, the first rumors of the danger of a French invasion were beginning to spread thru England, mainly caused by the uncommonly large forces concentrated by Bonaparte, Burns joined the corps of Volunteers, formed at Dumfries. At a dinner given by the magistrate of that town, at the occasion of the King's birthday, our poet proposed the somewhat unfortunately worded toast: "May we never see the French, and may the French never see us!"

Taunted, therefore, with cowardice by some ill-humored critics, Burns went home and wrote the following "Invasion Song," which aroused a tremendous enthusiasm thruout Scotland. The poem appeared subsequently in the *Dumfries Journal*:

Does haughty Gaul invasion threat?

Then let the loons beware, sir;

There's wooden walls upon our seas,

And volunteers on shore, sir.

The Nith shall rin to Corsincon,

And Criffel sink in Solway,

Ere we permit a foreign foe

On British ground to rally.

The British lion was not less awake in Napoleonic days than he is now. Nothing was talked of or thought of in the British Isles but things military. Statesmen and preachers delivered stirring speeches. Hogg wrote his famous "Donald MacDonald." A Glasgow divine, Paterson by name, prepared the field for the then Minister of Munitions, by preaching on the text: "He that hath not a sword, let him sell his garment and buy one." Every small town and village had its drilling ground, and every country laird was turned, for the time being, into an amateur officer. Sir Walter Scott, who was quartermaster of the Edinburgh Light Dragoons (to whom he address his "War Song") and, at the same time, sheriff of Ettrick Forest, humorously wrote: "My field equipage is ready, and I want nothing but a pipe and a *Schnurrbaertchen* to convert me into a complete hussar." He soon had the opportunity to show his horsemanship. When the false alarm was sounded on that fateful night of January 31, 1804, Sir Walter rode from GtIsland to Dalkeith—a distance of 100 miles—in 24 hours.

The *Iliad* is a picture of the genius of Force set out before us to warn us of its evils and to instruct us as to how nature often compels us. In order to picture Force properly, the work begins by showing its great failing, namely unreasonable wrath, the whole world made to suffer; and then Force returned to its proper function in consequence of a noble but equally unreasonable grief. This is in fact a primordial lesson to humanity, when it exists principally under the government and influence of Force. But there is more in the allegory than this, because the figure of Achilles is not only that of force but also of what we call genius, and is indeed almost the embodiment of the original for Dionysus—before he took to wine.

On the other hand, the *Odyssey* is a great allegory of high and normal human intelligence, and in order to form the picture, Homer plunged Ulysses in difficulty after difficulty that by his wisdom, cunning and virtues he might be able finally to emerge. This again was a prime lesson to humanity, and the Greek tragedies gave us apologue after apologue with similar high meanings.

The 1916 Shakespeare tercentenary was the first Shakespeare Jubilee, properly speaking, 1664, 1764 and 1864; 1716 and 1816 are blank days in the Shakespeare Calendar. The nearest approach to a celebration was that of September 6, 1769, at the occasion of the inauguration of the new townhall at Stratford-on-Avon, his native town.



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ASSETS		LIABILITIES	
Real Estate	\$2,221,385.88	Capital Stock	\$1,000,000.00
Bonds and Mortgages	3,672,990.17	Surplus Fund and Undivided Profits	(Market Value) 4,133,703.55
Loans on Collaterals	3,126,760.00	Deposits in Trust	32,760,001.47
Bills Receivable	10,350,907.00	Life Insurance Fund	360,909.42
Cash in Company's Vaults	2,580,000.00	Annuity Fund	2,303,236.56
Cash on Deposit	1,197,318.62	Interest Due Depositors, Taxes, &c.	687,136.82
Accrued Int., Rents, Suspense Acct., &c.	580,203.26		
Bonds and Stocks (Market Value)	17,595,422.89		
	\$41,304,987.82		\$41,304,987.82

HENRY PARISH, Chairman of the Board

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1850

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WEEKLY OUTLINE STUDY OF CURRENT HISTORY

BY J. MADISON GATHANY, A.M.

HOPE STREET HIGH SCHOOL, PROVIDENCE, R. I.

Based on *The Outlook* of April 4, 1917

Each week an Outline Study of Current History based on the preceding number of *The Outlook* will be printed for the benefit of current events classes, debating clubs, teachers of history and of English, and the like, and for use in the home and by such individual readers as may desire suggestions in the serious study of current history.—THE EDITORS.

I—INTERNATIONAL AFFAIRS

A. Topic: Join the Allies.

Reference: Editorial, page 603; also pages 604-607, 608-610.

Questions:

1. Joining the Allies is the greatest question that has arisen for America to answer since the days of slavery. Very careful study and much thinking should be given to this topic. 2. Should the United States consider itself forever bound to follow the advice of Washington as to "entangling alliances"? In answering consider the age in which this advice was given, the fact that the Constitution which he helped devise has from time to time been amended, the status of the United States then, the growth of internationalism since, and the present dangers to the liberties for which Washington fought. 3. What could America do by "going it alone" against Germany? Consider possible results of "going it alone" after peace has been arranged. 4. Restate and tell your opinion of the points made by Mr. Root, President Hibben, Mr. Fairchild, and Mayor Mitchel at the patriotic New York mass-meeting. Give reasons for agreeing or disagreeing with each point. 5. Are there different ways of showing that Germany is "the dreadful foe of all democracies"? 6. Does American history show that Americans like "brave deeds" better than "brave words"? 7. Do you consider America responsible for the preservation of democracy "wherever it has appeared in the world"? 8. Reproduce what Mr. Colcord and Mr. Lee have to say as to America's duty in the present war. Tell why you consider their advice sound or unsound. 9. Do you know of any policy short of war that will re-establish American interests and National and international rights?

B. Topic: The Submarine War.

Reference: Page 598.

Questions:

1. Make out a tabulated account of the results of Germany's campaign against merchant ships. How do these results appeal to you? 2. What judgment do you think history will render toward a nation that deliberately sinks hospital ships? 3. Suppose Germany forces England to her knees; what effect do you think such a result might have upon Russia? Japan? America? England? Future world politics? The peace and prosperity of the world? 4. Do American interests and our international obligations demand that we build ships, more ships, and still more ships? Discuss with care.

II—NATIONAL AFFAIRS

A. Topic: Organized Labor and Supreme Court Decisions.

Reference: Editorial pages 603, 604; also 600, 602.

Questions:

1. Trace the history of trades-unionism in the United States. Compare this with

its history in England and in other countries. 2. Point out clearly the effect of labor unions upon the supply of labor and upon wages. Are these and other results of organized labor good or bad? 3. What are the dangerous tendencies of organized labor as pointed out by *The Outlook*? Your opinion of *The Outlook's* view. 4. What signal services may labor unions render in the future if wisely managed? 5. What were the three decisions on labor matters handed down by the Supreme Court? Why important? 6. Does or does it not seem to you that National influences are too favorable toward laborers?

B. Topic: Federal Employees' Commission.

Reference: Page 602.

Questions:

1. Find out all you can about the Federal Workmen's Compensation Law and the extent of employers' liability laws in our various States. What is your opinion of these and other labor laws? 2. What are to be the duties of this new Federal Compensation Commission? 3. Are there any sound reasons for advocating the pensioning of all Federal employees after a certain number of years of service? Reasons against.

III—MISCELLANEOUS AFFAIRS

Topic: Cartoons and Current Events Illustrated.

Reference: Pages 601 and 613-615.

Questions:

1. How do you like this department of *The Outlook*? 2. Study every one of the cartoons and illustrations. What topics have they to do with? What information do you gather from this study? 3. What is *your own interpretation* of each of the cartoons and each of the illustrations?

IV—PROPOSITIONS FOR DISCUSSION

(These propositions are suggested directly or indirectly by the subject-matter of *The Outlook*, but not discussed in it.)

1. Internationalism should supplant nationalism. 2. Without independent and powerful nations there could be no substantial progress. 3. No nation is safe until it acts righteously. 4. The ideals of the United States are the most respected national ideals in the world. 5. The State itself is subject to law.

V—VOCABULARY BUILDING

(Define accurately the following words and expressions, all of which are found in *The Outlook* for April 4, 1917.)

Congratulation, Great Britain, reprisals, common law, administrative machinery, the Administration, clergyman, compensation, administer, trades-unionism, *obiter dictum*, Supreme Court, Adamson Law, the Government, scintillating, palestric, aptitude, recalcitrant, Europe, efficient democracy, belated, delirious, "necessity knows no law," mollifier, apology, motive, recoup, bogey, crucible, avalanche, "entangling alliance," supinely, Prussianism.

People's Army

Military Training

training in the primary and elementary schools is the States of New Jersey, New York, Utah, g.

ors of cities of over 5,000 population in all parts of the country, and representing a inhabitants, are unqualified and enthusiastic advo- L MILITARY TRAINING. The list follows:

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the list of those en-
Twenty-five thou-
Universal Service

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Cadillac
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Port Huron
Ypsilanti

WISCONSIN

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ning, Kenosha
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Stevens Point
lt, Wausau

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Waconna
Red Wing

IOWA

Des Moines
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Cedar Falls
Davenport
rt Madison
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ARIZONA

W. H. Timerhoff, Prescott
W. W. Adamson, Douglas
C. D. Barclay, Globe

MISSOURI

Henry W. Kiel, St. Louis
George H. Edwards, Kansas City
E. Marshall, St. Joseph
Hugh W. Judor, Joplin
C. B. Gammon, Carthage
S. Hawkins, Chillicothe
J. G. Micis, Hannibal
Christian Ott, Independence
I. F. Harlan, Moberly
J. J. Gideon, Springfield
M. S. Sugder, Trenton

KANSAS

C. W. Green, Kansas City
Louis N. Eminan, Atchison
George Coverdale, Coffeyville
John J. Varner, Iola
A. M. Harrington, Newton
L. E. Curfman, Pittsburg
George H. Hunter, Wellington

OKLAHOMA

Edward Overholser, Oklahoma City
J. E. Wyand, Muskogee
O. C. Lasher, Ardmore
Millard F. Kirk, Battlesville
T. P. Stearns, Shawnee

ARKANSAS

Charles E. Taylor, Little Rock
Henry C. Reed, Fort Smith

TEXAS

Clinton G. Brown, San Antonio
Lewis Fisher, Galveston
Tom Lea, El Paso
A. P. Woredinehp, Austin
Henry D. Lindsley, Dallas
John Dollina, Waco
E. T. Tyra, Fort Worth
J. E. Brosley, Amarillo
H. C. McGown, Brownwood
J. B. Marmion, Houston Heights
William H. Kingley, Hillsboro
Edward H. McCuiston, Paris
R. H. Dunn, Fort Arthur
George A. Bird, San Angelo
J. K. Campbell, Temple
Benjamin Campbell, Houston

NEW MEXICO

J. H. Mullin, Roswell

SOUTH DAKOTA

A. N. Aldrich, Aberdeen
D. G. Mulberry, Huron

COLORADO

Charles L. McKesson, Colorado Springs
W. D. Armstrong, Cripple Creek
W. L. Armstrong, Boulder
John T. West, Pueblo

MONTANA

C. H. Lane, Butte
Edward O'Brien, Anaconda
H. T. Wilkinson, Missoula
L. W. Truitt, Bozeman

WYOMING

R. N. La Fontaine, Cheyenne
E. S. Lauzer, Rock Springs

IDAHO

S. H. Hays, Boise
L. J. Perkins, Lewiston
E. M. Sweeley, Twin Falls

UTAH

Abbot R. Heywood, Ogden
W. Mont Ferry, Salt Lake City

WASHINGTON

C. A. Fleming, Spokane
Milton Evans, Vancouver
A. M. Muir, Bellingham
Jesse T. Mills, Olympia

OREGON

H. R. Albee, Portland
C. L. Falmer, Baker
C. B. Lankin, Ashland
F. C. Harley, Astoria
W. A. Bell, Eugene

CALIFORNIA

F. T. Woodman, Los Angeles
Edwin M. Capps, San Diego
Samuel C. Irving, Berkeley
Alva E. Snow, Fresno
F. H. Bartlett, Alameda
George Hay, Bakersfield
G. H. Wixom, San Bernardino
Willis M. Slasson, Santa Barbara
S. L. Berkley, Santa Monica
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Educational Service of "The Literary Digest"

English Lesson Plan for Issue of May 5th, 1917

FOR TEACHERS' USE ONLY

COMPOSITION AND RHETORIC

1. Summarize press comment on the visit of the Allied Commissions (p. 1313). Compare Balfour's views on America with those of Edmund Burke.
2. Write a vivid account based on *Our First Shot* (p. 1316).
3. Debate *Fixt Prices for Food* (p. 1317). Review other socialistic tendencies due to the war.
4. Discuss Censorship (p. 1318). Point out its effects on literature (Defoe, Tolstoy, etc.).
5. Epitomize *Foreign Comment* (pp. 1321-1324). What is the classical allusion in the cartoon on p. 1324?
6. Write a humorous essay based on "*The Poor Man's Fruit*" (p. 1326). Show the relation of chemistry to cooking and marketing.
7. Suggest further uses for "movies" along the lines of the idea on p. 1329. Write a scenario to teach kindness to animals, carefulness in handling drugs, etc.
8. What human interest is there in the article on p. 1342? Study the *New York Tribune* excerpt as to form (paragraph and sentence structure, diction, emphasis, etc.) and substance. Prepare similar editorials on Balfour and Viviani. Compare the description of Joffre on p. 1344 with his picture on p. 1315. Describe other public personages from their photographs.
9. Note the dramatic effect of the conversation in *Raising Grandson for a Soldier* p. (1350). Write an imaginary interview connected with this war.
10. Why is the appreciation on p. 1352 interesting? (See also p. 1330.) Mention some famous literary tributes (Carlyle's Essay on Burns, etc.).
11. Write a short story based on the article on p. 1361. Why is this information timely?
12. Study the word-painting in *When the City Sleeps* (1369). What is faulty about the expressions *parties* (meaning *persons*) and *couple* (meaning *two*)? How is the article suggestive of O. Henry? Write on local night conditions.
13. Correct the English in *The Americanness* (p. 1373).
14. See notes on grammar, rhetoric, and literature under *The Lexicographer's Easy Chair* (p. 1390).

LITERATURE

1. Explain four figures of speech in *To the First Gun* (p. 1339). Why is the theme poetic?
2. What kind of stanza used in *We Have Been Slow to Wrath* (p. 1340)? What is the source of the title? Point out "striking phraseology" (*shag flanks, lolling tongue, easy years*, etc.).
3. What is the meaning of *In Richmond Park* (p. 1341)? How is it like Tennyson?

Educational Service of "The Literary Digest"

History Lesson Plan for Issue of May 5th, 1917

FOR TEACHERS' USE ONLY

CURRENT TOPICS IN AMERICAN AND EUROPEAN HISTORY

	PAGE		PAGE
A.—The Kaiser Defeating Himself	1313	B.—Our First Shot—Continued	
1. What visible symbols are mentioned of the new spirit of international brotherhood? How does this suggest the Kaiser's eligibility for the Nobel peace-prize?	1313	2. What is the latest record of the German U-Boats?	
2. Why in the minds of some does the French Commission now here take first rank in sentiment among Americans?		3. What is the effect in the United States? State some of the plans.	
3. How were the Stars and Stripes recently honored in Westminster?		C.—Fixt Prices for Food	1317
4. "This new Anglo-American solidarity is an irresistible weapon welded by German militarism for its own destruction." Explain	1313	1. Whence comes the demand that food prices be regulated? State the two reasons given	1317
5. State one good that may come out of the war as implied above.		2. What conditions may bring it about? How is it contrary to our custom?	1317
6. If the alliance between the nations opposed to Germany could be made permanent how significant might it be? What might be accomplished?	1314	3. State the authority Mr. Houston has asked for his department?	1317
7. What estimate is made by Mr. Balfour of the length of the work? How important does he regard the part we are to take? How does he regard the President's message?	1314	4. Note the reply of the <i>Louisville Post</i>	1317
8. What former words of Mr. Balfour are suggested as The Balfour Doctrine?	1314	D.—Woman Suffrage Marching On	1319
9. "I am indeed happy to present the greetings of the French Republic to the illustrious man whose name is in every French mouth to-day, whose incomparable message is at this very hour being read in our schools as the most perfect charter of human rights." Whose words are these?	1315	1. How has the war helped the suffrage movement in England?	
10. What does he call the virtues of our race?	1315	2. How many States have voted woman suffrage in this country?	1319
B.—Our First Shot	1316	3. State the recent victory in Rhode Island. What plan is suggested by the <i>Hartford Courant</i> ?	1320
1. On the anniversary of the Battle of Lexington our first shot in the present war was fired. Give an account of it	1316	E.—Value of Food-Tests	1325
		1. What doubt is expressed by Dr. Jordan about food-tests?	1325
		2. State the result of experience in the chemical examination of water as a guide to its sanitary quality. Read this article.	
		F.—"The Poor Man's Fruit"	1326
		1. What is said to be true of the food value of the banana?	1326
		2. With what foods is it compared?	
		3. What protection is given it, not true of many fruits?	
		4. State what is called the "worst criticism" with regard to the use of the banana.	
		Read { <i>Ten New Questions for the Church</i>	1336
		{ <i>Personal Glimpses of Joffre, Viviani, and Balfour.</i>	1342

Educational Service of "The Literary Digest"

English Lesson Plan for Issue of April 14th, 1917

FOR TEACHERS' USE ONLY

COMPOSITION AND RHETORIC

1. Comment on the following excerpts from *War for Democracy* (p. 1043): "If this, indeed, be not the voice of the nation, we are not fit to be a nation." (Syntax of *be, to be, nation?*) "Rarely has the soul of America been interpreted to America, rarely has it been translated into action with greater force, with finer statesmanship, with simpler nobility." (Explain two figures of speech). "The world must be made safe for democracy." (Syntax of *safe*). Explain the cartoons and suggest details for similar ones based on literature (e. g., the Kaiser as Macbeth goaded by ambition and fear). Start a diary of these stirring days for future record. See also pp. 1051-1053.
2. Can you suggest any additions to *What to Do to Beat Germany* from the view-point of the schools? (p. 1046).
3. For oral and written exposition in correlation with other studies: *The Metric "Myth"* (p. 1056); *How the Birds Sing* (p. 1060); *The Passing Era of the Pen* (p. 1062); *Boston's Melting Pot* (p. 1063).
4. Prepare a talk or an essay on American War-Songs in imitation of the article on p. 1094.
5. Summarize *Old Virginia Ways* (p. 1098) Write on some similar phase of life.
6. Invent a parody on some typical style similar to *The Literary Digest, Jr.* (p. 1104). See burlesques by Bret Harte, Thackeray, Swift.
7. Why is the introduction to the article on p. 1107 interesting? What rhetorical error in the opening line? Review similarly a newspaper or magazine article on a present condition.
8. Why is *Jack's Uniform* (p. 1111) appropriate? Note how the two essentials of exposition—clearness and interest—are fulfilled.
9. Select descriptive phrases from *At Sieur Henri's* (p. 1116).
10. Write an account of a real or imaginary trip in imitation of the article on p. 1124. What resemblance does this dog bear to Buck in "The Call of the Wild"?
11. What sonnet is parodied in the verses on p. 1132? Using some local theme, write a parody of one of the classic poems.

LITERATURE

1. Study the two Spring poems on p. 1071 as to meaning, imagery, etc.
2. Suggest other poetical subjects similar to that of *The Streets* (p. 1072).
3. Point out musical and descriptive passages in *The Silver Anvils* (p. 1074).
4. Which is the most interesting of the biography reviews on pp. 1075-1089? What, according to Carlyle, are the essentials of a good biography? What resemblance does Mr. Nadal's "Autobiographical Essays" bear to Pepys's Diary?

Educational Service of "The Literary Digest"

History Lesson Plan for Issue of April 14th, 1917

FOR TEACHERS' USE ONLY

CURRENT TOPICS IN AMERICAN AND EUROPEAN HISTORY

	PAGE		PAGE
A.—The War for Democracy	1043	C.—France in South America—Continued	
1. How would you state the causes of war with Germany?		5. "Europe has to look out that the fetters of a tariff reciprocity with the Yankee Republic may not one day provoke a new world-war." Explain the meaning of this passage	1052
2. Why is it called a war for democracy?			
3. What recent event has "added assurance to our hope for the future peace of the world"?		D.—The Voice of Democracy in Germany	1053
4. "We are glad to fight for the ultimate peace of the world and for the liberation of its peoples, the German peoples included, for the rights of nations great and small. The world must be made safe for democracy." Explain these statements. How do they affect the character of the war?	1044	1. Show how the Prussian electoral system is not democratic.	
5. Read <i>Europe's War Welcome</i>	1048	2. Is the same true of the Chancellor?	
And <i>German-American Thoughts on America at War</i>	1051	3. What has the Chancellor promised?	
B.—How to Beat Germany	1046	4. How can the Reichstag be made more democratic?	
1. What forms is it suggested our help shall take?	1046	5. What recent movement has favored this demand?	
2. State the "three mandatory policies" suggested	1046	6. "It does not require many words to explain why almost the whole world is arrayed against us. It sees among our enemies forms of democracy and in us it sees only Prussias." Whose words are these? Explain.	1053
3. Who has offered to go with an army to France? Why would that be gratifying to any American?	1047	E.—Team-Work in Germ-Land	1059
C.—France in South America	1052	1. "A common cold is the product of team-work on the part of several different kinds of bacteria." What is the result of this?	1059
1. Why is South American trade considered so important? What products are obtained there? What does South America want from other nations?	1052	2. Show the attitude of the writer toward colds.	
2. What nations have curtailed this trade?		3. What efforts have been made by the Board of Health?	1059
3. State the new cry of France. How is it rallied?		4. How can the infection be further limited according to Dr. Voorhees?	1059
4. Why does the United States regard South America as an attractive field for her? Show how her opportunity at present is unusual. How will the Panama Canal help us?		Read { <i>Boston's Melting-Pot</i>	1063
		{ <i>The Churches and War</i>	1064

4 a

SUGGESTIONS FOR THE USE IN THE ENGLISH CLASS
OF THE REVIEW OF REVIEWS OCTOBER 1916

By Helen Louise Cohen, Ph. D.
Chairman of the English Department
Washington Irving High School, N. Y. City

GENERAL POLICY

1 This year the service for teachers of English will point out various ways in which the magazine may supplement the regular work. The best teaching of English nowade has two aspects. It is agreed that the accumulation of ideas by the student is a necessary preliminary to the best talking and writing. Because the Review of Reviews contains a wealth of stimulating material concerned with science, industry, politics and other vital subjects, it becomes invaluable in teaching composition.

2 It is held also that unless the study of literature results in an appreciation of aesthetic values, it profits nothing. But a well educated person gets a special kind of pleasure out of reading, quite aside from the intrinsic aesthetic value of poetry or prose. This special kind of pleasure arises from the reader's recognition of what that authority on education, Dr. Abraham Flexner, calls "contacts" and cross-connections". To illustrate: on page 446 of the present issue is a notice of the Memoirs of the great French e. g. tragedian Mounet-Sully. One way of taking up this particular article is to have the class find out all they can about Corneilles Polyeucte (1643) here mentioned. They will discover from their French Literature that the play tells the story with high seriousness of the early Christian Martyrs.

3 That will suggest to someone that the same setting was used by Shaw in his satirical play "Androcles and the Lion" recently produced in England and in America by Granville Barker. Or if the life of Mounet-Sully is looked up in a biographical dictionary it will be found that in the old Roman Theatre at Orange in the south of France he acted the chief roles in revivals of the antique drama. This fact may lead to an interesting comparison between the stage of the Romans and that of modern times.

4 The reference to the Comedie Francaise in the same article has endless possibilities in the same way. This service will endeavor, therefore, from month to month to call attention to those ideas in the current number of The Review of Reviews which may be found suggestive in the teaching of English.

COMPOSITION

(1) On pages 360 and 361 will be found paragraphs from a speech by President Wilson that the student may analyze, pointing out the topic sentence, the method of development, and the kinds of transition.

(2) Read the analysis of the characters of the two presidential candidates on pp. 353 - 358 and then write a paragraph built up by means of contrast on Wilson and Hughes. Or read the column on Seth Low on p. 366 and write a paragraph built up by means of specific examples on Seth Low's citizenship. Or write a paragraph built up by means of cause and effect, based on any of the following: New York and Illinois Primaries, p. 369; The Penitentiary-Sanitarium at Witzwil, p. 441; Limitations of the Movies, p. 447.

(3) Starting points for expositions or arguments on the subjects of the Railroad Eight Hour Law, The Minimum Wage by Law, and Child Labor are found on pp. 361-366, 389; 427 - 428; 423; 426 and p. 367.

(4) The Cartoons on pp. 383 - 388 furnish suitable material for short oral explanations. Note on p. 385 the possibility of appealing to a system of associations in connection with the Judgment of Paris.

(5) Subjects for description are furnished by the pictures on pp. 408-412.

(6) The use of a diagram on connection with exposition is illustrated in article on pp. 433 - 434 on Coke Oven Armonia for Munitions.

(7) Italian Objections to Alcohol on p. 450 suggests as an exercise the composition of a series of carefully worded placards or posters to be used in a temperance campaign.

4 b

Suggestions for the use in English Class October #2
by Helen Louise Cohen, Ph. D.

- (8) The population of Argentina, e. c. 451, suggests a setting for a short story.
- (9) Suggestion for experiments in versification may be found in (a) the paragraph on The Sad Estate of Greece, p. 376, viz Account on Greece Then and Now; and (b) in the picture on p. 480 of the Lincoln Memorial at Hodgenville Ky. which was recently turned over to the Nation.

LITERATURE

- (1) Sanctuary by Percy Mackaye can be discussed in connection with A Bird Treaty with Canada, p. 374
- (2) Germany in Retreat - Rumania, pp. 399 - 407 might be the means of recalling to the recent interesting literature on the Balkans, e.g. Mabel Dearmer, Letters from a Field Hospital; Alfred Noyes: Rada; Arthur Ruhl, From Antwerp to Gallipoli.
- (3) Another Emancipation Proclamation, pp. 423 - 426, may be made the occasion of calling the attention of the student to Constance d'Arcy Mackay's Children of Sunshine and Shadow, a child labor masque written to be acted for propaganda purposes.
- (4) Brazilian Hostility to the Monroe Doctrine, p. 452 is interesting in connection with Washington's Farewell Address which is read in many schools.
- (5) The review of the Letters and Reminiscences of Wallace on p. 457 may lead to a brief reference to The Famous On the Tendencies of Varieties to Depart Indefinitely from the Original Type by Wallace, published in 1858 and The Origin of Species by Darwin published in 1859.
- (6) The career of Sir Henry Lucy, author of Sixty Years in the Wilderness p. 457, who was the "Toby M. P." of Punch touches at many points the lives of a number of famous Englishmen such as Gladstone, Dickens, Du Maurier, Swinburne and Watts - Dunton.
- (7) It is worth while occasionally to compare two different reviews of the same book. For instance take the criticism of Whale Hunting with Gun and Cannon by R. C. Andrews, p. 459 and the notice of the same book in the Evening Post for September 30, 1916 on p. 3 of the magazine.

Scholarship Department
Review of Reviews

4 e

ENGLISH TEACHERS' SERVICE
REVIEW OF REVIEWS - OCTOBER 1916

by
An Instructor of English in
Boys' High School, Brooklyn, N.Y.

I. The Progress of the World (355)

- A. The following topics are intended primarily for Oral English, but they may be correlated with Rhetoric (paragraph and sentence structure, exposition, argumentation, etc.) and Composition (essays, briefs, appreciations, etc.):
1. Party Lines in the Presidential Campaign (356)
 2. Mr. Wilson's Speech of Acceptance (360)
 3. Labor Legislation (361-4)
 4. Seth Low, Peace Advocate (366)
 5. The "Suffrage" Outlook (367)
 6. The Mexican Question (367)
 7. The Balkan Situation (375-6)
- B. Explain the current significance of:

The American-Mexican Joint Commission, "Too cowed to fight" (364), the Child Labor Law, Reprisals, King Ferdinand, Bratiano.

II. A World of Strife (383)

Select the best of these cartoons and explain its message clearly. Invent material based on literature for cartoons on current topics not treated in this collection. Which ones are strongly biased?

III. The Railroad Eight-Hour Law (389)

Why is this article authoritative? What conclusions does the writer reach? Distinguish between mediation and arbitration. What is the bearing of the article which follows (394) on this question?

IV. Germany in Retreat (399)

Divide the class into eight sections each of which is to make a careful study of a single division of this article both as to the thought and the expression. Develop paragraphs on the following:

"Rumania was a weather-vane." (Give reasons.)

"Germany lost at Bucharest one of the decisive battles of the war." (Cite results.)

"The desire of men of a race to be united is one of the most deep-seated of human emotions." (Develop by instances.)

"The effect of the Rumanian decision in Athens was startling." (Use comparison and contrast.)

"The Germans must at no distant date shorten their lines in the West." (Give reasons.)

"Almost two years lay between Gettysburg and Appomattox, and it seems unlikely that a shorter distance will separate Verdun from the final German surrender." (Develop by repetition.)

V. Rumania's Transylvanian Neighbors (410)

Why is this article of current moment? What is your estimate of Transylvania's bearing upon the war? Describe one of the pictures.

4 d

VI. The Army and the Motor Truck (413)

Develop three-minute talks on the following excerpts:

"Motor trucks saved Verdun as they did Paris."

"Motor transport has entirely revolutionized military operations."

"Not so dramatic as in European warfare, but far more dogmatic in results has been the motor truck's test as an engine of war in the Mexican campaign."

VII. Another Emancipation Proclamation (423)

Why a good title? Summarize the article. What bearing has Elizabeth Barrett Browning's "The Cry of the Children" on this topic? Cite other instances where literature has helped to work out economic problems.

VIII. The Minimum Wage by Law (427)

An excellent subject for debate because of the wealth of material available, the human touch of the discussion, and the evenness of the sides. Class discussion on the findings of the commission(428) ought to be replete with interest.

IX. Leading Articles of the Month(435)

Summarize an interesting magazine article, imitating these reviews and quoting vital parts. Which article is most interesting?

X. General

1. Make a study of titles in the current issue and develop some suggestions on title-making.
2. Making a list of new words and be prepared to define and illustrate them.
3. Criticise the present number, stating definitely the points in which it is interesting and the things you think are lacking.
4. Enumerate ways in which the Review looks ahead.
5. Explain the connotation of the following:
Witzwil (441), the English Channel Tunnel(443), Sazonoff (443), Shadow Lawn (360), Gov. Milliken (359), Congressman Adamson (363), Orsova, the Iron Gate (401), etc.

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ENGLISH TEACHER'S SERVICE

Review of Reviews - November 1916

by

An Instructor of English
Boys' High School, Bklyn. N.Y.

I. "Progress of the World" (See also cartoons, pp. 494-499)

A. The following topics are cursory suggestions as to the class-room correlation of the REVIEW with definite, practical English. Orally, there may be formal or informal debates; two-minute explanatory or argumentative talks (with emphasis on earnestness, articulation, sentence structure, etc.); discussions of style (sentence and paragraph structure, essentials of the editorial, the essay, the review, etc.); or preparation for written work.

1. Campaign Issues (467); 2. Problems for the Voter (469) 3. American Neutrality (471) 4. The Eight Hour Law (474) 5. The Democratic Cabinet (478) 6. Democratic Legislation (479 See also pp. 545-549) 7. Hyphenates (480) 8. Railway Investigation and Control (482) 9. The Lesson of the U-53 (484) 10. The New Japanese Premier (485) 11. The Mexican Situation (485 and 546) 12. The Plight of Greece (486) 13. European Neutrals (487).

B. Explain the current significance of:

1. "Breaking party fences" (467 See also "That Man Wilson!", 493) 2. The Party Tradition (469- Suggest civic reforms.) 3. Parties, but No Policies (469- Criticise this thought.) 4. The Scuttle Bill (471) 5. "Accountability" (472) 6. "Keeping us out of war" (473) 7. "If Wilson is defeated, he will have defeated himself." (476) 8. "This has been one of the very best Administrations in the entire history of the country." (477) 9. "Our military system is wrong in every fundamental respect." (480) 10. "Rival Lead Pencils" (482) 11. "What would you have done?" (481-see also 547) 12. "We have no fears for the Americanism of the groups of people sneered at as hyphenates." (480) 13. Public Ownership Inquiry (482- Have 11 pupils constitute themselves as the joint Congressional committee under the chairmanship of Senator Newlands; debate government ownership of public utilities; draw up a report to be read to the class- i.e., Congress; discuss and vote.)

II. Foreign Topics

A. "Venizelos: the Foremost Greek" (502)

1. Summarize this article in the form of a topical outline, stating the sequence followed by the writer. 2. Write a similar appreciation of some public character, emphasizing personality- his effect on society and society's effect on him.

B. "Germany Strikes Rumania" (505)

1. How is theme unity secured? 2. Study sentence structure as to variety, forcefulness, unity. (note lack of unity in last sentence of the article.) 3. Write an editorial from a recent viewpoint in imitation of Mr. Simonds' style. 4. Develop the following thoughts:

a. "There never was a more dramatic change in a single month nor a more complete revenge than that of the Germans." (508)

b. "There is no limit to the capacity of the British to blunder in the Near East." (508)

c. "The Somme operation is essentially a pounding operation." (514)

C. "Arabs versus Turks" (527)

1. Discuss the Arabian nationalistic movement. 2. How do the articles on pp. 533 and 535 supplement this? 3. What is a rhapsody? 4. Study the imagery of the Tribute and try to imitate it.

III. Home Topics

A. "Our New Navy" (517)

1. Explain the following: a merchant marine, the Navy League, the Naval Bill, a first class battleship, a battle cruiser, scout cruiser, destroyer, fleet and coast submarine, auxiliary vessels. 2. Discuss: Two needs of a Large Navy; Naval Lessons of the War; The Oil Problem; Floating Plattsburgs. 3. Write a Letter to the Navy League advocating some reform. 4. Study the brevity of this article and the use of comparisons with the familiar.

B. "Agriculture after the War" (536)

1. What conclusions does the writer reach? 2. How does this article show the importance of the current events habit- interpreting the present and looking ahead? See Hamlin Garland's "Main Traveled Roads" (especially "The Return of a Private") for a viewpoint on this subject.

C. "Progress of the Alaskan Railway" (543- see also 538)

1. Write letters home as from an engineer engaged in the construction of this railway. Emphasize description. 2. Suggest economic changes that will be brought about by these railways (see previous article for model.)

IV. Current Literature

A. "Leading Articles of the Month"

Prepare reports on articles on pp. 551, 552, 555 (use as model of friendly letter of advice), 559

B. "New Books"

1. Read the review on Defoe (565) Why is he called the "father of journalism"? 2. How does "Ireland in Letters and Drama" relate to the Celtic Renaissance? Look up the following references under "Poetry of the Day": Sir Thomas Wyatt, Yeats, Caedmon, Noyes, Masfield, Tagore. 3. Comment on "Alabaster" as a definition of poetry- as a poem.

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suggests the possibility of a narrative composition on The Autobiography of a Super-dreadnaught, or of a Dialogue between a Submarine and a Destroyer.

(5) There is a possible theme for verse in Moonscapes, page 560.

(6) An English student who is also studying Greek might, prompted by the view of Athens on page 466, care to make his own translation from the famous apostrophe to Athens in the Medea of Euripides. Or he might care to look up that well known passage in Gilbert Murray's translation.

(7) The books on Salesmanship enumerated on page 572 can be used as a reference books for classes in business English.

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PART I.

Suggestions for the Use in the English Class
of THE REVIEW OF REVIEWS for November
1916

By Helen Louise Cohen, Ph. D.
Chairman of the Department of English
Washington Irving High School, New York.

Composition.

(1) This month, the department of the magazine known as The Progress of the World, pp. 467-480, presents material out of which it is possible to shape an argument for the election of Charles E. Hughes. The proposition is something like the following: "The record of the administration does not entitle President Wilson to a second term." It is suggested that the student may find these main points for the Brief Proper:

1. The success of Mr. Wilson's domestic policy may be questioned, because a) The projects of banking and currency reform did not originate with the democratic party. b) Mr. Wilson's desire for the "labor vote" prompted his stand in regard to national child labor legislation, and the eight hour law. c) The democrats have tried to be all things to all men. d) The democratic party has tried to make us evade our responsibilities towards the Philippines. e) The Mexican policy has been haphazard, ineffective, and wasteful. f) There has been insufficient provision for military defense. g) There has been some surrender of civil service principles. h) The President has that "dangerous faculty of mind sometimes found in men of brilliant parts and academic habits, which too readily sees the different sides of a given proposition, and too readily veers from one practical attitude to another."

2. The democratic party is composed of four distinct and incoherent elements.

3. The President's foreign policy has been a failure, because a) The United States of America has not been so strictly neutral as Holland and Sweden. b) German infringement of neutral rights should have been protested before the sinking of the Lusitania. c) Mr. Wilson should have taken a firm stand with Great Britain when she first began to seize our mails. d) Mr. Wilson has kept the country in a panic lest there should be war.

A brief, undertaking the positive side of the same question, is also suggested by the material on pp. 467-480. It would be in any case necessary for the student to consult other records, not partisan campaign literature, however, throwing light on the achievements of the two candidates. See in addition pages 546, 547, 549.

(2) On pages 483-484 there are six paragraphs dealing with the effect of the European War on American finance. This topic lends itself to exposition. For example an exercise including questions like "What is meant by 'trade balance'?" "How are foreign loans secured?" "What is the relation between the influx of gold into this country and the high cost of living?", would be valuable.

(3) Venizelos: The Foremost Greek, pages 502-504, may be analyzed to show its component expositive and narrative elements.

(4) The pictures of the various types of naval vessels on pages 517-526

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HISTORY TEACHERS SERVICE
REVIEW OF REVIEWS - OCTOBER, 1916.

By

T.C. Trask, Head of the History Dept.,
Commercial High School, Bklyn, N.Y.

DR. ALBERT SHAW'S EDITORIALS. PAGE 355-7.

1. Why is the office of President becoming increasingly important, and to what can it be compared?
2. How has Pres. Wilson dominated the last four years?
3. What is the attitude of the average citizen toward the government at the present time?

REVIEW AND PARALLEL TOPICS

1. What is the Elastic Clause of the Constitution? 2. Define strict and loose constructionists. 3. Compare the periods of 1783-89 and 1914-17.
4. Make a parallel between conditions during Jefferson's 2nd term and Wilson's first term. 5. What are the evils of party politics? 6. Show the disastrous effects of frequent elections on business conditions.
7. Define: a) by-elections. b) big interests. c) centralization. d) Laissez-faire system. e) state rights. f) vested rights.

THE RAILROAD EIGHT HOUR LAW.

By W. Z. Ripley. Page 389.

1. How have the Brotherhoods gradually increased their power?
2. Why is the question of speed involved?
3. What are the results of using slow, heavy trains?
4. Why must Congress act?

REVIEW AND PARALLEL TOPICS.

1. Define: a) holding company. b) pools. c) rebates. d) preferentials. e) right-of-way. f) eminent domain. g) pro-rata. h) confiscatory legislation. 2. Why did the first railroads replace the use of Canals? 3. How did the Government and States help the early roads? 4. Tell how the building of the Erie Canal and Railroads opened up Middle West. 5. Why are the States powerless against inter-state railroads? 6. Trace the establishments and development of the Interstate Commerce Commission. 7. Compare the German railroads with those in this country. 8. Explain the terms: a) sidings. b) standard runs. c) rigid seniority. d) carriers. e) punitive overtime. f) improved operating technique. g) enlarged terminals. h) freight embargo. i) demurrage.

THE NEW TAXES.

By C. F. Speare. Page 395.

1. What changes have we made in our methods of Taxation?
2. Why is taxing incomes and inheritances more equitable?
3. Why should some governmental expenses be paid for by bonds and others

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History Service -Mr. Trask #2

by direct taxation?

REVIEW AND PARALLEL TOPICS.

1. Connect taxation and the Magna Carta.
2. How did taxation during the Hundred Years War develop the power of Parliament?
3. Show the relation of Ship Money and the Petition of Right.
4. In what way did Parliament get additional control over taxation in the time of William and Mary?
5. Prove that taxation was one of the causes of the American Revolution.
6. Why did the South in 1828 object to the Tariff of Abominations?
7. What were the chief forms of taxation in the Civil War?

GERMANY IN RETREAT.

By F. H. Simonds, Page 399.

1. Why has Rumania joined the Entente Allies?
2. What has Greece lost by not joining the Allies in 1915?
3. Compare Falkenhayn and Hindenberg.

PARALLEL AND REVIEW TOPICS.

1. Compare Leipsiz, 1813 and Gettysburg with the Siege of Verdun.
2. Why do the Rumanians and Transylvania speak a Romanic tongue?
3. How did Trojan extend the Roman Empire?
4. Compare the Holy Roman with the present German Empire.
5. Describe the career of Kossuth. Compare him with Tisza.
6. Compare Grant's hammering campaign with the present assault on Germany's Western line.

ANOTHER EMANCIPATION PROCLAMATION.

By A. I. McKelway. Page 423.

1. What are the main features of the Owen Keating Bill?
2. Who opposed the passage of the bill and why?

REVIEW AND PARALLEL TOPICS.

1. What are the evils of child labor as shown by the Industrial Revolution in England?
2. When and why was the First Emancipation Act passed?
3. Prove that Child Labor is an evil from a national standpoint.
4. Name four factors upon which efficiency of Labor depends.

Scholarship Department.

Review of Reviews.

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Note: The letters A, B, and C, correspond with the divisions of the Appendix; the numerals with the pages of the manuscript.