

WHAT IS THE GENERAL FEDERATION?

General Federation Magazine

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Number Nine

MUSIC NUMBER

Every State should have its Municipal Opera Company.

Every Community a Choral Society.

Every large City an Oratorio Society.

Every Club a Music Study Class.

—*Ida Gray Scott*

37 East Twenty-eighth Street, New York, N. Y.

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Women investors are frequent visitors at 514 Fifth Avenue

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General Federation Magazine

Owned by the General Federation of Women's Clubs

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As the Official Organ of the General Federation of Women's Clubs,
the General Federation Magazine tries to maintain
intimate contact between the Federation
and its two million members

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Editor

How to Use the Magazine

FOR the past three months the Magazine has been devoted to programs, program making, references and bibliographies. Eight pages were added in order to present the resources of the different Departments before the clubs began to meet and plan their fall and winter activities. Because of the richness of the material not half of this has been done and the assistance and inspiration several of the Departments are prepared to give the clubs must appear in later numbers.

Not long ago an editor of one of the women's magazines reported that they receive some ten thousand requests yearly for club programs and assistance. We are friends with that editor. We like her. She likes us. And it is neither professional jealousy nor pride that induces the objection we have to the club women seeking help wherever they can find it. Our protest is for these reasons. There is no active club woman connected with that magazine. There is no club editor connected with any one of the large popular women's journals who is an active, working member of THE GENERAL FEDERATION, thoroughly informed and in touch with the activities of its Departments of Work and several committees, knowing its policies and conversant with its general purpose and plan of work. No matter how efficient the individual assistance may be, the fact remains that it does not build the work nor aid the progress of the organization to which these clubs belong. The motto of the Federation, "Unity in Diversity" does not indicate that power comes from 49,000 plans of action, nor from two million minds working in as many directions.

The General Federation of Women's Clubs is an organization. It is not a mere aggregation of clubs each carrying out a bit of special work unrelated to the whole. Where weakness exists it is because the members do not realize they are parts of an association that has covenanted to do certain things. That is what federation means.

There are three things necessary to any project. One

is a vision or a conception of an object; the second a plan whereby one may attain or reach it, and the third a leader. Lacking any one of these factors projects fail. The Chairmen of the eleven Departments of Work, or of committees designated to a special task in the Federation, are the leaders of its activities. If the clubs and club women who make up the Federation's body formulate their plans and programs without reference to the projects mapped out by the Chairmen, the work of the organization cannot be done. It is unsuccessful as a federation.

Attendance upon State conventions discloses many interesting things. In some there will be shown a clear realization that the State is a part of an association which functions and achieves only through its component parts. In others no recognition of the parent stem is apparent. Where the responsibility for this lies it is difficult to say. But we venture to assert that the failure to avail themselves of the assistance and guidance of the Departments comes to a degree from ignorance as to what they have to offer and how to co-ordinate the individual plan.

It is mortifying to learn that the members of an organization that owns and publishes a magazine turn to other sources for the aid they should receive through its channels, not necessarily through its pages. Those 10,000 letters should have gone to the Chairmen of the Federation Departments or to Headquarters.

The magazine is the news agent of the Federation: a press agent is a different thing. It is its business to carry the news of what is going on in the organization, and its working plans, to the thousands of clubs and club women who can be reached in no other way as definitely or as well. If Departments and clubs will use it in the right way the system of the Federation will soon show how co-ordinate is its parts and how effectively they function. There will be union both in action and thought. Just so long as each Department of Work

goes on its own way rejoicing, merely building up an idea or promoting one line of endeavor without seeking to build the whole, there will be ironic question as to what the Federation is doing. When they work together through their common mediums the influence of the Federation will be like the faith that moves mountains.

The Magazine is for use, not for reading merely. If it were intended for the latter it would have to change its character and reading matter. Its functions are two: one to give information, the other to save time and money for the Federation and the clubs. State and club presidents, and State chairmen have said again and again that if the messages and requests from the different Department Chairmen could reach them at one time they could present them to their clubs and get action. But when eleven different messages and various requests come at as many different times each necessitating or calling for a special letter to the clubs, the State finances will not admit of the wide dissemination.

If every club in the country; if every club as well as State chairman, if every woman the chairman desires to reach, has and reads the General Federation Magazine time and money and effort may be saved, and the work promoted effectively. It is actually to the advantage of a

State president to see that every club in her state subscribes and to ask that all general messages be transcribed through the Magazine's pages. That is the kind of thing that makes a live, active, growing, functioning organization.

One of the arguments for advertising in the pages of this journal is that we may thus help build the Department work, for it often happens that the readers do not know where to find some of the books, or music, or material, or kind of clothes, or utensils, or household aids or furnishing that is mentioned in its editorial pages. Advertising aids both the women and the producers. We investigate and guarantee the advertisements.

To get the most from the magazine, clubs and the women who compose them should use it as a text book; that is a guide, first as to programs, second as to references, third as to material, and fourth as to where to find all these things. If the kind of program your club desires is not in the Magazine write and ask for it. If you have had a particularly good program at some time, or your club discovered an especially good way of using one, send it to the Magazine for publication that other clubs may reap the benefit. Use the Magazine as a Reciprocity Bureau, a Club Exchange.

Joining the General Federation

I NSTRUCTION for joining the Federation has been requested in the pages of its official organ. We first quote from the By-Laws of the organization:

APPLICATION AND ELIGIBILITY

Section 2. Organizations desiring to join or become affiliated with the General Federation of Women's Clubs shall proceed as follows: Organizations in a State or Territory shall make application through the General Federation State or Territorial Secretary, to the Chairman of the Membership Committee. Such application shall show the organization to have been in existence at least one year at the time of the next Biennial Convention. Foreign clubs applying for membership shall make such application through the foreign correspondent of the General Federation. All other organizations shall make applications directly to the chairman of the Membership Committee and date of organization shall have no bearing on eligibility. All applications must show that the organization requires no sectarian or political test for membership; that it is not a secret society; that no one of its members is affiliated with any organization which tolerates either by practice or teaching violation of National or State laws, and that it agrees to the Constitution and By-Laws of the General Federation of Women's Clubs.

Section 3. The organization applying for membership must send with its application its Constitution and By-Laws and the dues for the current fiscal year, and must also state whether the organization has at any time been a member of the General Federation.

DUES

Section 1. The annual dues of clubs of fewer than twenty-five members shall be two dollars and fifty cents (\$2.50). Dues of clubs numbering twenty-five members or more shall be at the rate of ten cents per capita.

The annual dues for State, County and City Federations of Women's Clubs with a membership of twenty clubs or fewer shall be five dollars; with a membership of more than twenty clubs at the rate of twenty-five cents a club.

In order to make the process quite plain we will take it step by step. The first one is to obtain the formal application blanks. The business of joining the Federation is carried on through the General Federation State Secretary. If her name and address are unknown to the Club desiring to join, the State President must of course supply them.

There are certain things to note in filling out the blanks. First that your organization or club must have been in existence at least one year at the time of the next Biennial Convention. These conventions occur on the even years, the last being in 1918, the next in 1920. They come in the late spring, usually in May or June. Your club must have been formed in May, 1919, in order to be accepted into the membership of the General Federation in May, 1920. Hence the date the club was organized must be upon the application blank.

The direction requiring the applying club to send a copy of its Constitution and By-Laws with its application is important since each member of the Membership Committee must study the article concerning the object for which said club was organized and the restrictions concerning its own membership in order that she may decide whether or not "the organization requires no sectarian or political test for membership."

When the club has sent its application, with copy of its Constitution and By-Laws and dues for the current fiscal year, the General Federation State Secretary forwards these to the Chairman of the Membership Committee with a letter stating why she approves or disapproves of the club. The Chairman of Membership then adds the voting card and forwards all data to each member of the Committee in turn. Each records her vote returning all data to the Chairman.

It will readily be seen that all of this takes time since the members of the Membership Committee are chosen from different parts of the country. For this reason the provision is made that all applications must be in the hands of the Membership Chairman at least 30 days preceding the first day of the Biennial Convention.

Miss Cummings, Chairman of Membership, feels that thirty days do not give sufficient time and that sixty should be allowed for the circulation of the application blanks among the members of the Committee. Her recent report made to the Council at Asheville says:

"I emphasize this fact, so that no disappointment will follow at the next Biennial. When a club refers to Article 8, last paragraph of Section 5, 'the Committee shall admit no organization whose application has not been presented to the Chairman of the Membership Committee at least thirty days preceding the Biennial Convention,' the Committee will do its best, but clubs may be disappointed unless the State Secretary makes it plain that thirty days is not sufficient time."

"Several religious organizations have applied for membership, but according to the Constitution, all applications must show that the organization requires no sectarian or political test for membership, and is not a secret society. An urgent plea was made that a religious organization should be admitted on the ground that such good work had been accomplished by the women. The Membership Committee is not privileged to use its discretion regarding the admission or non-admission of such clubs."

"At the Arkansas Convention, an attempt was made to do away with the secret, sectarian and political clauses, and it was voted down by the Convention. The admission or non-admission of clubs, if left to a Committee unsupported by the Constitution, would be a dangerous precedent; moreover, no Committee has the right to force on the General Federation an action that organization has voted against."

"The ruling of the General Federation is extremely just. It prohibits no group of women from joining the Federation when they are in harmony with its work, but it does clearly object to political or religious organizations from entering as such, though the women belonging to religious or political parties are always welcome."

Helps for Federation Secretaries

Margaret Lovell Gibson

THE office of general federation state secretaries was for years the only official link between the state federations and the General Federation. Since the creation at the New York Biennial of a board of directors

which includes a representative from each State in the Union, the idea has gone forth that the federation secretary is of little use; in fact, that the office would probably soon be abolished.

For the action of the future on this subject we cannot speak, but for the present the General Federation State secretary is a very important person and still has very definite work to perform for her State. While a director is the representative of a State federation in the General Federation, a State secretary is the representative of the individual clubs. Her duties as secretary are limited to the admission of new clubs; but by request she is expected to do what she can toward securing subscriptions to the Federation Magazine.

At the recent Council meeting held in Asheville, N.C., a very valuable conference was held between the membership committee of the General Federation and the general federation state secretaries. The meeting was presided over by Miss Georgie A. Bacon of Massachusetts, with Miss Helen Norris Cummings of Virginia, Chairman of the Membership Committee, in charge of the discussion.

Miss Cummings explained clearly the use of the membership blanks which are sent to the secretaries and from them to the clubs. There are two of these blanks, each of which should be signed as directed on the blank itself by the club making application and both should bear the signature of the General Federation State secretary.

The reason for two blanks is evident: Blank No. 1 is to be retained by the membership chairman, while Blank No. 2 proceeds on its journey for the signature of the other members of the committee. A card of acknowledgment is sent to the State secretary which is retained by her until the club is admitted. The card is then sent to the General Federation corresponding secretary, Mrs. Mary I. Wood, Portsmouth, New Hampshire, for permanent record.

Each application should be accompanied by a check from the club equivalent to ten cents per capita, except that no amount less than \$2.50 will be received from any club. This check for membership fee should be made payable to the chairman of membership and not to the treasurer of the General Federation. This means that all membership fees accompanying blanks for admission—not the club dues, remember—are to be made payable to Miss Helen Norris Cummings.

The month of January is the regular time for payment of club dues to the General Federation treasurer. Because of this fact many clubs think they must wait until that date for admission. Sometimes, too, a club has a greatly reduced treasury in the fall and for that reason will delay applying for membership. In order to meet this situation and also to avoid the rush of clubs for membership during the few months between January and a Biennial or Mid-Biennial meeting, a new ruling was made upon this subject. It is this: that the state federation secretaries urge the presentation of applications early in the fall and permit the blanks when then submitted to have written upon them the words "hold until January."

As the membership fee and the yearly dues are each the same, the fee that accompanies the admission blanks can thus cover the first year's dues beginning with January, but the application itself can be passed upon by the membership committee before that date. Remember this ruling refers only to such clubs as apply for admission before the month of January. The reason for this ruling will be appreciated when it is understood that it takes from thirty to sixty days to admit a club to membership, and that in the rush of the last few months some clubs are always too late to enjoy the privileges that should have been theirs.

Application blanks are not acceptable unless signed in person by the State secretary and sent by her with the check to the chairman of membership. The State secretary is solely responsible for the clubs presented over her name and should therefore be very careful to endorse only those clubs that she knows will meet all the requirements.

It will be her duty to discourage the admission of all clubs that are not also members of their respective State federations.

A secretary should keep a correct list of all clubs in her State that are individually federated, and when a club resigns should notify both the chairman of membership and the general treasurer. She should also notify the respective national chairmen of art, literature, music, civics, etc., of the name and address of any new club with corresponding departments. She should further see that her successor in office is fully supplied with all necessary information for continuing the work in her State.

Each State president is requested to see that these instructions fall into the hands of her federation secretary and also, as far as possible, that the clubs of her State be equally informed of the part they should play in becoming a unit in the greatest woman's organization of the world.

Feed My Lambs

I

O Christ, those torn Armenian flocks of thine,
That broken, blood-stained fold, sealed with thy seal!
Our hearts are in the dust.
Slack watchers we to let the wolves combine
Their raging packs! Like him of old we kneel,
Betrayers of thy trust.
To us, even as to Peter, one divine
Forgiveness! "Feed my lambs." So may we heal
Our own shame's burning thrust.

II

Are our blest homes so blind they cannot see
That anguish of the East,—the lovely eyes of Syrian
 motherhood,
As the Madonna's own in Galilee,
Glooming to madness for the faint, thin, cries,
Like a forsaken brood
Of birds, from child at breast and child at knee?
Small, famished mouths with roots of grass for food
And bark of olive-tree.

III

Strong myriads done to death by tortures dire,
Wan myriads goaded on the moaning way,
Are in the fold of peace.
The wolves are beaten back, swept as by fire
From deserts marked by ghastly trails of prey,
Bare bones and shredded fleece.
O save the remnant, lest Christ's earliest choir,
First flock among the nations, dawning ray
Of his white glory, cease.

Katherine Lee Bates.

Department of Music

Mrs. William Dulaney Steele, Chairman

IN the foreword of the little pamphlet issued by this Department it says:

"We all recognize the fact that a few years ago music was regarded only as a cultural amusement for the few. Today it has become a living, vital part of the life of the nation.

"The Music Department wishes to render service to the Federation by assisting club women to get into close touch with music in their daily home life, their community, club activities, in the work of Americanization, in every act of human endeavor.

"Each Chairman will give you her own message—but in addition to this, she will be at your service in preparing outlines of work along lines of her committee.

"The special subject of study for the Department during the coming year is that of 'Americanization of music.' This means the closer knowledge and study of the American composer and his music, American legendry, folk lore and song, American musical industries, great musical publications, the development of our musical institutions, i. e., musical colleges, conservatories, etc., music in our schools, the growth of our musical festivals, sangerfests, oratorio societies, pageants, etc., the history of our great orchestras and opera houses, singers, pianists, and virtuosi of all kinds. In short, the coming year is to be an American one."

The pamphlet, which is sent upon request, contains a short biography of each of the Chairmen of the sub-committees in the Music Department. As Mrs. Steele says, "to know something of the life of the person with whom you are working, what she has accomplished and how she accomplished it, adds to your interest and gives to the work an intimate human aspect."

Mrs. Steele was educated in Cincinnati and won the Springer medal for singing at the College of Music in that city. Later she studied with Randegger in London, where she received a degree from the Tonic Sol-Fa College.

Mrs. Abbott, Vice-chairman of the Department, is State Chairman of Music for Pennsylvania, and a graduate of the School of Vocal and Instrumental Art in Chicago under Professor W. C. C. E. Seeboeck. As President of the popular Matinee Musical Club of Philadelphia she has extended its influence and trebled its membership.

Mrs. Ida Gray Scott taught the organ and piano before she was fifteen years of age, and at sixteen was teaching in Geneva College, Ohio. Later she studied in New York and London, and now resides in California.

Mrs. Frances Elliott Clark has been Supervisor of Music in towns of Illinois, Iowa and Wisconsin. During this time she not alone was on the faculty of the Bay View Chautauquas, but Secretary of the first music section of the Illinois Teachers' Association, President of the Music Section of both the Iowa and Wisconsin State Associations, twice president of the Music Section of the N.E.A. and on the Official Board of the National Federation of Music Clubs. Eight years ago she was asked to organize the Educational Department of a well known phonograph company. Its success is notable, for this work is a real contribution in the education of children. To lead children to recognize, know and love good music is more than missionary work.

Mrs. Henrietta Baker Low was formerly Supervisor of Music in Baltimore and is now head of the Department of Community Music at the Peabody Conservatory of Music in that city.

Mrs. Marx E. Oberndorfer is a writer and lecturer well known to the American public. She established and for many years directed the Program Study classes of the Chicago Symphony Orchestra, and originated what is called the Opera Musicale, where modern operas are presented with piano and stereopticon illustrations.

Mrs. George T. Tunnell is Chairman of Music in Colorado and president of the Tuesday Musical Club of Denver. She has made a thorough and exhaustive study of the folk music of this country.

Miss Armitage, the Advisory member of the Department, was for five years music critic in the Chicago Normal School, then for six years instructor in normal school methods in Boston, Mass. She has been assistant director of the Paulist Choristers and beside many other things is a National Song Organizer.

This is but a brief mention of the interesting facts in the little pamphlet which we commend to all interested in the work of this Department. During the years of her Chairmanship Mrs. Steele has done much for the General Federation in bringing to it knowledge, enthusiasm and well organized programs of work. As a basis for the work now being promoted along Americanization lines in 1916-1918 her Department concentrated on American music, advising the collection and preservation of the folk lore, people's songs and legendry of each State. The Department has constantly endeavored to promote Community Music of all kinds, to secure credits for music work done both in school and at home and to help in the standardization of music.

When Mrs. Steele assumed the Chairmanship the Department had no literature of its own for distribution, and her first deed was to obtain as a gift subscriptions to two musical magazines and a few practical books of reference for use in the Bureau of Information. The second step was to prepare and send out some 4,800 copies of a list of pamphlets. Then came the war and the immediate call upon the Music Department to assist the War Camp Community people in their efforts to create a singing army.

The Music Department and clubs gave whole sets of band instruments to camp bands; placed pianos in the Y.M.C.A. buildings and talking and music machines on the transports. They sent song books, records, sheet music and every kind of instrument from the mouth organ to the ukulele to the camps and the soldiers in the trenches, and they helped in sending musicians and singers, the world's greatest artists to help win the war.

What the Department is now doing is presented in the messages and programs sent by the different Chairmen for this Music number of the Magazine.

Community Music

Mrs. W. D. Steele

It was only a couple of decades ago that the people of America regarded music as an aristocratic art for the privileged few—a luxury. True, for years people have sung in small groups, but in nearly every instance this group was made up of individuals who had studied music and knew more or less about sight singing. These were formed into singing societies under the direction of a leader. It was never dreamed that the people as a mass could take part in making music.

For four hundred years the people of Europe have sung. Music has become a part of their daily lives. This was not so in America. Our absorption in industrial and financial pursuits consumed all our time and precluded the thought of recreational singing.

Then, as if by magic, Community singing came upon us as a new and sudden force and before we knew it every town and hamlet began to sing. At first it was the assembling of all who loved song, and the singing of old ballads was the routine of the evening. What was it that brought these people together? It was that innate love of song, which is in everyone's heart and which sooner or later must find expression in an attempt to sing. We have all felt the strong impulse to express our inner selves in this way, and the sense of dissatisfaction and defeat when we attempted to sing alone. But when we mingle our voices with others, the individual imperfection is lost, and there is a wonderful sharing of emotion, and aspiration, and the group becomes a throbbing, pulsating thing, breathing, and feeling all that mankind can feel and knowing all life's needs and desires. It is the expression of the "mass soul," the most sensitive and appreciative thing in the world.

I have been asked to define a Community Chorus. I can do no better than to give you Arthur Farwell's words!

"A community chorus is the regular periodic meeting of the people of a community, all being freely invited, without dues, voice trials or any consideration of previous musical training, for four part choral singing, to the end of applying the unifying of song, to the upbuilding of the community, and, to affirm through song, faith in God and the nation."

Could anything be more democratic. I would call community music the democratizing of music. It is the recognition that there is in the people a power of imagination, of idealism, of spirituality, which has not been utilized and hardly been appreciated in America. We have been told that we were an unmusical people, that we had no native composers with creative talent; that our gifted men and women were only to be made artists by long and strenuous European training; that our own teachers were not well equipped to do this; that we had no folk songs of our own to sing, and must listen to the few individuals or small groups of talented ones rather than as a mass take part in the production of music. And so we have stood obediently silent during

the singing of even national hymns, because "we could not sing."

And now comes community music insisting that music is a vital inspirational brotherhood, a great socializing chorus, a bringing together of kings and subject. "It maintains that we have not yet done justice to music for the people—which they shall hear; music of the people—which groups of the more gifted ones shall produce; nor music by the people—the all inclusive mass which can and should find itself through utterance in music."

It has been said that this great movement is but a fad, but such is not the case. It is the awakening of the American people to a realization of the mighty power of music as an educational, moral and cultural asset. It is right now entering into hundreds of branches of human endeavor hitherto undreamed of.

Workers along every line of industrial and social reform find it indispensable. It has done more toward Americanizing the immigrant than any other one influence. They tell us it was one of Thomas Mott Osborne's powerful weapons in his prison work.

In a number of our states the universities conduct bureaus of lectures and entertainments sending out musical leaders to remote communities for the purpose of stimulating community singing. In the large cities this community work has been most valuable. During the last year the great Red Cross, Y. M. C. A., Liberty Loan and other National drives were made easier by the community sings which opened the people's hearts and pocketbooks. No less authority than Dr. Peter Dykema, of Wisconsin, says "that this work has been made successful through the intelligent response and hearty assistance given by the various women's clubs." The State Federations of Women's Clubs now very generally have active committees on community music.

I could write volumes on what this singing by the people has meant to the individual, and after all the mass is but the aggregation of individuals. The people are music hungry and community singing has done wonders in awakening the love of freedom and patriotism in the souls of many a backward citizen. One of its mightiest works is the singing of songs by our soldiers in the camps. The U. S. Government recognizing its power, sent into those camps some of our best musicians to lead our boys in song and give them the sustaining power of music in their hours of stress. We have been told that a "singing army is a victorious army." Might it not be that God put the inspiration of song into our hearts, in order to strengthen us that we might be able to meet the sacrifices we were called upon to make in the great and relentless struggle for world democracy.

THE Folk Music Committee has pamphlets on the subject of Folk Music in preparation. These will feature American Folk Music. Mrs. Tunnell writes: "We are unable to say when these pamphlets will be ready but we hope the clubs will write us for information and we shall do what we can for them until these pamphlets are issued."

History and Development of Opera

Anne Shaw Faulkner

NOTES FOR CHAIRMAN OF PROGRAM COMMITTEES

THESE programs cover the entire field of Opera, but can be divided up, or condensed to suit the convenience of the chairman.

When singers for the illustrations are not available, records made by the great singers of the world will be found a good substitute, and very educational because they can be heard over and over again.

All programs should have papers or talks on the composers, their lives and works, and the musical atmosphere of the time. The stories of the operas should be given, with illustrations.

Italian Opera

OUTLINES OF STUDY FOR CLUBS ITALY, THE ORIGINATOR OF OPERA

Musical expression is as old as the human race and the voice is the basis of all music. All of the various emotions, such as fear, joy, love, etc., each have their peculiar tone, understood by all human beings.

Music is natural to all nations, savage or civilized, and, since music is a powerful vehicle for the expression of the emotions, it is not strange that music became allied with that other great art—the Drama. Music and dramatic action help each other in depicting stories of human life. These two allied arts have probably existed in a primitive form since the beginning of history.

Jacopo Peri and Giulio Caccini in the year 1600, in Florence, Italy, were the first to suggest opera, using the legendary story of "Eurydice" for the text. This form of entertainment became very popular and before the end of the century, all Italy was cultivating this new art form.

Following Peri and Caccini were Cavalli, Cesti, Sartorio, Pallavicino, Strozzi, Monteverd, Lulli and Gluck. Gluck, an original thinker and innovator, gave new impetus to this great branch of art and was the founder of our modern opera. His idea was that music in opera was to give adequate expression to the text without interfering with the natural action of the drama by superfluous vocal display.

Venice was the first city to have a theatre used solely for opera (in 1637).

1st Program—

General view of the history of vocal music leading up to the year 1600.

Sketch of the forerunners of opera—Peri, Caccini and Monteverd.

Note—Peri's opera "Orpheo" (1607) has been republished in Germany and can be procured for study by students.

2d Program—

Early opera writers of distinction:

Scarlatti, 1650
Pergolesi, 1710
Cimarosa, 1749
Cherubini, 1760
Spontini, 1784

3d Program—

Christoph Wilibald Ritter von Gluck—The Father of modern opera.

A native German who succeeded as a composer of opera in Italy and France.

Orpheus

Illustrations—"Chorus at Eurydice's Tomb," "I have lost my Eurydice."

Iphigenie and Aulide

Illustrations—"Let a noble courage incite thee," "O, thou the best of all," and "Almighty Gods give ear."

Iphigenie and Tauride

Illustrations—"Iphigenie's plea to Drama," "Song of Pylades."

4th Program—

Gioachino Antonio Rossini

Barber of Seville

Illustration—"Smiling the Heavens," "Largo al Factotum," and "Una voce poco fa."

Semiramide

Illustrations—"Bel Raggio."

William Tell

Illustrations—"Selva O Paco."

5th Program—

Gaetano Donizetti.

Lucrezia Borgia

Illustrations—"Com'e bello," "The Brandisi."

Lucia Di Lammermoor

Illustrations—"Regnava nel silenzio," "The mad scene," "The Sextette," "Can I forget thee ever."

Don Pasquale

Illustrations—"Com'e gentile."

6th Program—

Vincenzo Bellini.

Norma

Illustrations—"Costa Diva," "Va, crudele," "Mira, O Norma."

La Sonnambula

Illustrations—"Ah non Giunge."

I Puritani

Illustrations—"A te o cara," "Son vergin vessosa," "Qui la voce," Duet—"Star teco ognor."

7th Program—

Giuseppe Verdi.

1st and 2d Periods.

Ernani. III.—"Ernani involami"

Traviata. III.—"Ah, fors' e lui"

Trovatore. III.—"Tacea la notti placida"

Rigoletto. III.—"Caro nome"

8th Program—

Verdi

3d and 4th Periods.

Aida

Illustrations—"Retorna vincitor," "Celeste Aida," "Oh Patria mia," Duet—"Ciel mio Padre," Duet—"Pur ti reviggo," Duet—"Grand Finale."

Otello

Illustrations—"The Willow Song," "Ave Maria."

Falstaff

Illustrations—Quartet—"Falstaff's Letters," "When I was a Page," "Nannetta's Forest Song."

9th Program—

Giacomo Puccini

La Boheme

Illustrations—"They call me Mimi," "Waltz Song."

Manon Lescaut

Illustrations—"Tra voi," "O come gravi le vostre parole,"
"L'ora O Tirsa," "Non mi risponde."

Madam Butterfly

Illustrations—"One fine day," "Entrance Scene," "Hear what
I say," "Death Scene."

La Tosca

Illustrations—"Racondita armonia," "Non la sospiri," "Va
Tosca," "Vissi d'arte e d'amor."

10th Program—

Ruggiero Leoncavallo

Zaza**I Medici****Il Pagliacci**

Illustrations—"Prologue," "Cavatina," "O'Columbine."

11th Program—

Pietro Mascagni

Cavalleria Rusticana

Illustrations—"O Lola," "Voi lo sapete," "Intermezzo."

L'Amico Fritz

Illustrations—"Violet song," "Cherry duet," "Io t'amo."

Development of French Opera OUTLINE OF STUDY FOR CLUBS

While Italian Opera was still in its infancy, it began the invasion of other countries, each nation modifying it to suit the taste of its own people. Opera reached Paris, France, about 1645, but did not make much headway until the appearance of Lully, an Italian. He became a veritable monarch of the Opera situation, and a most tyrannical one. It soon developed that the French people had a keen instinct for the Drama which had been almost lost sight of in Italian Opera; consequently we find a more perfect union of the two arts, music and drama, in France.

1st Program—

General view of opera from Lully, 1680, to Piccinni 1728, and Spontini, 1778 to 1857, a native Italian who wrote for the French stage.

2d Program—

Meyerbeer—

The German Jew who made his great opera successes in France.

Illustrations—"Robert toi que j'aime," from Robert the Devil.

The Huguenots. "Page Song," "Fairer than the Lily." L'Africaine. "Figlio Del Sol."

3d Program—

DEVELOPMENT OF COMIC OPERA

Auber—1782-1871

Offenbach—1819-1880

(Naturalized Frenchman)

Planquette—1850-1903

Audran—1842-1901

Illustrations—"Tales of Hoffman," "Fra Diavolo," "Chimes of Normandy," "Mascot."

4th Program—

Halevy and Ambroise Thomas

La Juive

"Romanza." "Ah Padre."

Mignon

"Dost thou know that fair land." "Polacca." "Addio Mignon."

5th Program—

Gounod.

Faust

Illustrations—"King of Thule." "Jewel Song." "Romance."

Romeo and Juliet

Illustrations—"Waltz Song" and "Parting Duet."

6th Program—

Saint Saens

Samson et Delila

Illustrations—"My heart at thy sweet voice."

Delibes

Lakme

Illustrations—"The Bell Song." Duet—"Shady Retreat."

7th Program—

Bizet

Carmen

Illustrations—"Habanera." Duet—"My mother now I see." "Sequidilla." "Toreador Song." "I am not faint hearted."

8th Program—

Massenet

Manon

Illustrations—"I'm still confused." "Dream Song."

Herodiade

Illustrations—"He is good, he is kind."

9th Program—

Charpentier—

Louise

10th Program—

Debussy—

Pelleas and Melisande

11th Program—

Paul Dukas

Blue Beard.

Music Department Pamphlets

LITERATURE TO BE HAD FROM THE CHAIRMEN
(ALL FREE)

- Tendencies in American Music.....Richard W. Knott
A General Plan for Opera Study.....Harriette Weber
The National Songs of Our Country.....Mrs. W. D. Steele
Music's Place in Education.....W. Otto Miessner
Lists of Musical Reference Books; Ten Books for a Travelling Music Library; Books on Opera; Wagner; American Music; Music Magazines; Lists of Community Song Books and Music of the War.
Reprint, Demobilization of Flag.
Pamphlet on Liberty Choruses and Community Singing, Published by Council National Defense.
Outlines of Courses of Study for Music Clubs, Arranged by Turner-Bushby, Marshall, Texas.
The Needs of National Music.....Charles Henry Meltzer
Music for the Community.
The Power of Music.....Pauline A. MacArthur
Outline Development of Music in America,
Mrs. F. S. Wardwell

MESSAGES FROM THE CHAIRMEN OF THE MUSIC DEPARTMENT

- Americanization Through Music.....Anne Shaw Faulkner
Community Music.....Mrs. Henrietta Baker Low
Folk Music of America.....Mrs. George F. Tunnell
Miss M. Therese Armitage

Knowing the musical conditions in their respective States, the State Chairmen stand ready to assist clubs along musical lines in preparing programs for the year, for special occasions, and celebrations or in organizing and promoting community choruses. The National Committee members will respond to calls for help wherever possible.

Club Development in Music

Mrs. Ida Gray Scott,

AMERICANIZATION of Music is one of the big things the Federation should do this year. Foreign critics have said that America is not musical. Whether or not this be true—what of it? We are the youngest of the great nations and art always comes with age. Every new nation must first establish its freedom and its economic independence. We have done that, and if we have not reached the very pinnacle of artistic development, we are making progress. The time has arrived however for us to recognize, appreciate and encourage our own musicians.

Excellent progress has been made by American Musicians during the last fifty years but in the glamour of the sensationally advertised foreign singers, we have sometimes failed to recognize our own artists. Club women can do much to rectify this shortcoming if they go about it in a systematic and determined manner.

Perhaps the first thing to be done is to create a demand for good music by placing more and better music within reach of all. "We learn to love good music by becoming familiar with it." Theodore Thomas believed this and insisted on bringing out the unknown gems of musical literature, saying that people would learn to love them when they became familiar with them; and they did.

The Club women have a direct responsibility and a splendid opportunity to help cultivate a taste for good music,—

1st. By adding some good musical numbers to each club program;

2d. By urging municipal concerts and choral societies.

Denver, Colorado, gives a splendid example of what can be done for municipal music. They have there one of the finest auditoriums for municipal concerts to be found in the country. It seats twelve thousand people and an orchestral or band concert is given there, free to the public every Sunday afternoon. Schumann-Heink and other great singers have sung for them, gratis, when they have happened to be in town over Sunday. It is said that the street car company defrays the expenses of the band or orchestra.

Every State should have its Municipal Opera Company; every large city an Oratorio Society, every community a Choral Society, every club, a Music Study Class with illustrations by capable artists.

Chorus or community singing by the grown-ups was far too rare before the war, but we now hope many fine choral societies will be developed.

All school children have an opportunity to begin a musical education in the public schools and there the foundation of a taste for good music should be laid. Church choirs are influential in cultivating a taste for

good music. Church music is generally good music. Most of our successful prima donnas began their careers in church choirs; among them Emma Eames, Nordica and Olive Fremstad.

To Nationalize music, to make it a part of the every day life of the people, is our task. The following general program may be suggestive to clubs—The History of our past musical development is not only instructive but interesting and suggestive consequently we might begin with a study, First: Folk Songs of our Country; Second: Church Music; Third: Patriotic or National Music; Fourth: Our Early Singing Schools and the gradual development into Choral and Oratorio societies; Fifth: Popular Music; Sixth: History and Development of the Manufacture of Musical Instruments in our Country; Seventh: The History of our Bands and Orchestras; Eighth: Our Pioneers in Public School Music and the debt of gratitude we owe them; Ninth: Our American Composers, their lives and programs of their works; Tenth: To promote organizations that will give good music for the people.

Each one of the above general topics can be elaborated and illustrated and made interesting to club women who are not themselves musicians. Our education cannot be well rounded unless we have fundamental knowledge of the arts. If we are going to do anything toward Americanizing music, we cannot afford to lose any time.

The time is *now*.

A year's program for a Music Club

Ida Gray Scott

First Program

Talk or paper on American Folk Song.

Reference books—"The Indian Book"—by Natalie Curtis, "Indian Story and Song," Alice Fletcher; "Harmony in Folklore," J. C. Fillmore, "Studies in Folklore," F. F. Crane; "A Hundred Years of Music in America," W. S. B. Mathews.

Piano—"Indian melodies" harmonized by Arthur Farwell.

Vocal—Cantata—"Hiawatha," S. Coleridge Taylor.

Orchestra—"Indian Suite" for full orchestra, Edward McDowell, Opus 48.

Second Program

Talk on Negro Folklore—

Reference books—"African Folk Lore," A. Werner; "Story of the Jubilee Singers," J. B. T. Marsh; "The Jubilee Singers and their Campaign for Twenty Thousand Dollars," G. D. Pike.

Illustrative Music—

Piano—Plantation Dances, Opus 33, Arnold.

Songs—"African Love Song," Clayton Johns, "Moanin' Dove," Arthur Farwell, "Plantation Melodies," H. T. Burleigh.

String Quartette—Opus 96—Dvorak.

Vocal Quartette—"Dinah," Clayton Johns.

Piano—"From Uncle Remus," Edward McDowell.

Third Program

History and Importance of our early singing schools in keeping alive the musical spirit. William Billings, America's first composer and singing school teacher, followed by Dr. Lowell Mason, D. H. Baldwin, Dudley Buck and others—

Reference Books—The American History and Encyclopedia of Music, Vol. American Music.

Illustrations—

Glees.

Home and concert songs.

Dance music of the people.

Oratorio songs from the "Messiah," that being the first Oratorio heard in America.

Fourth Program

Paper—"Our Early Composers," with sketches of their works. John K. Paine, Arthur J. Foote, Horatio Parker, Arthur Whiting, Charles Martin Loeffler, Frederick Shepard Converse.

Illustrations—

John K. Paine—Selections from "Azara."

Horatio Parker—"23rd Psalm," four parts with Organ, Violin and Harp.

George W. Chadwick—Piano Solos, Selection from Judith Loeffler—"Psalms for female voices."

Converse—"Selections from "Pipe of Desire."

Fifth Program

Biography of Edward McDowell.

Recital by Mrs. McDowell or a McDowell Program by members of the Club.

Sixth Program

History and Development of the Organ in this country with sketches of the lives of the following Organists and followed by an organ concert interspersed with vocal numbers.

Clarence Eddy, George Elbridge Whiting, Ernest Kroeger, Dudley Buck, Harry Rowe Shelly.

Seventh Program

Ethelbert Woodbridge Nevin—Biographical sketch and program of his compositions.

Eighth Program

History of the American made piano and short sketches of—Fanny Bloomfield Zeisler, Louis Gottschalk, Julia Rive King, Myrtle Elvyn, followed by Piano program suited to the ability of the members of the club.

Ninth Program

Mrs. H. H. A. Beach—Autobiography and program of her works.

Tenth Program

Paper—**Development of the Orchestra**, followed by a sketch of Theodore Thomas and an orchestral concert the program of which is to be arranged by the orchestral leader. It might be a good plan to obtain the concert program from the director of the orchestra some time before the concert and have a paper and an analysis of the numbers on the program at a regular club meeting previous to the concert.

MRS. HENRIETTA BAKER LOW, in sending the following bibliography, states that Community Music is not listed on the catalogue cards of libraries; therefore, list is incomplete.

COMMUNITY MUSIC

I—*Music Supervisors' National Conference Proceedings.*

Years 1915 to 1918 inclusive. Copies, \$1.50 each. Address, Mr. James McIlroy, McKeesport, Pa.

II—*Music Teachers' National Association Proceedings.*

Years 1917 and 1918. Copies, \$1.60 each. Address, Mr. Waldo Pratt, 86 Gillett Street, Hartford, Conn.

III—*Music Supervisors' Journal.*

November, 1918. Elementary Orchestra, John G. Koch.

War Songs in the Schools.

Commission Training Camp Activities Bulletin. November, 1915. A Community Christmas, Peter W. Dykema.

November, 1917. School and Community Xmas, E. B. Gordon.

Address, Peter W. Dykema, University of Wisconsin, Madison, Wis.

These are free if copies are available. Write Mr. Dykema also for any Community Music Bulletins issued by the University.

IV—*Playground Magazine.*

September, 1917. Community Singing Conference.

January, 1917. Community Xmas Tree, p. 313.

June, 1917, Community Music and Spirit of Democracy, Peter W. Dykema.

V—

Community Music in Baltimore. Free. Address, May G. Evans, Peabody Conservatory, Baltimore, Md.

National Spread of the Community Chorus. Free. Address, National Bureau for Advancement of Music, 105 West 40th Street, New York.

Music Bulletin, November, 1918. Community Orchestra, William Norton.

VI—Reports of performance of Community Music must be followed in the daily press.

Musical Courier and Musical America report Community Music. See also *The Musician*, and many others.

Programs for the National holidays will be prepared by Henrietta Baker Low. Preparation for a Community Xmas should begin in October if it is to be real neighborhood co-operation.

Outlines for Music Study

The following outlines presented by our Music Chairman, Mrs. William D. Steele, have been especially prepared by Anne Shaw Faulkner (Mrs. Marx E. Oberndorfer) to correlate the work of the music department with the general topic of "Americanization." The complete outlines, with suggested musical illustrations and bibliography, telling where the selections may be obtained, is soon to be issued and will be sent to any one applying to Mrs. Steele, Sedalia, Mo. A collection of musical selections, edited by Anne Shaw Faulkner, suitable for illustrating this course, is in process of construction. It will contain a short analysis of every composition, and be ready in ample time for next season's work. All the illustrations will be possible by means of phonographic records and player-piano rolls.

These outlines have been grouped under four general topics.

I. Sources of American Music.

II. The Musical Inheritance of America.

III. How Immigration has Affected American Music.

IV. The Development of American Music.

These general topics may be subdivided into six, eight, twelve or more programs, as will easily be seen by the following outlines, prepared for twelve fortnightly programs for six months' study.

Americanization Through Music

Mrs. Marx E. Oberndorfer

GENERAL REVIEW OF FOLK MUSIC

1. What we mean by Folk Music.

I

SOURCES OF AMERICAN MUSIC

2. The Music of the Indian.

3. The Music of the Negro.

II

THE MUSICAL INHERITANCE OF AMERICA

- 4. The Early Settlers from England.
- 5. The French and Spanish Colonists.

III

HOW IMMIGRATION HAS AFFECTED AMERICAN MUSIC

- 6. Teutonic InfluenceGermany
- 7. Teutonic InfluenceScandinavia
- 8. Slavic InfluenceBohemia
- 9. Slavic InfluenceRussia and Poland
- 10. The Influence of Ireland, Scotland and Wales.

IV

DEVELOPMENT OF AMERICAN MUSIC

- 11. The Period following the Civil War.
- 12. The Present Day.
- 1. WHAT WE MEAN BY FOLK MUSIC—
 - Music's three elements illustrated by Folk Music—
 - Rhythmic.
 - Melodic.
 - Harmonic.
 - The characteristics of Folk Music.
 - The characteristic instruments of the folk.
 - How Geography and History influence Folk Music.
 - Racial characteristics in Folk Music.
 - The divisions of Folk Music—
 - Folk Dance song.
 - Legendary Folk song.
 - Composed Folk song.
 - Patriotic song.
 - National composition.

I

Sources of American Music

- 2. MUSIC OF THE INDIAN—
 - The Indian Chants
 - Topics for Study
 - War Songs—Rhythmic.
 - Love songs—Melodic.
 - Difference in Tribal songs.
 - The work of Miss Alice Fletcher and that of Arthur Farwell. How this material has been used by modern composers.
- 3. MUSIC OF THE NEGRO—
 - Topics for Study—
 - Primitive dances—Rhythmic.
 - Spirituals—Harmonic.
 - The old slave songs.
 - The importance of the Spiritual in poetry, as well as music.
 - The Emancipation songs.
 - The Negro-Creole songs.
 - The composed "Plantation" songs.
 - The American Negro composer of today.
 - How the native Negro melodies have influenced American composers.

II

4. THE INHERITANCE OF AMERICA—

The Early Settlers From England

- Topics for Study—
 - The music of the Puritans restricted to Hymn tunes.
 - The music of the Cavaliers who settled the Virginias.
 - The Shakespeare songs and dances.
 - The English ballads.
 - How this music has been retained in its pure form by the "Mountain Whites."
 - The court dances of Revolutionary days.

5. THE FRENCH AND SPANISH COLONISTS—

The Early French Colonists

- Topics for Study—
 - The songs of the French Canadians.
 - The "Voyageur" songs.
 - Old French dance songs still retained by these people.
 - The French music of native Louisiana.
 - The Creole songs.
 - A comparison of the different versions of Folk-songs found in France, Canada and Louisiana today.

The Spanish Settlers

- Topics for Study—
 - The typical Spanish Folk-song brought to the New World.
 - The Spanish dance song of Cuba, Mexico and South America—The Tango.
 - How the Spanish Fathers carried music's influence to California.
 - How this music of the New World affected later Spanish composition.
 - The Spanish music as a source for the future American composer.

III

How Immigration Has Affected American Music

6. TEUTONIC INFLUENCE—GERMANY—

Germany

- Topics for Study—
 - America's false idea that all music emanated from Germany.
 - The musical debt Germany owes Belgium, France, England and Italy.
 - The Thirty Years' War resulted in the building of the German Classical School.
 - The rise of Folk Music in Germany.
 - The influence of early German immigration on American music—Was it good or bad?
 - German Folk Music in our public schools.
 - The "Sing-Verein."
 - Will the German influence be felt in the future music of America?

7. TEUTONIC INFLUENCE—SCANDINAVIA—

Sweden

- Topics for Study—
 - Characteristics of Scandinavian Folk Music.
 - The result of Thirty Years' War on Swedish music.
 - The influence of France and Germany on music of Sweden.
 - The "Yodel" as a feature of Swedish songs.
 - The Swedish Folk dances borrowed from other lands.

Norway

- Topics for Study—
 - The Norse Bards.
 - Difference in Norwegian music of the seacoast and mountains.
 - Characteristic rhymes of Norway.
 - Influence of Germany and Italy on Norway's music.
 - Norway more independent in her arts than any Scandinavian country.
 - Norwegian Folk song most individual of any of Scandinavia.

Denmark

- Topics for Study—
 - Denmark's music more regular in form than that of Sweden and Norway.
 - Influence of Germany.
 - Influence of other Scandinavian countries.
 - Scandinavian Folk songs native to America.

8. SLAVIC INFLUENCE—BOHEMIA—

Bohemia

Topics for Study—

- The divisions of the Slavic race.
- Similarities of Russian, Polish and Bohemian music.
- Musical ability inherent in Bohemians.
- The influence of the Roman Church in Bohemia.
- Bohemian Folk dance songs.
- Bohemian settlements in America.
- The Bohemian composers' interest in America.
- The future relationship of Bohemian and American composers.

9. SLAVIC INFLUENCE—POLAND—RUSSIA—

Poland

Topics for Study—

- Early Polish court influences on music.
- The love of instrumental music greater in Poland than in any other Slavic country.
- Polish Patriotic music.
- The freedom of rhythm and melody in Polish music.
- The Polish dances.
- The influence of Polish musicians on the music of America.

Russia

Topics for Study—

- The races that have settled Russia.
- Influence of the Hebrews.
- Influence of the Greek Church.
- Cossack and Oriental influences.
- Folk song of the Ukraine.
- Early Russian composers.
- Modern Russian composers' debt to Folk music.
- The musical influence of Russia in America.

10. THE INFLUENCE OF IRELAND, SCOTLAND AND WALES—

Ireland

Topics for Study—

- Ancient music found in Ireland.
- The Celtic and Gaelic influences.
- The contests of the harpers.
- The downfall of the harpers.
- The love of native land in Irish music.
- Irish love songs.
- The Irish songs of the immigrant.
- The influence of Ireland on American music.

Scotland

Topics for Study—

- The characteristic instruments of Scotland.
- The Scotch "snap."
- The national dances.
- The love of native land.
- The Border ballads.
- Similarities in Irish and Scotch music.
- Universal popularity of Scotch music shown in its use by German composers.
- The influence of his Scotch ancestors on Edward MacDowell.

Wales

Topics for Study—

- The ancient form of penillion singing.
- The Eisteddfods of Wales, how they have spread in America.
- The Welsh Folk songs popular here.

IV

The Development of America

11. THE PERIOD FOLLOWING THE CIVIL WAR—

Topics for Study

- The Ante-Bellum songs and dances.
- The Plantation songs.

The Civil War songs.

The Pioneer songs of the West.

The diversity of America's geography; how this has affected her music.

Cowboy songs.

The predominance of sentimental feeling in ballads and instrumental compositions at this period.

12. PRESENT-DAY MUSIC OF AMERICA—

Topics for Study—

The influence of the World War.

The American composer who has used native sources.

The most individual American composer, Edward MacDowell.

The American composer of the past, trained in foreign schools.

The American composer of the present realizes the importance of his native Folk music.

The American composer of the future, the most important figure in the musical development of the world.

Music of the Child World

Jessie L. Gaynor

"HOW old should a child be before he takes up the study of music?" A child begins the study of music as he does the study of language, in his mother's arms. Then you say, "Suppose the mother cannot sing, or knows nothing of music"? That would be unfortunate, of course. But suppose the mother to be dumb, how would her child learn to talk?

The little songs that mothers should sing are of a kind to attract the attention and interest of a very young child. Singers should make it a business to know and sing such songs to their own children and to any borrowed children who need their help. There are few requirements in these songs. Like the first stories for children, they must be simple and direct in both words and music. There must be repetition, dramatic interest, something to look forward to in the contest.

Old Songs and Stories

Many old folk tunes stay with us all our lives—old tunes our mothers have sung to us. You may be sure these have their place and their charm, else they would never have lived through the years. The American rocking-chair, and a mother not too much devoted to modern methods of rearing her babies, but who will occasionally sing "Rock a bye baby on the tree top," will develop in the child a sense of rhythm which will stand him in good stead when the music lessons begin.

The hearing and the ability to sing must be developed before a child begins piano lessons, just as a child is expected to understand what is said to him, and to express his own thoughts, before he starts to school. Mother Goose for English speaking children is our most valuable rhythmic text book.

The work in music cannot be started too soon. But this is true only in case the teacher has a profound understanding of children as well as knowledge of music. It is equally true that if a child cannot be started too soon, then the teacher cannot know too much.

It is not my purpose here to set forth an elaborate system for the teaching of music to young children, but, rather, to give some idea as to what musical material should be used in teaching music to children.

In the first place, no symbols such as notes, rests, etc., should be presented until the musical thoughts themselves can be imitated when heard, by the child. Music lessons are valueless if they teach *about* tones and rests and rhythm. They should teach the *thing* before the sign for it. This is the gospel of the new method in teaching music. The symbols may be presented to the child only as he needs them to express his musical thoughts. So, then, in music written for beginners, the first little tunes should contain nothing more than the child can already play or sing and understand. The symbols used should be as few as possible, and no two symbols, or more, should stand for one thing and equally no one symbol should stand for two things. Any true pedagogue would sense these difficulties and overcome them at once. To avoid definitions—do not try to define *cat*, for example, but illustrate by showing a *cat*.

When children are learning to sing by *imitation*, it is much easier to use difficult songs. But, when they are studying a written song, it must contain no symbol with which they are not already familiar. The Bubble song is an illustration. It is plainly in two keys, and might present difficulties if it were to be sung by note or to be written by the child, whereas it presents no difficulties in the way of performance by ear. (Just as a word like "physic" would be easy for a child to pronounce, but not so easy to read or write.)

There are so many things to be kept in mind when learning music from the beginning that one part at a time should be developed. There is the melody to be heard clearly with a knowledge as to what tones make it up, then the rhythm which is a part of the melody to be sure, but which has an entirely different set of symbols; and then the use of fingers on a key board is to be considered. Finger skill differs greatly in different people, some having a natural facility, while others find their muscles slow to carry out the directions of the mind. All of these parts should be developed each to itself until such time as they can be brought together in a simple combination.

I have often been asked how early children in the schools should give up learning to sing by note—I say they should never give it up entirely no matter how well they may learn to read and sing by note. The memory grows only by use. One might as well ask how soon it is advisable for a person to stop taking verbal directions, utilizing the memory to hold them in mind long enough to carry them out. It is as valuable to be able to hear a musical phrase and be able to repeat and hold it in the mind, as it is to take a message from one friend to another without getting it mixed up and garbled in the transmission.

There is no study in all the school curriculum that demands such accurate hearing, clear thinking and exact expression as the study of music, nor is there any study

that develops the memory as does the ear training part of the music study.

I had hard work to make a boy about 12 years old in one of my classes, understand that when I sang two tones one "doh" that the other couldn't be about "soh"—it either was or was not soh, just as 2 and 2 are four not "about four."

Parry in his "Evolutions of Music" says that the war and hunting dances of the savages unconsciously created the union of melody and rhythm. Some teachers find nothing so valuable in teaching rhythm as physical action. Any action repeated becomes rhythmical. So many of the old games serve to inculcate a feeling for rhythm, and in the kindergarten the marching and action songs serve the same purpose.

Rhythm cannot be explained by a definition. The fact that it expresses the relationship of durations while it is a good definition doesn't help a child to feel and recognize rhythm. Jacque Dolcroze has developed a wonderful system of teaching rhythm through bodily activities. His method is perhaps the most systematic in use today, though our kindergartners have worked on the same principles for many years.

So in preparing children for an understanding of the musical literature suitable for their needs, we find it advisable, first: To teach them the relationship of the tones remembering that the scale was made from the melodies, not the melodies from the scales. At the same time, but without combining melody and rhythm, we should develop perception of rhythmic relationships and the symbols expressing these relations. As these two branches are brought forward the technical use of the fingers may be introduced by means of Finger Plays.

When these three branches are carefully developed and the symbols for notes expressing both pitch and duration are mastered, then the little fingers are also under control and the first playing of an understood melody on the piano becomes a delightful experience.

Singing naturally is the child's first means of expressing a musical idea and musicians have given much time and thought to the making of children's songs. These divide themselves into certain classes:

1. Songs about children, for the fun of grown-ups.
2. Songs supposed to be sung by children but usually caricatured by grown-ups.
3. Songs to be sung to children.
4. Songs for children to sing for educational purposes.
5. Songs for children to sing for fun.

Some such division might also be made of piano music, for children should learn to listen with appreciation and discrimination to piano compositions played by skillful hands. Their greatest joy is, however, in the things they can do themselves, which is natural. We love to do, not merely observe what others do.

The world of music for the child is like the world of literature, something that is distinctly theirs at a time when they have no comprehension of the big world outside and must live in their own Child's World of Music and Song and Story.

Music in Education

Frances Elliott Clark

SEVEN years ago, at their meeting in Rochester, N.Y., the Supervisors decided that working through the schools alone was too slow a process to make America musical. They resolved that each should attempt to organize the adults in their communities into Singing Societies and Festival Choruses, and there coined the term Community Singing. After two or three years the idea caught on and everybody began talking and organizing such choruses. Community spirit reached the multitudes and thousands have since experienced the joy of "each for all and all for each" in uplifting song.

The greatest function of the State is education. In education there is no element more vital (reading alone excepted) than music when we permit it to serve in its ancient way functioning through history, geography and literature, awakening the powers of attention, interest, concentration, judgment and imagination.

How it does this we are learning more and more. Let us illustrate. A knowledge of literature is considered of first importance in education. Scarcely a great poem or book but may be illustrated by the music that is either an integral part of it, or related to it by circumstance, environment, nationality, reference or history.

Shakespeare is impossible without an intimate knowledge of the music of the Elizabethan period. Utterly flat is the play on words in which Sir Toby and Sir Andrew Aguecheek and the Clown indulge in the side splitting catch "Hold Thy Peace," if one knows not the fashion of a catch or round. Without knowing about hautboys, sennets, sackbut, broken music, consorts, crochets, frets and diapasons, one misses the fine points of many a line, for Shakespeare knew the music of his day and his plays are bubbling over with references to it.

If we would feel the charm of Sir Walter Scott in the "Lady of the Lake" we needs must hear the sorrowful Coronach, the rousing bagpipes, and the lusty voices of the warriors as they row over the lake singing their "Hail to the Chief."

Hiawatha is never quite real until we hear the lullaby of old Nokomis, "E wa yea, My Little Owlet," the tomtoms and themes of the medicine men and the festival songs of the Indians.

WHAT of history? Egyptian and Assyrian hieroglyphics show us that music was then a part of life. Chinese music is as old as the race. Music has preserved for all time the history of all races through their scales, rhythms and instruments. The ancient Hebrew had music in all activities of life, some of which has been preserved. The first expressions of the Christian era were the songs in the catacombs of Rome. The first work of the early church was in music, and some of Ambrose and more of Pope Gregory is available. The

Crusaders marched singing to Jerusalem and the Troubadours recorded their epoch in song. Charlemagne founded the Conservatory of Paris and left at least one hymn which Jeanne D'Arc immortalized. The Netherland School prepared the way, and opera was a product of the Renaissance. The subjects of most early operas were historical and are today the best replicas of their time, as William Tell; Tannhauser; The Meistersingers, etc.

In the field of physical education, music is indispensable. Games, mimetic play, calisthenics are vitalized by it, while folk dancing is impossible without it. In the beginning all songs were danced and all dances were sung. The folk song and the dance were one.

In penmanship the rhythmic accompaniment of music at once relaxes muscular tension and induces regularity, flexibility, steadiness, and speed. The same is true of touch typewriting. The stimulus to the fingers is exactly the same as to the feet in the dance.

WHAT of geography? Can music serve here? The life of every people is reflected in their music. The whole history of Russia is in her folk songs. Sunny Italy is mirrored in her languorous songs of love and beauty. The sturdy Scotch are aggressively and persistently felt in the militant "Scots Wha Hae." The pathos, the humor of the whole Scotch race are revealed in the beautiful love songs of Bobbie Burns. Do not three bars of "St. Patrick's Day" or the "Irish Washerwoman" bring to memory the whole Irish nationality, and who but a dashing senorita could do a Bolero or jangle a tambourine? Where but on a tropical island, isolated, dreamy and lazy, could one hear the sliding, slurring, sleepy ukelele?

Among no other people does music mean so much in individual and tribal life as with our American Indians. Every song has a special meaning. Every phenomenon of nature, every season, every ceremonial and festival has its song. Why do we find the peculiar 5/4 rhythm in their songs, and only again in Russian runes, and Ancient Greek? Why is the Indian flute used only in love songs, never in any other? Why is the American Negro the only natural harmonist while all other primitive people were monodists? I wonder why all their conceptions and ideas of Heaven center and revolve around Music, the golden Harp and singing.

TEACHING MUSIC TO CHILDREN

MUSICAL development of the individual is an epitome of the history of the race. As our primitive ancestors first expressed themselves in rhythmic activity with jangles, drums, horns and bells, then in melody with pipe and strings, and finally in harmony with combinations, and lastly in story-telling and musical description and tone coloring for every mood of Nature and every

emotion of the human heart,—so every child must be carried step by step through this same evolution.

He takes himself through the drum and jangler stage with infantile rattles, and the pipes soon follow with whistles and horns. He should then first hear the melodies of the old Masters, strong in rhythm and played on the near descendant of a primitive instrument. Soon the whole world of tone is at his command; the child, "Heir of all the Ages," if his ears are unstopped, may perceive that there's music in all things.

Why not then teach the children to listen to music in a better way, and train the ear to acute sensitiveness. The habit of listening, as other good habits, should be formed in youth. Let us try. Does this piece tell you to walk, march, skip or run? Is this march patriotic or simply walking? Is this one gay or sad, fast or slow, is it soldierly or for a funeral or a processional? Is this boat song a pleasure boat or a working boat? Is this piece describing a bee or butterfly? Is this a song of Spring or Winter? If it tells of Spring will it be sleepy or wide awake like the birds and the brooks? Is this piece telling of a brook or a river? Is it turning a mill wheel or just rippling along over the stones?

Can music signify different people or things or ideas? Liszt painted for us the Hungarian race in his rhapsodies, and Chopin the miseries of his beloved and still suffering Poland. Tschaikowsky reflects Russia as in a mirror in his works and Rimsky-Korsakow and the modern school is furthering this effect. Can one not see the trolls dancing for Peer Gynt in the Hall of the Mountain King and the houri of the Faust Ballet? The Venus Music and the Pilgrims' Chorus picture perfectly the world old struggle between right and wrong.

THE SERVICE OF MUSIC

EDUCATION means to draw out the powers of the mind or to cultivate the mental powers to give quick response to the will to do; it must also be a training for complete living for the individual and the community in child as well as in adult life. School is not only a preparation for life, it *is* life. The old three R schedule had in mind only the barest necessities for pioneer life, without regard to the cultural arts, giving no thought to the world relations we have achieved nor to the complete change in industrial conditions.

With the new industrial conditions there has come into the schools an avalanche of utilitarian subjects. Scientific agriculture alone has revolutionized farm life. Domestic science has made it a reflection for any girl not to know cooking and home making. Manual training has rediscovered hands for the city boy. These were all badly needed but where *overdone* are resulting in pushing aside all cultural needs for the one thought of making a living, forgetting that getting life out of the living is of far greater importance. The new education has been called the three H's, Hand, Head, and Heart, and in this three-fold cultivation of the attributes of body, mind and soul, Music plays a large part.

It is certainly just as commendable to draw a bow across a violin as Elman does it, as to saw straight through a one-half inch board; to master the oboe as the auger, or the kettle-drum as the hammer.

If then it is shown that music has great power as education in and of itself, that it has great descriptive power, more practical application in later as well as in school life than almost any other branch of study, that it serves all other branches in the curriculum, is the friend and helper of all that is uplifting and ennobling, and the foe of baseness, meanness and trickery, then why in the name of reason is it not taught systematically and thoroughly in every school in the land?

Why should there be one child in all the country deprived of the joys and benefits that come with the study and use of music? Why is there a single city or town without a Supervisor of Music, trained for the wide field of teaching music itself in all its beauty, rather than the merest alphabet of the language—the do, re, mi? Why indeed, save that most of the school officials and many Superintendents suffering from our early Puritan training in not hearing music in their own youth, are now making the fatal blunder of denying it also to the children—even in the light of modern evaluation of the great power of Music when rightly used.

MUSIC should be taught in every High School on exactly the same basis as language or science and the same credits given for equal work. Orchestra and bands should be organized in every school, and the instruments furnished exactly as are the tools for manual training, or the foods in domestic science. If especially talented boys or girls wish to pursue their music and also the High School course, let proper credits be given for supervised study of piano, voice or violin under competent outside teachers until the time comes when such special teaching shall be offered within the school.

Women of America, whenever and wherever you band together and demand these opportunities for your children they will be forthcoming. The women in any city or town can elect a Supervisor of Music if they will. Let us build consistently and soundly from the bottom up by putting Music into every rural as well as city school. Let the children know the great music of the orchestral instruments, and the great musicians as they do their multiplication tables and no more will we blush that an American audience anywhere does not understand a Beethoven Symphony or a Grieg tone poem or an Italian Opera or French Suite.

Editor's Note.—Mrs. Clark being connected with a company making mechanical devices for reproducing music has presented her article without reference to them, and the readers of the magazine do not need to be told how easily and practically the best vocal and instrumental music produced, can be given to every school child in the land. There are probably many who would reply telephones, or automobiles, or motor boats, to a query as to the most beneficial mechanical device so far given to this century. But the real answer easily may be those instruments which bring to every one the best music written, sung or played.

A Call to Club Women

Bertha S. Papazian

The American Women's Branch of the Armenian Reconstruction Committee

THE following letter addressed by me as field secretary of the Armenian National Union to Mrs. Herbert Gurney, then President of the Massachusetts Federation of Women's Clubs, and read by her at the



Annual Convention held at South Hadley in June, contains a message which I would fain have reach the minds and hearts of every club woman in America. I therefore take the liberty of reproducing it in part as an introduction to, and in

amplification of, my general appeal on behalf of the work of the Armenian Reconstruction Committee:

6 Ellsworth Avenue,
Cambridge, Mass.

My dear Mrs. Gurney:—

You may remember some resolutions on behalf of the women of Armenia addressed to the women of America and adopted at a large mass meeting held in Tremont Temple last December, under the auspices of the Armenian National Union of America. They characterized the wholesale murder of the Armenian people as particularly a crime against motherhood, such slaughter being nothing less than the deliberate and wanton destruction of the labors of countless generations of Armenian mothers in their work of race-building. They also alluded to the outrages perpetrated so generally upon the women and girls by the soldiery and the mob; they referred to those women and girls who are still confined in Turkish harems; and they called upon the free and chivalrous women of America to make these wrongs their own and, in so far as possible, to try to redress them, and to safeguard the future of the race by standing for the independence of historic Armenia, and



the rehabilitation of her people.

Now, on behalf of the Armenian Reconstruction Committee,—a Committee composed both of Armenians and Americans,—I wish to follow this appeal with a request

for definite action, and to beg that you will present the cause once more to the Clubs of Massachusetts for their earnest consideration. I wish to urge that as, during the war, women's organizations poured help into Belgium, France, and



Serbia, so now, after the war, some similar effort be made by them on behalf of Armenia, which has suffered more than any other nation, and which, though no less an ally than any of the recognized belligerents, was so largely left to wage her terrible struggle with the enemy alone and unaided. I realize that there is naturally somewhat of a tendency now to relax in the broader humanitarian efforts and to turn to home problems more exclusively, but this in the dawn of a new era of international responsibility is a dangerous and possibly a fatal step and one which I am sure the Club women of America will not permit themselves to make. Especially would this be tragic and disastrous in connection with Armenia, which looks to us almost exclusively for succor, and for which our Government may even assume mandatory responsibility.

Of the many ways of uniting work for Armenia with Club activities I think of the making of garments—knitted or of cloth—as of great practicability and promise. Winter in many parts of Armenia is cold and long and the need for woolen and knitted clothing will soon be unlimited and should be anticipated. A club which did not feel that it could undertake the sewing or knitting might be willing to

give plays or other entertainment, to hold a bazaar, or to give a tea or a lawn party in aid of the general reconstruction work or of some particular phase of it.

It is not possible, within the limits of this letter, to present the opportunity fully. Nor is there time to dwell upon the good which might be accomplished were the Clubs generally to take part in the work of rehabilitating the stricken survivors of these broken homes. But I do not wish to close without referring to the great moral effect upon ourselves and upon other peoples which would follow such a movement. Would not such a demonstration of sympathy on the part of the most powerful women in the world on behalf of the most stricken very forcibly suggest to the foes of humanity that a new type of motherhood, world-wide in the scope of its vision, and vigilant and serviceable in times of peace as in times of war, had actually arrived?

Faithfully yours,

Bertha S. Papazian.

Since this letter was read the Massachusetts Committee and its plans have taken more definite form, and a National and other State Committees

are being organized. Miss Alice Stone Blackwell, the distinguished editor, humanitarian, and poet, who has done so much for her translations of Armenian poetry to make the soul of Armenia known to the English-speaking world, is Temporary Chairman both of the Massachusetts and of the National Committee, and with her are associated other women of leadership in civic and social life, among them Mrs. Maud Howe Elliott,

Mrs. Laura E. Richards, Mrs. Herbert Gurney, Mrs. George Minot Baker, Mrs. George W. Coleman, Mrs. Fannie B. Ames and Mrs. Lucia Ames Mead.

A beautiful feature of the work will be the effort to establish a Julia Ward Howe Memorial in the form of an orphanage

school, or agricultural or industrial colony somewhere in Armenia. Mrs. Howe was an ardent champion of the Armenian cause. She was one of the great Americans who believed at the time of the massacres of '95 and '96 that, since Europe would not act, it was the duty of America to take up arms. Like a crusader of old she cried, "Oh, let us give money, let us give life, but let us stand by our principles of civil and religious liberty. I am sure that if we do so, we shall have behind us, and with us, that great spirit which has been in the world for nineteen centuries past, with ever-increasing power."

This is Mrs. Howe's Centennial year. We hope that it is to be the birth year of the Armenian Republic. We believe that it is going to be an epoch-making year for women, also, and for children. And therefore we wish to weld these hopes and these memories together and to symbolize them in the form of some such definite piece of Reconstruction work, as the above named. Of this project, Mrs. Maud Howe Elliott writes: "My mother had this cause deeply at heart and it

seems to me most fitting and lovely that you should use her name in this work, making it a memorial to her, so that she still may have her part in this good work as she has by her Battle Hymn had her part in the late war."

As children are the embodiments of the potentialities of a race, I have chosen to illustrate this appeal with pictures of boys and girls of Armenian parentage in order that we may have a more definite sense of the biological quality of

the racial stock which has been so wantonly sacrificed and assailed. I leave them to suggest the grief, the agony, that must be in the hearts of the desolated women of Armenia today, and to plead with you individually and through your clubs, on behalf of all their unhappy kinsfolk.



The Peace Banner of the Junior Red Cross

The Heart of America's Children Remobilizes for Service

Julia C. Coburn

STORIES like this are coming to light almost every day. A little while ago in Russia about 1,200 children from six to fifteen years old were found running wild in the Ural Mountains and along the route of the Trans-Siberian Railway. They had been sent into the country to escape famine. They were doing so by living on roots and scraps they could beg in a squalid state approaching savagery. They were assembled and cared for by the Red Cross. In Archangel there are hundreds of little anaemic school children. They are refugees from the interior of Russia. Twenty-two hundred of them are being given midday lunches every day by the Red Cross. The representatives explain to these Russian children that the children of America,—nine millions of them—are working for the Red Cross. The interest of the little Russians is immediately fired. Their friendship for American children is so stimulated that they have deluged the office of the American Red Cross in Archangel with toys, made mostly by themselves, and a number of hand-made handkerchiefs, which they asked should be sent to their little American friends.

There is so much to be done to bring the youth of Europe back to normal childhood. Statistics from Petrograd show that from 57 to 87% of the children enrolled in school are absent on account of sickness. There are 75,000 homeless children in Petrograd alone. Many of them are orphans, and others were turned over to the commune by parents unable to feed them. In Poland, the essentials of food and clothing are lacking. Thread costs so much that poor people cannot mend their clothes. Children who have no warm clothes catch cold and cannot go to school. Every day children without any protection are brought to asylums ragged and barefoot. They must be clad from top to toe and have clean linen and bed clothes. As there is a great and ever increasing want of food in Warsaw, thousands of the poor children are sent to the country to be better fed. Poor persons who give shelter to these children insist, however, that they should be supplied with clothes, a demand with which it is well-nigh impossible to comply.

Frightful conditions prevail among children in the Balkans. By cable comes the heartrending word that 2000 ragged and destitute children are begging in the streets of Belgrade alone. In other parts of Serbia, there are more than 20,000 children, unclaimed, who have no parents or relatives. They can turn to no one but the government or charity for assistance.

Contrast such conditions with those among children in our own country. Here are twenty-three million school children with relatively few exceptions, well-clad, housed and fed. Happy, light-hearted childhood is the rule in America. With their little foreign friends it is a struggle

for existence. America's youth, who are learning through contrast to appreciate the blessings of peace and prosperity should be eager to share their plenty with those whom the accidents of geography have put in the path of a devastating war.

To carry out these far-reaching and idealistic plans, the group membership system of the Junior Red Cross will be retained. Each school will join as a unit by the payment of the fee equivalent to 25 cents for each pupil. Of this sum 15 cents for each pupil will be sent through the proper channels to Red Cross National Headquarters, where every cent of it will be expended for this foreign relief. Dr. Livingston Farrand, the new executive head of the American Red Cross, is now in Europe, charged to select the various forms of relief which the Junior Red Cross may appropriately undertake.

"Making things"—the backbone of the war time Junior Red Cross,—will continue as a broad plank in the peace platform just so long as there is need for anything which the juniors can produce—and there bids fair to be a need for some time.

Just at present, two national production orders loom large on the school horizon—one for reconstructed garments for refugee peoples, and the other for 30,000 chairs and 10,000 tables for use in reconstructed homes in the devastated regions of France.

So far, just one side of the story has been told—the service which the children of America may render at home and abroad. But perhaps the greatest side is the effect of all this upon our young citizens. Next fall Jimmie will read the story of the help given by the Junior Red Cross to a youngster just his age in Armenia, in Italy, in Serbia, in Russia, and in France, abundantly illustrated, from a manual especially prepared for the use of the Junior Red Cross in the schools. He will understand perhaps better than geography, history, and literature could teach him, the traditions, the economic and social conditions of that country, and its prospects for the future. It has a personal, human interest for Jimmie, because it is tied up with something he is *doing*. He has been challenged to serve and he is shown the results of that service. He earns thirty-seven cents by raising tomatoes in the back yard and selling them to the neighbors. He gives it to the school fund. It is cast upon the water, and sails thousands of miles away. It comes back to him with a wave of the pride of ownership. For he has bought stock in human destiny—he is a young statesman inserting his small stubby finger into the pie of the future of Europe. He is doing his share in creating the international friendship, sympathy and understanding, without which no league of nations can prove successful.

Who's Responsible?

LAST summer a small boy peddling fruit offered some huckleberries to a country woman—who questioned the price. “Why,” she said, “are not huckleberries very plenty this season?” “Oh, yes,” the boy replied, “there are heaps of them.” “Are they any harder to pick?” “Easier” was the answer, “cause there are so many on every bush.” “Well, then, why are they fifteen cents a basket this summer when we paid but eight cents last?” With grieved astonishment the boy looked up at her and said, “Didn’t you know there is a war?”

Thus began profiteering. War has been the excuse as well as the reason for many wrong as well as uncomfortably right things. But the God of War is not the only responsible party in the present alarming condition, for it is alarming when such inflation of currency occurs and the stability of our economic world is threatened.

Since 1913 as vouched for by the National Industrial Conference Board the cost of living has increased:

Food	85%
Rent	28%
Clothing	100%
Fuel, heat and light	57%
Sundries	66%

Average.....71%

This means that the dollar has not merely been halved but is worth in buying ability about thirty cents. And since the signing of the armistice prices have increased some 12%.

As a matter of fact prices have been steadily working their way upward for the last fifteen years. During that time Congress has appropriated money for at least three investigations, and certain States and municipalities have made studies and recommendations. These have resulted in a publicity which served merely to increase the price. “It pays to advertise” is as true of propaganda as a commodity, and profiteering is as communicable as smallpox. It is like smallpox also in that there are vaccines; preventions as well as remedies and cures.

Prevention of increasing prices implies knowing the source of the trouble. So far no Congressional investigation seems to have reached this particular place. It has busied itself with collecting data or by attacking the symptoms of an underlying cause. Undoubtedly there is profiteering which should be stopped by legal prosecution. Why the House of Representatives refused to include those who have so unduly raised rents in the list of the culpable it is hard to determine. For to the dispassionate observer the responsibility for many increases in price would seem to be involved in increased cost of housing both laborer and his place of work.

There is hoarding which should be exposed and punished. But the underlying cause of the increasing cost of living in 1913 as in 1917 and now, is public and pri-

vate extravagance and waste. The cure lies not in fining and imprisoning a few notable offenders or making examples of those most easily attacked; nor in Governmental regulation of any one business. It lies in inducing Congress as well as the people to apply and use the lessons one branch of the Government at least is attempting to teach—those of Thrift.

Some years ago when Massachusetts published the result of its investigations the report gave three causes for the increased cost of food; waste in marketing, waste in cooking and waste in serving. It was a severe but just criticism upon conditions which still exist in far too many well-to-do and wealthy homes, to say nothing of the poor ones where ignorance causes waste. The efforts of the Food Administration to control these wastes and educate the consumers bore tremendous results, but these did not last. As soon as war ceased extravagance began. Shop keepers report there never has been a time of more extravagant buying than now.

Aside from the prevailing extravagance which is a very real and menacing factor the causes of the present condition of increased costs may be stated as

1. Inflation of currency;
2. Decrease of industrial production;
3. Shutting off of markets, price fixing and control;
4. Heavy and unequitable taxes;
5. Profiteering, which is not only the last but the least factor in rising prices.

Responsibility for all this lies not merely with Congress or the Government; or the producer, be he farmer, wholesaler or retailer, or even that grossly abused middleman. Each of us who buys has a share. And it is demanded of us not alone to mend our ways but to see things as they are. Close watch on prices in every community, publicity of fair priced lists, the power of public opinion will all have an effect, but the greatest good will come from the honest endeavor of every man and woman to foster and use the lessons gained through the war, to produce all they can and to save all they can.

Every housekeeper in this country is *responsible* to a certain degree for the present condition and to that degree must she do her part in removing it. At the present time the General Federation of Women's Clubs can do no greater thing than to concentrate upon the teaching of values, those things the housekeeper must know if she is to buy even the thirty cents' worth of necessities with that dollar.

Moreover there are things not to be done. One is joining in agitation. Cold storage is a necessity. It should not be abused but it has to be used if prices are to be kept level and within bounds. Big business is not all wrong. The Standard Oil, convicted of many bad practices, did decrease the price of oil to the consumer, while the quality was steadily improved.

There is no place where order, system and efficiency more predominate than in what we call Big Business. There is none to which smaller percentage of profits are paid. Remember that a large manufacturer can make money when he sells a thousand hammers at a low price, but the merchant who sells but one must make a large profit in order to live. The Woolworth Building in New York City, and the fortune it represents show what small profits can do.

Investigate the meat trust. Regulate every food producer whose practices are in defiance of the public good, but realize that there is no reason for any industry or business, no excuse for its being unless it can pay. When it does not, it ceases to exist. If when the Government took over any business it was as imperative to make it pay as when it is handled by private concerns the results would not be so deplorable as those we have seen with the railroad, telephone and telegraph systems not to mention that branch of business the Government owns, the post office. But it is not. If there is a deficit the tax payer pays.

Goods must not only be produced but distributed. Food must be grown and clothes made, but if enough food to feed a starving world and tons of clothes could not reach those who needed these things of what use would they be?

There are but two ways of arriving at a conclusion. One is by thinking about it, the other is by feeling about it. This is the time for thought, for thinking straight, for coming to wise, intelligent conclusions and acting upon them in right ways.

The women of the General Federation must realize that Government regulation of every one else will be of small avail unless the Government itself begins to practice economy; and that the country's peace and prosperity lie in the hands of its individual citizens. The teaching of thrift must be genuine lessons in how to buy and use what is bought. And in this special crisis we can well begin by defining certain things.

What is profiteering? What are undue profits? On what factors are prices based? What is the difference between cost and price? Between costs and benefits?

Would it not be wise to have a serious investigation of the purchasing habits of women and determine how these add to the costs by which prices are fixed? Should the burden of high cost of living be laid upon the few or are the many not to blame? One man in testifying before a committee a few days since said no one could sell cheap meat and all retailers report that the demand is for the more expensive grade of goods. Certainly those who go down to work in cities cannot fail to note the clothes of those who toil.

Who's responsible? Every one of us. First it is our business to know. Second it is our business to do. Investigations, price fixings, prosecutions are all remedies. The cure is in the hands of the sufferer. Right demand, intelligent choice, proper purchase, wise use will bring about the right standards of living and reduce costs. Try it.

The Habit of Thrift

IT must be formed. We cannot exist as a nation without it. How we are to do it has become one of the big problems the General Federation has undertaken within the past few months.

There are three steps involved in any plan for teaching Thrift. First the individual must be induced to want to save; second she must be taught how to do so, and this involves the third step for no one can save money, time or effort until she has learned how to use it.

Miss Bacon, Director of Thrift in the General Federation has secured the appointment of the various State Chairmen and vigorously started the campaign. It is the purpose and hope of the Magazine to aid in the work by publishing collected data of State work, successful experiments carried on by the club women and other organizations, and articles written by such experts as Mr. Glass, Secretary of the Treasury, Mr. Vanderlip, Dr. Royal Meeker and others.

It is not alone imperative to teach, learn and use a budget and a budget system but to know how to properly invest savings as they accrue. The objects of the Treasury Department campaign are to inculcate habits of thrift and sell War Savings Stamps. This we are pledged to help do. But there is another need the Magazine expects to fill and that is in giving information concerning the right kind of investments for women. We shall publish articles written by men and women experts in the banking and financial world on this kind of thing.

Most interesting activities are now being carried on by banks in their savings and investment departments. The Society for Savings in Cleveland, Ohio, has a successful Home Economics Bureau where personal assistance in adjusting the budget and learning how to purchase is given all who care to ask it. The American Bankers' Association, several Chambers of Commerce and other banks are beginning the same sort of work and opening special departments for women in charge of women trained and educated for this purpose.

AMONG the organizations joining in the National Thrift campaign the American Home Economics Association will naturally have a considerable part, it being largely composed of experts in home economics who have had knowledge and experience in teaching the budget. Mrs. Alice Peloubet Norton, Editor of the Journal of Home Economics, is one of the Association's prominent members now connected with the Savings Division of the Treasury Department.

Mrs. Norton gave the Thrift course in the session lately held at Winthrop College in South Carolina.

The Thrift course as given by Mrs. Norton was not the kind that tried to show how last year's waste paper basket could be made into this year's summer hat. It was a real demonstration of Thrift principles as applied to the daily tangles of every woman's home problems. The \$3,000 salary crowned with debt under the loose system of "have what you can buy, not what you can afford" suddenly under the budget system be-

came ample provision for the family of six garnished with sufficient savings to purchase a fair sized Liberty Bond and several rows of War Savings Stamps. In other words the course taught that wise spending, not hoarding, was the basis of sound economy, and that saving and safe investment brought about that happy, satisfying condition of being an asset to one's community.

In a particular sense the students at the summer course received an advantage that college girls are denied. The college girl has as her associates women of budding achievement, but at Winthrop there were women whose achievements have already been recognized. Among them were Mrs. Rufus Fant, president of the State Federation of Women's Clubs of South Carolina; Mrs. J. E. Ellerbe, vice-president; Mrs. Bertha Munsell, chairman for South Carolina of the Women's National Liberty Loan Committee; Miss Donna Roberts, director of the Woman's Division of the War Loan Organization of the Fifth Federal Reserve District; Miss Lassie Kelly, field director under Miss Roberts for North Carolina and Miss Ella Lee Barnette, field director for South Carolina.

Thrift in the Home

Mrs. G. A. Brown

Federation Chairman for Thrift in Oklahoma

UPON the home and the standards there upheld rests the moral character of our citizenship. There the sturdy virtues of efficient manhood take root in the days of youth; and the ideals of liberty, equality and fraternity are grounded. Later environment may modify the beliefs inculcated; but few escape from the influence of early home life. The family is the basic unit in society. The burden of responsibility for the efficiency of each generation rests upon the one preceding, and in its final analysis, upon the mother, the custodian of the moral forces of the home.

That we have been rightfully called a spendthrift nation is largely due to the magnitude of our resources. With boundless agricultural products and unnumbered acres yet unbroken, with inexhaustible oil, gas and mineral power, all nature seems to encourage prodigality of expenditure and our average scale of living far surpasses that of any other country. We have used these gifts of nature lavishly, wastefully, taking no thought for the morrow. But we are beginning to develop a national conscience, to realize that our magnificent resources are not for this generation alone, but are held in trust for those to come. Hence we have begun to re-forest our denuded slopes, to harness the water-power of the nation and turn it into channels of usefulness, and to protest against all forms of needless waste.

One of the most valuable lessons of the world war emphasized the necessity of the conservation of food, coal, time and labor. We learned that national efficiency forbade us to overwork or underpay our wage-earners,

since we thereby robbed them of their reserve forces of strength or funds; that it was folly to squander time or labor-power through unemployment; and that wilful waste through inefficient methods of living was selling one's birthright for a mess of pottage. The same lessons came down by various gradations to the daily expenditures of the home, and the nation responded *to the call of war*, and not only meeting the world's need, but finding great personal benefit thereby. Now, the Government urges that the cheerfully acquired thrift habits of the war should not be discarded.

The estimated annual waste in the United States, through domestic inefficiency is \$300,000,000. Mr. Hoover calculates that the waste in food stuffs alone is \$50.00 for each American family, making an annual family waste of over one billion dollars. This is a direct indictment of woman's efficiency in her exclusive domain, and should call for immediate reconstruction of our household methods. Women should use their brain-power on every day problems; they should study the cost of living in its relation to the family budget. They should regard the household as a corporation, knowing definitely the amount which must be spent for fixed charges and with a keen sense of relative values, should thoughtfully apportion current expenses, betterments, and investments. In this work, they will find great help in the "Ten Lessons in Thrift" prepared by the United States Treasury Department, with the cooperation of the Industrial and Social Conditions department of the Generation Federation of Women's Clubs, for free distribution. It may be used as a suggestive text book, each division with collateral reading furnishing timely material for study and round table discussion.

It is suggested that Thrift Circles be formed in each club, since to popularize a movement strengthens both its numbers and spirit. As methods of thrift are discovered, the funds saved should be wisely invested, and for this purpose Thrift Stamps have demonstrated their permanent value, since they are always accessible, have an unquestioned value and a Rock of Gibraltar security. They may become a provision fund for sickness or adversity, or the nucleus for the purchase of a home.

The Government wishes to call the nation back to school for thrift lessons, not merely in the saving of money, but in the elimination of waste, and the right use of time. For the gain is not only a question of finance. The rising generation is taught thrift by precept and example, and even more important is the decreased temptation to squander time in frivolous pleasure. This fault of our age, like other habits of mind, may be subdued by the substitution of a more worthy goal.

Let the new-old science of thrift set its mark across the face of our hemisphere that the mothers of the land may help their children to acquire that momentum of conserved efficiency which shall carry them forward to the highest success.

Enfranchising Women

THE writer recalls a memorable suffrage meeting eight years ago in New York City at which Dr. John Dewey of Columbia University was the principal speaker. At the end of the lecture a man in the audience arose and said: "Dr. Dewey, I wish to ask you as a thoroughly sane man one question: Have you ever considered women and their fitness or unfitness to use so powerful and so dangerous a weapon as the ballot, from the standpoint of dress?"

"I suggest that you and every other man who is interested in enfranchising women, take an hour off and devote that time to observing a crowd of women—so called civilized women, as they file past you in a theatre or railroad station or a church. Study their dress from the standpoint of social psychology. Begin with their hats, as outlandish and grotesque as the head dress of any Fiji Islander. Look at their corseted bodies, rendering a deep breath impossible, their hobble skirts in which a normal step is out of the question. Observe their shoes, absurd caricature of the human foot. Look at their pointed toes and high narrow heels placed exactly under the arch where every step throws the body out of balance, making walking not only a torture but a positive danger. Imagine a man with his coat buttoned in the back requiring the services of a valet every time he dresses. Imagine any sane mortal being willing to be tortured for no purpose other than to make himself a little more conspicuously ugly and grotesque than his neighbor. No, not until women have freed themselves from the clutches of fashion will men ever be willing to entrust them with the ballot."

I am certain that more than one woman present winced under this arraignment. Being awakened and self-con-

scious victims, they were even more keenly alive to the situation than any onlooker possibly could be. At the same time they knew this man had thought the matter only half way through.

Dr. Dewey met the objections by reminding the speaker that barbaric dressing for men is hardly a matter of ancient history; while a man to-day does not dress in such fashion as to require a valet to fasten his coat, yet Charles I required the help, not of one valet, but sometimes more to accomplish the delicate and difficult feat of getting into his trousers. So tight were they worn at that time that they had to be suspended and the young dandy carefully lowered into them. He recalled the fact that men at one period wore their shoes so pointed they were turned back and fastened to the knee with slender chains of gold.

He showed that men had escaped from bondage to barbaric and conspicuous dress just in the same degree they had gained their political freedom and been admitted into a wider and more responsible life.

Now that women's minds and souls have achieved freedom it is no longer possible to keep their bodies in bondage to fashion. One by one the insignia of their subjection are disappearing and to-day we see women interested as never before in simplifying the whole question of dress.

The serious temper of the time; a common cause demanding supreme effort on the part of men and women alike, resulting in a corrected and saner scale of values; women's enforced participation in what hitherto has been regarded as peculiarly masculine work, have all combined to give tremendous impetus to the forces of evolution making for women's emancipation.

WHENEVER an investigation as to the underlying causes of an increased cost of living has been seriously undertaken, large factors have been found to be the ignorance and selfishness of the consumer. This is particularly true where clothing is concerned. There is comparatively little exploiting in foodstuffs. There is hoarding, profiteering, undue profit and like evils, but thousands of women do not buy cheap, unwholesome, *fashionable* things to eat because some other women are buying them.

But they are and have been the plaything of the fashion maker and the dress profiteer. They are exploited by those who exist on the vagaries and frailties of woman-kind. If it affected only the buyer; if careless, selfish, ignorant-buying and dressing merely added to the cost for that one woman, it would not be such a serious matter. But it only begins there. It ends in making living difficult and bitter for thousands who make clothes, and leading astray countless young women who know no better than to imitate in wrong ways and cheap stuffs the absurd styles they see wealthier women wearing.

As soon as the armistice was signed a propaganda

was started for women to look their prettiest, for the returning soldiers. It was good *selling* talk, but it had no patriotic motive. The styles put forth as befitting welcome homes were in cases an insult to womanhood. The extravagant buying induced by those whom the war and high wages have made rich, actually or comparatively, is a large influence in present conditions.

Women are responsible for this. If they refuse to be exploited, if they demand right things a great step will be taken in *establishing* not merely securing the privilege of citizenship.

It was with the idea of meeting the demands expressed in the resolution, "To stand behind every effort to make clothes better artistically in line, and color, more simple, economic and sane," that "The Dress of the Hour" was originated and offered for your approval. It is all you asked—simple, artistic, sane.

I believe the time has arrived for women to dress sanely, which means well, and I am giving my all to try and help them do this.

May E. Rhoads,
28 W. 30th St.

Dressing The School Girl

Mrs. Charles W. Greene, Chairman Home Economics

WHEN I was asked to write about "How to dress my school girl," my first thought was, "What an impossible subject." Everyone has her own ideas on this subject and some of us are very decided about them. It is, however, possible to discuss the principles that must underlie a school girl's clothes if she is to make the best development, both mental and physical. Never before has it been so essential that our girls shall keep well and strong.

In discussing standardized dress for a school girl let us consider the girl between the ages of ten and sixteen. A dress, to fit her needs, must be loose enough for freedom in breathing. She cannot be healthy and well without plenty of oxygen, and she cannot develop the muscles of her chest if they are bound down by her clothing. No muscle of her body must be restrained from perfect freedom of movement, in no place may the circulation be restricted. To keep her in perfect health is the great essential. The next generation's strength will be measured by the degree of success we attain.

The second characteristic of this ideal suit is that it covers her body equally well all over. If the temperature of her body is the same all over, chilling is prevented in any portion and consequently there will be no congestion in any part. This results in a good strong heart and splendid digestion, and with these two assets and plenty of fresh air and exercise your girl is bound to be a bundle of life and energy, ready for work or good times at a moment's notice.

I want to urge upon you the necessity of keeping the body warm, not too warm, for that is a mistake, but do not compel her to use, in keeping warm, energy that she ought to use in growing and developing.

The third characteristic is, that a girl's clothing must not attract attention to the girl herself or to any particular part of her body. It must not overshadow the girl. When you look at her you must be conscious of the girl and her individuality and not of her clothes; that is to say, they must be suited to the individual.

It is not necessary for me to say that they must be pretty. They must be pretty or they would not match the girl, for where in all the wide world is there anything so beautiful and lovable as young girls?

The fourth characteristic of this garment is that it must be easy to clean, for one that cannot be made clean and wholesome should not be found in a young girl's dressing room.

Then it must be inexpensive, for the reason that most of us need to be economical, and until there is less suffering from cold and hunger in this world we ought not to waste money.

Last, but not least, it must be modest. Is the dress that your daughter is wearing to High School a model of what a standardized dress should be? Are her neck and arms bare so that her brother scolds her? Are her stockings so thin as to be only an excuse?

How shall we dress a school girl? For the outside dress, there is nothing better than the kilt skirt, supported at the shoulders and made of wool or cotton. The gored short skirt for young girls is not satisfactory because it is always pulling up and exposing her knees when she sits Turk fashion. The kilt skirt adapts itself to the free use of the energetic young body that wants to play basketball or football, or any of the games that her brother plays. Personally, I have never seen any reason why a girl should not play the games that her brother plays in moderation.

With this kilt skirt, I have found with my daughter that there is nothing quite so satisfactory as the middy blouse. It has the characteristics that we have outlined for our ideal suit. The new smocked middy blouse I have found satisfactory for the reason that it brings an added fulness over the bust where the new curves that are forming on the young body are often a source of anxious concern and annoyance to the girl.

The smocked middy gives an opportunity for the touch of color that is dear to the hearts of our girls and to express her individuality in her clothing. The knot of ribbon at the throat matching the smocking makes a pretty picture.

With this suit should be worn bloomers matching the skirt. With adequate underwear, selected on the basis that they meet the requirements of the four principles enumerated, you will have your daughter simply, hygienically and beautifully clothed.

CALL has been sent out from Washington to the women of thirty-four countries, summoning their representatives to the first world congress of working women, which will meet in that city about October 23. This is the week preceding the International Labor Conference called by President Wilson for October 29. The cablegrams were addressed to the labor organizations and were signed by Miss Mary Anderson, secretary of the Women's Trades Union League Committee on International Relations, which has charge of the arrangements for the congress.

The New Consumer

Mary Schenck Woolman

A SALESMAN, old in the service, who all his life had been dealing with women, was lately heard to say, "Women are all alike, they do not care whether material is good or not, they only want something that is new and that will please their passing fancy." Said a bystander, "But do you not find any difference in them within the past few years?" Hesitating for an instant he replied, "Oh, yes, some of them are fussier."

The hope of the future is that "some of them are fussier." Thoughtful older women have long objected to the prices they have to pay for unsatisfactory materials; to showy, unenduring ready-to-wear garments, and to the rapidity with which fashions change. With the present high prices for commodities the wise housekeeper knows that the only true economy is to buy reliable goods which can be used to the limit of endurance and still look well. She finds difficulty, however, in identifying such fabrics in the stores and is asking the reason for this unnecessary situation when she is willing to pay the price.

Women are beginning to appreciate that the consumer is responsible largely for many of the unsatisfactory conditions on account of her ignorance of methods of manufacturing, her thoughtless demands for low priced goods and her apathy in overcoming her lack of knowledge and instituting changes. The state of protestation and questioning or "fussiness" has not only come but is slowly passing into action. These older women are now seeing to it that the younger generation shall be educated to meet the situation. The textile training at present offered is not as practical as it should be. There should be free, creative, rapid construction of garments with costume design as an integral part of the course. Judgment and selection of leading materials, planning of clothing budgets, practical home testing of fabrics and sufficient details of the manufacture of both cloth and clothing to judge values with greater intelligence and to appreciate the conditions surrounding the workers should be included.

The many years of Home Economics in colleges, schools and classes; the club work, conferences and demonstrations of the widely extending Extension Service of the Agricultural Department of the Government, and the special emphasis given by the Federation of Women's Clubs on a more modest, simple and better design for women's dress, underlying which is the appreciation of her duty as a consumer and her need to apply herself to understanding her business as the spender of money are bringing forth fruits. These new developments are being recognized even in the trade itself as significant of a new type of purchaser who must be considered by both manufacturers and buyers.

Community service demonstrated its usefulness during the war as a means of training people not reached by

schools and classes. An illustration of this new field of practical education was the Clothing Facts Bureau on Boston Common. The Women's City Club of Boston, through its War Service Committee, opened a bureau for giving information to the people on food, clothing, gardening and salvage. The city of Boston put up a hut on the Common to house the work in the most frequented part of the town. After the war the clothing section was taken over by the Women's Committee of Public Service, for the usefulness of the information given out had been thoroughly proven. The Clothing Facts had been developed in an endeavor to meet the needs of the numbers of women who came asking for advice on clothing problems. In order to help them directly and also to develop a more intelligent consumer, principles were formulated and graphically presented in poster form and exhibits of various types of clothing and manufacturing processes were assembled. Demonstrations on many sides of the subject were held regularly; garments were brought by those wishing help and suggestions for methods of renovation and making over were given. Experts on clothing were present at regular intervals to offer worth while advice. Terse bits of suggestion, posters, and printed matter were a help in guiding the visitors to judge more wisely and in bringing forth questions which enabled those in charge to see in what direction help was needed.

The work gradually extended all over Massachusetts and was asked for in other states for loan collections, speakers and demonstrators were sent to conferences and exhibits in many communities. Thus in the little cottage on the Common as at the Biennial Meetings of the Federation the people became interested in adding to their knowledge and intelligence took the place of "fussiness." A new consumer began to emerge who saw the economic needs more clearly as the days went by and realized the bearing of such suggestions as the following:

Is aware of the fact that to buy clothing wisely requires the development of her *intelligence* on new lines, a more perfect understanding of methods of *thrif*t and a thorough application of the laws of *health*.

Lives on a budget and makes a plan before buying the season's clothing after due consideration of her income

Knows the names of staple materials and can identify them.

Has trained her hand to feel and her eye to see difference between fibres, and between poor and good cloth.

Knows the properties and values of the four leading textiles.

Knows the prices of staple goods in relation to their reliability.

Has a sufficient knowledge of the growth, manufacture, dyeing and finishing of textiles to aid her in judgment.

Has methods of testing the value of cloth which she uses to determine their worth before investing in them.

Demands good material, good workmanship and good design in ready-to-wear garments and clothing accessories.

Makes an effort to find where reliable materials are made and asks for goods from those factories.

Requires honest information from the sales force and from advertisements and frequents those stores which have proved themselves reliable. If she has been misinformed she returns the goods, demanding restitution.

Realizes her responsibility as a consumer upon the costs of privileges in the department stores and endeavors to improve conditions and to meet the requests of the stores.

Is anxious to have standard materials on the market which she can identify, and is willing to pay a good price for them.

Believes rapid changes of fashion with the attendant showiness and weakness of fabrics to be a disadvantage to producer and consumer alike.

Is working for the standardization of the everyday business dress which is not uniformity but economy, modesty, personality and beauty.

The American Home Economics Association gave special attention to this movement at its meeting in June at Blue Ridge, North Carolina. The Textile Section secured the adoption by the Association of two important resolutions. The first urged all schools and colleges to feature the selection of textile fabrics and the clothes budget in their course of instruction during the coming year, and requests the active co-operation of various agencies in bringing the matter to the attention of American girls and women. The second asks the co-operation of manufacturers, jobbers and retailers in putting on the market a limited number of standardized fabrics of different grades. The Association has organized a committee to consider textile conditions, aid in standardizing fabrics, that the consumer may be assured of enduring goods; to create a demand for such textiles, and teach the advantage of textile selection and the making of clothing budgets in the schools.


The committee is in two sections, and the chairman is Miss Miriam Birdseye, of the States Relation Service, Department of Agriculture, Washington, D.C. These committees will co-operate with existing agencies, such as the Federation of Women's Clubs, State House Economics Associations, the Federal Extension Service, associations of manufacturers, jobbers, retailers and editors of women's journals, trade magazines and farm newspapers, hoping thus to bring all forces into a concerted action toward improving economic conditions in clothing.

Thus much has been accomplished but more is needed. Influential groups of women, determined to improve conditions, can be of the greatest service if they will get together. What are you personally going to do about it?

“For the tender skin of infants” *Bourjois* *“Better than a talcum”*

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Literature and Library Extension

Mrs. True Worthy White, Chairman

NOTHING is more potent to deepen love of country and respect for national institutions than to recall and celebrate the men and women who have made the country great and distinguished. It chances, happily, that in the year when we all desire to express our patriotism and renew our fealty occur the one hundredth anniversaries of three American writers of eminence who, each in his way, stood for the ideals of freedom and democracy. Every woman's club should celebrate these centenaries before the close of the year. A program for four meetings follows:

- I. James Russell Lowell, the Aristocrat and Democrat.
Book to consult, "Biography and Letters." Poems to read: "Bigelow Papers" (extracts), "The Present Crisis," "Ode" (read at the one hundredth anniversary of the Concord fight), "Commemoration Ode."
- II. Walt Whitman, the Man and Poet.
History (best short biography by Bliss Perry). As he tells his own story in his poems, "A Child Went Forth," "Song of Myself," "The Open Road," "Hymn to Columbus."
- III. Walt Whitman, Prophet of Great America.
Poems: "The Song of the Broad Axe," "By Blue Ontario's Shore," "When Lilacs Last in the Dooryard Bloomed," "Captain, My Captain."
Note.—Use only extracts from first two poems.
- IV. Julia Ward Howe.
"Reminiscences," written by Mrs. Howe in her eighty-second year. "Julia Ward Howe," biography, by Maude Howe Eliot and Laura E. Richards.
"The Battle Hymn of the Republic."

The Department offers the following outlines:

The Immigrant as Seen in His Own Literature.....	10 cents
A List of Over 250 Books for a Child's Library.....	10 cents
A Study of Short Stories.....	10 cents
Woman in Poetry, Play and Story (limited number).....	10 cents
A Study of 19th Century Poetry (limited number).....	10 cents
How to Prepare a Club Topic.....	Free
Latin America and Pan-Americanism.....	Free
A Study of American Literature since 1870.....	5 cents
Bible Studies.....	10 cents
The America of the Poets.....	10 cents
Democratic Ideals in Literature.....	10 cents
France and Democracy.....	10 cents
Literature of the Great War.....	10 cents
Folk-lore and Tradition as a Preparation for Pageantry.....	10 cents

French History Bulletin

THE new outline on Modern French History is now ready for distribution. It has been prepared for the Department of Literature by Mrs. Edgar Martin of Chicago, formerly a member of the French faculty of Chicago University. It contains an appendix "Selected Publications upon the Recent Period" which cites the books of the War produced in France.

This bulletin is designed to be of service to clubs, libraries and schools, but its completeness and scholarly detail do not make it beyond the easy use of small groups who may have only meagre facilities. We bespeak for it a very wide consideration.

Study of the Bible as Literature

Carolyn E. Whitney

NEVER in the world's history has there been greater need for self-control, sane judgment and faith in the higher attributes of humanity. Never was there more need of intelligent appreciation of true heroism. A clear conception of the different stages in life's history and the ultimate goal towards which they moved is essential to a correct discernment of the present upheaval.

The intellect as well as the heart is required to meet and solve the problems facing us in this period of stress and turmoil. Familiarity with the great heroes of the past, and the conditions which they met and conquered will help to inspire courage and faith that the leaders in our own generation will work out the high destiny to which they are called. The trials, the perseverance, the successes, even the mistakes and failures of those nations of the past, whose aims were based on the ultimate advancement of the human race, are incentives to us to do our best for our own generation.

REVEALS HUMAN NATURE

No book can give more help, greater encouragement and clearer insight into human nature than the Bible. In this Book of books we find the struggles of a nation toward a higher plane of living. Here and there great heroes stand out like shining lights. Again and again mistakes were made by both leaders and the rank and file, but with dogged persistence and never-ending faith, the "remnant" never lost sight of the light ahead.

In the study of the Bible as literature we follow the history of the Hebrew people from its origin down to the time when, as a nation, its mission was fulfilled.

In the epic stories of those far-away heroes we see human nature portrayed much as we see it today. We follow with interest the formation of the nation, and, through the addresses of Moses, the great leader and legislator, we see revealed the laws governing this people. We read the life of Joshua, the first soldier in Biblical history, and compare him with the great army leaders of our own times. The tragedy of Saul and the colossal failure of Solomon stand out like warning signals of danger to be avoided. We catch the spirit and fire of the message of the prophets whose patriotism, doubted by those too filled with individualism to understand, shines clear and true in the light of subsequent events. In the drama of Job, in the sublime poetry of the Psalms, in the pastoral story of Ruth, the political story of Esther, in the glimpses of the life in captivity and the return of the faithful few, we see life with its failures and successes, its losses and its gains—life real and life glorified.

In the New Testament, the teachings of Christ and the lessons and admonitions of those first preachers of our modern era still point us to the light ahead—the light which leads to universal brotherhood of nations, when

nations as individuals must recognize the rights of each other, and the law of nations shall be: "Therefore all things whatsoever ye would that men (nations) should do to you, do ye even so to them: for this is the law and the prophets."

THE BIBLE LITERATURE COMMITTEE

The Francis Squire Potter Memorial for the Study of the Bible as Literature was organized as a sub-committee of the General Federation Department of Literature and Library Extension in 1914. The purpose of the committee has been two-fold: To prepare outline studies for the use of women's clubs and other organizations, and to create and foster interest in the movement to have public school credits given for Bible study. In preparing the outlines, it has been the endeavor of the committee to make them literary and historical studies only, avoiding any entrance upon the domain of theology. The idea was to prepare outlines which could be followed by classes or clubs composed of women of different denominations and various creeds, all studying together in harmony.

Knowledge of the Bible as a literary classic is essential to a full comprehension of our English literature, because the language and imagery of the Bible permeates all of our best poetry and prose. Our philosophy, our ethics, our art, are all impregnated with its influence. In the study of comparative literature the value of the Bible cannot be overestimated. In this Book of books we find poetry in all its forms, from the simple lyric to the dramatic tragedy and the prophetic rhapsody. We find history, politics, ethics, maxims and oratory.

That our public schools should give recognition to the study of Hebrew history and literature as well as to that of Greece and Rome is being felt very strongly by many of our leading orators. Several plans are being used for Bible study in connection with school work.

The North Dakota plan allows high school credits for outside study of the Bible as literature. Colorado gives high school and grammar school credits for both literary and religious study of the Bible out of school. The Indiana plan provides for daily denominational Bible study in the various churches during school hours. In Washington, Spokane and Everett have adopted the North Dakota plan. New York City and Pennsylvania have plans for religious teaching out of school hours and daily Bible readings in school. In Alabama the plan suggested by the State Sunday School Association is being adopted, recognition being given by the public schools in many of the leading cities to the Bible instruction given by each denomination or religious faith.

April 5, 1918, the Arkansas State Teachers' Association adopted a plan for granting high school and grammar school credits for Bible study, which was presented by the general secretary of the State Sunday School Association and the State High School Inspector. The plan was approved by the State Board of Instruction. The work is to be done under the direction of Sunday school teachers who are graduates of the Teachers' Training Course or have equivalent qualifications.

OUTLINES FOR DISTRIBUTION

Old Testament Literature, Syllabus I.....	10 cents
Old Testament Literature, Syllabus II.....	10 cents
New Testament Literature, Syllabus I.....	10 cents
New Testament Literature, Syllabus II.....	10 cents
Story of Ruth and Esther	10 cents
Outline Study of the Book of Job.....	10 cents
Outline Study of the Book of Isaiah.....	10 cents
The Message of Micah, Rev. John D. Taylor, Litt.D. (Courtesy of The Biblical World).....	10 cents
Study of Saul, Mrs. Frances Squire Potter.....	10 cents
Story of Joseph, Mrs. Lucia L. Whitney.....	5 cents
Solomon, a Study in Irresolution	5 cents
The Bible as an Inspiration in Art	5 cents
Poetry of the Bible, Mrs. Jessie Llewellyn Engle...	5 cents
Music of the Bible, Mrs. Lucia L. Whitney.....	5 cents
The Song of Solomon, Carolyn Egbert Whitney....	5 cents
Survey of the Old Text	5 cents
Hebrew Poetry	5 cents
Women of the Bible	5 cents

MRS. Edward E. Eslick, adviser for Drama in the Department of Literature and Library Extension, writes that no bulletins on the Drama have been published since the excellent one compiled by a former Chairman, Mrs. Cartwright. A few of these are available for distribution. The Department of Literature through the Chairman for Drama will soon have ready a new Bulletin on *The Drama of Today*. The adviser for Drama will be glad to aid clubs in the selection of a course of study.

The following bulletins of the Drama League of America may be obtained for twenty-five cents from the Chairman of the Committee:

1. The Tragedies of Shakespeare.
2. The Study of Shakespeare's Comedies.
3. A Guide to Shakespeare's Stage.
4. Before and After Ibsen.
5. A Course in the Comedia dell'Arte.
6. The American Drama.
7. A Modern French Course.
8. French Drama Chronologically Studied.
9. The Drama Structure Course.
10. Henrik Ibsen.
11. Modern English Drama.
12. Greek Drama.
13. Modern Spanish Drama.
14. Comedy.
15. The One-Act Play.

THE Chairman of Library Extension sends free to each state chairman one copy of a pamphlet entitled "Plan of organization for small libraries." This is a text in up-to-date, simplified methods for new and growing libraries and is of special value to untrained librarians. Additional copies may be purchased at 75 cents through the F. W. Faxon Co.

The Chairman also sends free to all applicants a leaflet "How to prepare club programs," and reprints of articles on Library Extension prepared by Mrs. Budlong.

Attention is called to the pamphlet "Books for High School Libraries" prepared by Martha Wilson and published in 1918 by the United States Bureau of Education at 15 cents a copy. This is a great aid in the classification of books usually found in High School libraries.

Americanization via Pageant and Play

FOR Americanizing our citizens, both foreign-born and native-born, the pageant and the play offer immense possibilities (see Miss Hazel MacKaye's article, GENERAL FEDERATION MAGAZINE, June, p. 19, Mrs. Soble's Drama Program, July, p. 38, and Secretary Lane's). The New York Drama League has prepared the following lists especially for this magazine. The plays have been carefully selected out of a great number, for as yet there have been written for children and young people very few plays which are worth presenting and which at the same time fit into the Americanization program. All books and plays named in these lists can be secured through Mrs. Eslick or the magazine, at the prices stated. Part II of this Americanization list, consisting of Pageants and Festivals for Communities and Schools and of Reference Books will appear in our October issue.

Plays for Children

- Abraham Lincoln.**—Constance D'arcy Mackay. (In "Patriotic Plays and Pageants.") Cast: 4 Boys, 2 Girls. One Interior set. Early life of Lincoln, showing his industry and home life 1.40
- Daniel Boone.**—Constance D'arcy Mackay. (In "Patriotic Plays and Pageants.") Cast: 9 Men and extras. One act. One exterior set. Daniel Boone is in great danger from the Indians, but outwits them 1.40
- Historical Plays for Children for School Work.**—Bird and Starling. Casts: 4 to 8. Good for children from 8 to 10 years. These plays are based on voyage of discovery to the Americas. Episodes: Columbus, Hudson and Walter Raleigh 50
- Little Folk Plays of American Heroes.**—"George Washington," "Benjamin Franklin," "Abraham Lincoln" and "Ulysses S. Grant," by Mary Hazelton Wade. "John Joseph Pershing," by Ruth Hill. Each of these attractive little volumes contains the life of one of the above characters, which is also dramatized into a series of scenes that can be given either in sequence or singly. Especially adaptable for use in country schools where no library is available. Each 60
- Wonder Gate, The.**—Jane Abbot. Cast: 3 Girls and many extras. A play for children in two acts. The Wonder Gate, after being stormed in vain by battleships, fleet horses, infantry and airships, opens to a simple son of joy and service 15
- World-Wide Baby, The.**—E. E. Blexam. (In "Pageant Plays for Children.") Cast: 17. One Act. One Set. An excellent little play representative of America. A baby girl has come into the world. She is guarded by a Fairy. The Loving Lady enters and asks of what nationality the child is. The Father says that she is to have the good traits of all, and one by one, England, Turkey, France, Germany, Holland, Spain, etc., send representatives with worthy gifts.

Plays for High Schools or Amateurs

- Abraham Lincoln.**—Constance D'arcy Mackay. (In "Patriotic Plays and Pageants.") An episode in the life of Lincoln. Shows the Indians' trust in Lincoln's honesty. Can be produced in schools, homes or small theatres..... 1.50
- Benjamin Franklin.**—Constance D'arcy Mackay. (In "Patriotic Plays and Pageants.") Can be produced in schools, homes or small theatres. Suitable for clubs, settlements, etc. 1.40
- Columbus.**—Alice Johnston Walker. (In "Lafayette, Columbus and the Long Knives of Illinois.") Cast: 23 Men, 3 Women or more. Columbus' struggle for support in Spain. (The glad ending of his voyage to the New World and his triumphant return to Spain. Based on authentic historical sources and written from standpoint of the present. Interesting and dramatic 1.35
- George Washington's Fortune.**—Constance D'arcy Mackay. (In "Patriotic Plays and Pageants.") Cast: 5 Men, 1 Girl. George Washington's fortune is told by Red Rowan, the daughter of a frontiersman 1.40
- Lafayette.**—Alice Johnston Walker. (In "Lafayette, Columbus and the Long Knives of Illinois.") Cast: 15 or 24 Men, 5 to 7 Women. Three short acts. Based on authentic historical sources and written from the standpoint of the present. Interesting and dramatic. Lafayette, pursued by the French King's officers, ingeniously rallies his ragged Continentals, and is acclaimed at a ball in Baltimore, where those present pledge their children's children to come to the aid of France 1.35
- Man Without a Country, The.**—Elizabeth McFadden and Agnes Crimmins, from the story by Edward Everett Hale. Cast: 22 Men, 7 Women and extras. A prologue, three acts and an epilogue. Scenes: a recruiting station, the present; interior, 1807; on board a ship at sea, 1809. (Royalty) 25
- Perry Boys, The.**—Harold S. Latham. Cast: 10 Boys. Three Scenes, two Sets. One hour. A boys' club who have as their password Perry's "Don't give up the ship," are determined to do something for the good of the town in which they live. Act 2, back in 1813, representing again the present time in the past 25
- Plays of the Pioneers.**—Constance D'arcy Mackay. See Pageants.
- Rise-Up, Jennie Smith.**—Rachel L. Field. Cast: 3 Women. Drama League Prize Play. A patriotic play in one act. Scene, a sewing room with a stained-glass window. A little dressmaker gives up a cherished plan for her vacation in order to buy a Liberty Bond. Written with humor, imagination and pathos. Has three good character parts 25
- Washington, The Man Who Made Us.**—Percy MacKaye. Cast: 9 Men, 8 Women, 1 Boy, 1 Girl. Sixteen Scenes, 14 Transitions. Great variety of settings, interior and exterior. This play can, however, be simplified. A ballad play presenting episodes in the life of Washington. Remarkable for originality and beauty of form, for vitality of characterization of Washington. Any separate episode can be presented independently 1.75



IN a recent address on Americanization through Drama given at a President's Council, Mrs. J. J. Soble, chairman of Drama in New York suggested that the communities make of each national holiday and religious festival day, a day to be celebrated by a pageant or a community play. She announced with much pleasure the offering of three prizes of \$25.00 each by Mrs. Sherman Clarke, president of the Rochester Federation of Women's Clubs, to be awarded for the best dramatic composition, the best poem and the best musical composition. The subject of these compositions must be some phase of American life, and the marks are to be judged by prominent persons in the respective branches. It is hoped that these awards may be made before or at the Federation convention in November.

Approaching Meetings

THE Biennial Convention of the General Federation of Women's Clubs takes place June 1920, in Des Moines, Iowa. Mrs. F. W. Weitz, Press Chairman writes:

"Des Moines already has begun to make extensive plans for the entertainment of the Biennial next June. Club life all over the state has taken a new meaning. Into the new programs of the year will be injected much matter concerning the General Federation and Iowa's relation to other states. Every Iowa woman considers herself a joint hostess with every other Iowa woman and as is properly common with hostesses has begun to take an inventory of her attractions. Nothing will be spared to give the visitors a glorious welcome. The local Biennial Board is already well organized with Mrs. Gardner C. Cowles as chairman and other officers as follows: first vice-chairman, Mrs. H. L. Carrel; second vice-chairman, Mrs. F. O. Green; third vice-chairman, Mrs. Frank C. Travers; fourth vice-chairman, Mrs. John W. Watzek; recording secretary, Mrs. J. C. Cummins; corresponding secretary, Mrs. C. E. Hunn; treasurer, Mrs. C. H. Morris; auditor, Mrs. H. C. Evans; custodian, Miss Flora Laird. Besides those mentioned there are many vice-chairmen and assistants and committee members who are enthusiastically setting out on their various duties. Not only will there be many original plans for entertainment but the plans of the General Federation Board will be carried out to the smallest detail."

THE American Child Hygiene Association, formerly the American Association for Study and Prevention of Infant Mortality, will hold its Tenth Annual Meeting at Asheville, N.C., November 11-13, concurrently with the meeting of the Southern Medical Association. The American Public Health Association meets in New Orleans, La., the previous week.

State Federation Meetings—North Dakota, Grand Forks, October 13-15; Ohio, Cleveland, October 14-16; Pennsylvania, Scranton, October 14-16; Wisconsin, October 21-23. Other States meeting this Fall have not sent their dates or places of Convention.

WHAT IS AN AMERICAN ?

"Any Americanization program must be built upon two things: First, an established standard of what an American is" (page 4, *General Federation Magazine*, August, 1919.)

THE AMERICAN'S CREED AND ITS MEANING

is

—An Established Standard—

A standard because it is a concise, accurate measure of our belief in American principles.

Established because it has the recognition of the Government and the active support of important organizations engaged in Americanization work—including the General Federation of Women's Clubs.

Your own program could well start with this book, which was recommended for such use at the Asheville meeting in May.

The American's Creed and Its Meaning may be obtained either through the *General Federation Magazine* or from the publishers.

Single copies 50c postpaid. Discount for quantities on application

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THE NEW SCHOOL for SOCIAL RESEARCH

will open October first for the study of current economic and governmental problems. The work will be conducted by a group of well known writers and teachers among whom are GRAHAM WALLAS of London, THORSTEIN VEBLEN, JAMES HARVEY ROBINSON, WESLEY CLAIR MITCHELL, JOHN DEWEY, DEAN ROSCOE POUND, THOMAS S. ADAMS, HAROLD J. LASKI, MOISSAYE OLGIN, CHARLES A. BEARD and Members of the Bureau of Municipal Research, ROBERT BRUÈRE and Members of the Bureau of Industrial Research.

Courses will include lectures on *Economic Factors in Civilization, The Development of the United States into a World Power, The Historic Background of the Great War, Modern Industrialism, Social Inheritance, Recent Tendencies in Political Thought, Problems of American Government*, etc.

There will be late afternoon and evening lectures and conferences to permit the attendance of those engaged in regular professions. No academic degrees will be required but the standard of post-graduate work will be maintained. There will be general lectures and discussion for larger groups and small conferences for those equipped for special research.

Registration will begin September twenty-second

Announcement will be sent upon application to the school at

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North Carolina State Convention

IT was gratifying to note that the program of the North Carolina Federation of Women's Clubs at their annual convention in Hendersonville conformed so well with that of the Council. The president, Mrs. Clarence A. Johnson of Raleigh, had the vision and foresight to plan the program along reconstruction lines. Considering the distant part of the state in which the Convention was held, the attendance was good. Due to the Council meeting the week previous, the seventeenth convention had the unique distinction of having more General Federation officials as honor guests than any other convention in the history of the Federation.

Americanization was emphasized in planning next year's program. The Americanization program, outlined for the use of the study clubs by Mrs. T. W. Lingle of Chapel Hill, Director of the Women's Division of the Extension Department, will be used by a number of the clubs this winter. It is a study of all nations that have come to us, living and working happily together under one flag.

At every convention there is expressed strong disapproval of some of the motion pictures that are allowed to be shown nowadays. At Hendersonville definite action was taken, that the Legislature be instructed to provide a State Board of Censors, with the substitution of the word Endorsers for Censors, thereby giving publicity to the good pictures by endorsing them and thus ignoring the bad. In Indiana there is a woman in every county who is given authority to stop the reel if it isn't what it should be and even the mayor dare not intercede.

The club women favored the union of legislative committees of all state organizations to be known as a Legislative Council of Women and a committee was appointed to confer with other organizations. Instead of a dissipation of energy on the part of the various women's committees as is often the case there will be a concentration of effort by the Legislative Council from these various organizations, all of them working together for the same things. It is hoped that the 1920 special session will give the women an opportunity to "try out" the new scheme. Perchance ratification of suffrage may follow with so strong a backing! Certainly the prominent suffrage leaders, whose chairman of legislation is Mrs. Palmer Jerman, likewise the newly appointed chairman of legislation of the Federation, will work to that end.

Disapproval of modern tendencies in dance and dress was warmly discussed and assumed definite form when a resolution was presented by Mrs. T. W. Bickett, wife of North Carolina's Governor, decrying these modern tendencies. The resolution was unanimously adopted.

The address of Dr. Rachele Yarros, social hygiene expert of the State Board of Health of Illinois and a physician of twenty years' experience, at the closing session of the Convention, was in direct line with the campaign now on in our own State Department of Health against social diseases. The State Department financed the well known physician's trip to North Carolina and

furnished from its own department, Mrs. Kate Brew Vaughn, Director Bureau Infant Hygiene. The fact is significant in that it shows the club women of North Carolina to be working with the State Departments for the State's development. They seek advice and cooperation from the heads of the department in order that their energies may be rightly directed along carefully thought out and well planned lines. This the president emphasized in her annual address. The civic department cooperates with the Fire Prevention Division of Commissioner James R. Young's State Department and the social service department works in line with Commissioner R. F. Beasley, at whose request the women of the Federation will recommend women from their counties to serve on the County Board of Welfare, two men and one woman comprising the board.

Already the owner of a loving cup for the best musical composition the State Federation was presented this year with a second loving cup by Mr. J. H. Separk of Gastonia, to be given for the best poem. The woman winning the cut two years in succession becomes the owner and then Mr. Separk will donate another cup to the Federation.

Notable among the resolutions passed was the one endorsing the League of Nations and another endorsing our cooperation with the Thrift campaign of the government. Many others were passed, one favoring the cooperation with the Fire Prevention Department of the State; another endorsing the N. C. Educational Association, an association which stands for "equal pay for equal service;" and one endorsing the conservation of our natural resources. The Convention did some good constructive work and the clubs are now reaping the benefit.

The North Carolina Federation is distinctly fortunate in having for its new leader Mrs. Charles C. Hook of Charlotte, who has the vision and optimism absolutely requisite in the president of any woman's organization to-day. She can be counted upon to carry on the splendid work outlined by her predecessors, adding to it the wisdom of her own years of experience in Federation work.

The very hearty cordiality of the Hendersonville people will long be remembered. The recreation hours were filled with delightful drives, teas and other social gatherings for bringing the visitors together. The Convention was considered one of the most successful in the history of the Federation.

MRS. W. T. BOST, *Publicity Chairman.*



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Effect of War Work on Club Activities

IN looking over the various reports from the Clubs of the state, I am struck with the fact that the demands of war work have increased their scope of activity, and their avenues of expression have been broadened. To some extent previous to the war women's clubs had been departing from cultural lines. But it remained for the war to bring to the village club the real necessity as well as dignity of work along more practical, every-day lines. Very few clubs had held Baby Contests, but now few towns and villages but have opened baby weighing stations. Previous to the war, cooking was confined to the private kitchen except for those public exhibitions that had to do with fancy, expensive dishes. Now there are few clubs that have not done their share in maintaining war demonstrations, or in establishing canning or soup kitchens. This is true of that backbone of all clubdom—the small town club. And it is doubtful if the American housewife who tasted of war recipes and found them good, will depart from their use.

The war and the need for money gave clubs a new way to raise funds. The "Drive," has come to us to stay. Club women have learned how large sums can come from small contributions. They are willing to set into motion machinery for a drive, for almost any worthy local cause. Club women have learned to meet the tired businessman almost anywhere and relieve him, somewhat, of burden. And strange to say he is a fairly willing victim, for he, too, has learned that when a drive is on, everyone must give a little, and he feels no imposition.

Our Mississippi clubs have worked out a fine possibility for themselves at a time when they thought they had given over all club work for war activities. A few instances will make this clear.

From Senatobia, the Cosmopolitan Club, composed of thirty women, reports \$275.00 raised and expended in Belgian Baby relief, Armenian and Syrian relief, partially maintaining a scholarship in the Agricultural High School and payment of assessments to State Club work. Their actual personal service had its outlet in a "Baby Day" celebration, demonstrations in steam pressure canning, sponsoring lectures on gardening, and in Liberty Loan, Thrift Stamp and Red Cross drives.

The Tunica Woman's Club with fifty members raised \$495.00 and spent every cent of it wisely in adopting two French orphans and planting trees and shrubs; and in everyone of the war activities they paid their share and did their bit of service.

The Progressive Book Club of Lambert, has centered all its interest—when war work was done—on its public schools. They offer the scholarship medal, maintain a committee that meets periodically with the faculty, and helped in athletic equipment and on the piano fund.

These are fair examples of the work done in small town clubs. Mississippi abounds in them—strong in

their past efforts and accomplishments, and brave and hopeful in their plans for their future.

The State Federation has had for its main work, keeping an assistant at the Army Training Camp at Hattiesburg, in the interest of delinquent women and girls. The expense has been about a hundred dollars a month but it has been one of the best paying investments the State has ever made.

Mrs. Dean Rabby, our assistant to Mrs. Shields in this work has proven herself a valuable social worker. Her reports are rendered monthly to the State president, Mrs. Saunders, and are kept for future record.

The great impetus given to all organization work among women, is clearly felt in Mississippi and now that peace is with us, our clubs can but move on with added zeal and efficiency.

Mrs. J. C. Hardy, Press Chairman.

NOTE:—The Magazine with a degree of grateful pride prints the note Mrs. Hardy sent with this report:

"I have been appointed from Mississippi to represent our State in our magazine. But first as a reader of it let me tell you what a great help the publication is to me as a club president. I do not see how we ever worked out the various club problems without its help. Our club is quite a large one for this State and many of its most successful ventures have been built on ideas gained from the pages of the magazine. I could not work without it except to the great disadvantage of my organization."

AS Director for Oklahoma in the General Federation work I am glad to report that the five districts of Oklahoma held very enthusiastic and wide-awake meetings in April and the first week of May. Through the broader united service given to war work we are entering upon a new era of club work, Americanization being the keynote to all activities.

It is evident that the Oklahoma club women are "Peptomists" in the fullest sense of the word. You know an optimist hopes it, a pessimist doubts it, but a peptomist gets it, that's Oklahoma.

The State President offered a medal in each district for the best paper on Americanization written by a High School pupil. Many splendid papers were entered in the contest and the result was very satisfactory. The five winning papers are now to be judged by the State Americanization Committee.

Through the Art Department, pennants were offered in each district for the best school exhibit. The winners will be the only eligible schools in the fall contest for the state pennant at the biennial. Plans have already been started for the state biennial to be held at Edmond, Oklahoma, in November.

The Federation has received twenty-two new clubs in the last eighteen months. Six clubs have joined the General Federation. Mrs. McCain, state chairman of the War Victory Commission, reports \$2,214.50 sent in for that fund up to date.

The federation spirit is stronger than ever before and Oklahoma anticipates a most enthusiastic state biennial.

*Mrs. Eugene B. Lawson,
Oklahoma Director.*

MRS. WILLIAM D. STEELE, Chairman of Music, G.F.W.C., on her visit to North Carolina the last of May declared that there is no sweeter music than the songs sung in the Western Carolina mountains. Mrs. Steele led the assembly singing at the Council meeting in Asheville and made a tremendous "hit" with our North Carolina women. During the meeting she was on the program for two talks, first, "Typical Folk Music of America" and second, "What Music Has Meant to Our Soldiers."

Mrs. Steele is a fine, splendid looking woman with a charm of personality that wins you from the start. In conducting the assembly singing which is akin to the community "sings" she so earnestly advocates, she made you sing whether you could or not and with astonishingly good results. She gave delight to the people in Asheville and in turn was charmed with the music provided by the local committee. The "Spirituals" sung by the colored children of the Asheville City Schools was a revelation to her, for Mrs. Steele is from Missouri, and the folk song of the negro in the South she had never heard in its native clime. She says the negro is a born harmonist and his folk songs can't be beaten. "Swing Low, Sweet Chariot," "It's Me, It's Me, O Lord!" and numbers of other songs the colored children under the colored music director sang with wonderful sweetness and melody.

The program committee had indeed provided something unique for the entertainment of the northern and western women.

Mrs. Steele says that it used to be the custom to scorn our ballads, and we had been told we had no folk music upon which to build, but there is no sweeter music than the negro music and the ballads of the natives; found in the Carolinas, the swamps of Louisiana and in California. The French Creole songs and the songs of trappers in Canada are quite musical. Even the songs of the Indians are fascinating and catchy despite the fact that there is no real music in them. Mrs. Steele believes that the school children should be taught the folk music of other nations even as their own and that the foreign-born children should be given their own folk songs with a liberal translation in our own language.

She says that the reason the United States has never been considered a musical nation is because we've not sung for 400 years and have lost what Europe has had all that time. When the revolution came we had no battle song. "Yankee Doodle" was the Dutchman's song. Later came the "Star Spangled Banner" and still later the "Battle Hymn of the Republic." When complaints were made to the governments that our American soldiers could not sing in comparison with French and English soldiers, that they could not sing through the "Star Spangled Banner" nor "America," the finest music leaders were sent to the camps. No provision had been made for commissions for musicians and Walter Damrosch had to go in the ranks as a private. Music in which every fellow could participate was taught in the camps and then our boys sang as lustily as the rest of the army.

Mrs. W. T. Bost.

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Rhode Island

RHODE ISLAND held its annual convention at Greenville in June, its opening meeting being notable because of the speaker, Lieutenant Vittorio Orlandini.

Under Mrs. Farnum's leadership the State has lost no time in inaugurating the educational thrift campaign undertaken by the General Federation, with Miss Bacon as director. Mrs. Mead, of Providence, was appointed as the representative for Rhode Island.

It is evident that there are good program makers in the Rhode Island Federation, for the announcements of campaign and appointment were followed by a talk on Budget Making by Miss Bochees, in which she emphasized the need of a proper division of the family income, and said: "Making a budget is dependent upon keeping a record of accounts." Experts were quoted and facts and figures cited to show that a more use of the family income, brought about by a real thrift program, would in reality aid in securing a higher standard of living. Mrs. Henry Cushman, the Rhode Island representative of the War Victory Commission, outlined something of the work of the two girls sent to France with the Federation unit by the State and Mrs. Horace Bissell reported the Asheville Council meeting, giving in clear, definite form the relation between individual clubs, State Federation and the General Federation of Women's Clubs. It was an interesting, inspiring, helpful meeting.

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MRS. EUGENE GRANT, State chairman of Music, announces that the prize of \$25.00 for musical composition is offered for the *best patriotic song written by a federated Club Woman Composer* in the State of New York during this year (1919).

THE "Exhibit of American Pottery" of the General Federation Art Department will be used in Pennsylvania during the month of October. There are still some dates available for the clubs wishing to take advantage of this opportunity. Write at once to the State Art Chairman or Mrs. Anna R. Morey, Hastings, Nebraska, Chairman of exhibit.

WITH its annual meeting this spring, the Charleston City Federation of Women's Clubs completed its twentieth year of organization. The city union was formed June 9, 1899, comprising the Century and Psychology Clubs, Meminger Alumnae and the South Carolina Kindergarten Association, with an aggregate membership of 235. The Smith Alumnae was the next club added. Today the federation includes 11 clubs with a membership of 750.

In 1901 the federation undertook the first civic work of any women's organization in Charleston when it petitioned the city council for shade trees and the school commissioners for arbor day exercises. The petitions were granted and an appropriation made for the trees. After that time the progress of the women's clubs in Charleston was rapid. The federation contributions as an entity and through its members bodies have been large, not only to the civic development of Charleston, but also to the social and literary life of the city. It has worked especially in the interest of education, the most interesting feature of this work being its successful campaign to have the doors of the College of Charleston opened to women last year and the financing of this expansion. Although the coeducational feature was adopted only last fall, it is noteworthy that the president of the freshman class is a woman. Needless to say, the clubs of the Charleston Federation were active in war work and most of the campaign leaders were chosen from among those prominent in the federation.

The federation has a high position in the thoughts of the people of Charleston and is regarded as an important factor in the intelligent progress of the community.

THE OFFICIAL REGISTER OF WOMEN'S CLUBS IN AMERICA. "50 year-books in one," giving State and General Federation officers and committees, with all State Federation Club lists and presidents' addresses. Price \$2.10. Best medium for getting listed as lecturer or entertainer. "Lecturers' Section" goes free to every club that employs talent. Program Committees please send for it, enclosing 2c. postage.

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HELEN M. WINSLOW, Shirley, Mass.

Mrs. Nellie Peters Black

President of Georgia

MRS. NELLIE PETERS BLACK, president of the Georgia Federation of Women's Clubs, and one of the distinguished and beloved women of the South died at her home in Atlanta on August 4.

Mrs. Black was the daughter of Richard Peters, Atlanta's great citizen of pioneer days. From her girlhood she was identified with the civic and philanthropic work of the Community; an organizer of the Atlanta Free Kindergarten Woman's Club and of the Georgia State Federation. For years she was the leader of the Women's Activities in the Episcopal Church of Georgia, and during the war she represented the club women of her State on the Council of Defense and State Committee.

Miss Dooley in the Atlanta Constitution said of Mrs. Black:

"Her life has been one of usefulness for more than sixty years, in her spirit, intellect and works. She was a splendid expression of old regime tradition and womanly force, combined with that knowledge of the modern progress and necessary transitions, which completed in her the highest type of the woman of today.

"There are many Atlanta citizens who recall her as a young girl, an expert horsewoman, riding daily among the poor of the city when the inhabitants were then scattered, and initiating Atlanta's first organized charities. Even before the women of the community had begun to work through organizations, she as an individual had given commendable example of the influence of women as individuals in matters civic and educational as well as matters religious and philanthropic.

"While Mrs. Black's first work was through church affiliations, and Atlanta's first philanthropies, her last and most extensive work was through her leadership of the forces of the Georgia Federation of Women's clubs, that being the most extensive women's organization in Georgia, and one through which she saw the largest number of women could be reached with the message of service.

"She saw that through that body women could be reached with the problems which touched Georgia's very heart and life. She saw in the club branches and departments every element of women, and especially that element who live in the agricultural districts, and in the isolated communities not in close proximity to cities or towns. Being herself the owner and manager of a successful farm in north Georgia, she knew the problems which confront farm women, and she saw further that to reach the state and bring about certain reforms, educational and social, laid upon club women a great responsibility."

Mrs. J. E. Hayes of Montezuma, first Vice-president of the State Federation succeeds Mrs. Black as its president.

What One Club Has Done

WHAT HAS YOURS DONE?

NEARLY four years ago Mrs. J. C. Beekman of Tarpon Springs, Florida, wrote an urgent letter to the President of the Florida Federation of Women's Clubs asking that something be done to preserve the local history of the State, that which could only be gathered from family records and old letters.

This letter was turned over to the Chairman of the Bureau of Information and Historian of the Federation—Mrs. Kirk Munroe. It so happened that just at that time a little Club of which Mrs. Munroe was president, *The Folio Club*, of Cocoanut Grove, was looking for special work. The Club had been formed two years before as a literary class, making unusual books a special study. So when this new work was suggested, they accepted it, starting on a five years' course.

Mrs. Kirk Munroe's plan—which has proved most successful—was to have a leader in each county of the State, who should interest as many as possible in collecting not only material but pictures of Florida life. There has been gathered a wonderful lot of interesting material of local events that could in no other way have been secured. At the end of the five years a vote of the leaders will be taken as to where these records shall be kept, so they may be of use to future historians and novelists.

Many of the leaders are noted women of the State and have worked splendidly. Miss Carolina Brevard, Florida Historian, has sent several valuable papers—one a fascinating story of the "Freeing of a Family Slave." Deaconess Harriot R. Parkhill has contributed for her county not only information, but a rare old History of Florida, long time out of print. Mrs. E. A. Hill, of Orange City, who was one of the first women to take up club work in the State, has written a great deal of local history concerning places of historical interest in the early Florida days.

Mrs. Enoch J. Vaun, a noted Daughter of the Confederacy, has sent papers of great value collected during the Civil War. Mrs. Minnie Moor Wilson, of Kissimmee, has contributed papers dealing with the Seminole Indians.

The State has been well covered. Large envelopes marked with the name of county and leader hold all material sent to the President and will be kept by her until decided where to store. It will probably be planned to choose one paper for each county, and publish a book for the benefit of the Royal Palm State Park, owned by the Florida Federation.

The President, Mrs. Kirk Munroe, will gladly give information to any club wishing to do the same work for its State.



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The Demobilization of the Household Drudge

Gertrude Harriet Shearer

THE call to American housekeepers to help Uncle Sam was effective, to a large degree, because of the organization and system upon which it was founded. New interests, many of them of executive nature, required the closest attention of the women who assumed them. While much of their time and energy was required, their housekeeping duties did not lessen. The world knows that the activities of the various War organizations as conducted by the women of this country were magnificently carried on. Only the housekeeper knew the strain under which she labored; what it meant to keep the household machinery running smoothly and, at the same time, fill the place Uncle Sam had for her.

Then came another demand. The call that came to the American housewife found its echo in the ears of her servant-girl. Munition works, air-plane factories, and many other jobs invited her. Overseers of Uncle Sam's interests were too well skilled to lose sight of the fact that time and energy were not to be slighted. No opportunity was lost to make every move count and here again we find organization and system with many mechanical devices directing effort and cheating time.

Are we going to recognize and put to use our practical war-acquired ideas? Can we not see that it is folly to even want to bring back the untrained housemaid of the past, even though she be obtainable? It is frequently said that the returned doughboy is radically changed since he entered Uncle Sam's service. That he instantly recognizes the lack of system which handicaps his progress and grows impatient at stupid delay. Let us be consistent with this splendid example. If Uncle Sam took your maid-servant and trained her to accomplish his work by combining her brains with his mechanical aids, then rejoice! You have overcome the ignorance and prejudice against modern methods, which have flourished for many years in thousands of homes employing maids.

You can no longer afford to employ a woman to do your housework by old-time methods even if she will stay with you on those terms. Time has become too costly. The labor savers so much more perfectly perform this work for a few cents an hour.

If the cost of installing the electric washing machine, the mangle, electric sweeper and the dish-washer seems prohibitive, glance at the business office of your husband or inspect his factory. He and his employees use every time and labor saver that the establishment can afford and his business success is frequently judged by and flourishes accordingly. Men who appreciate the value of such an expenditure look upon it as an investment against the nervous energy and time of the office force.

Your housework has the same relative value. Once having installed labor-saving devices it matters not if inspired by the rosy vision of a perfectly organized home, your maid marries and leaves you stranded. Stranded? Oh, no! Not now. You are no longer de-

pendent upon the work of her hands. Neither is your strength to be taxed. Your systematized methods and the power that waits in every lamp socket, base-board and side-wall outlet will do your work without friction or complaint.

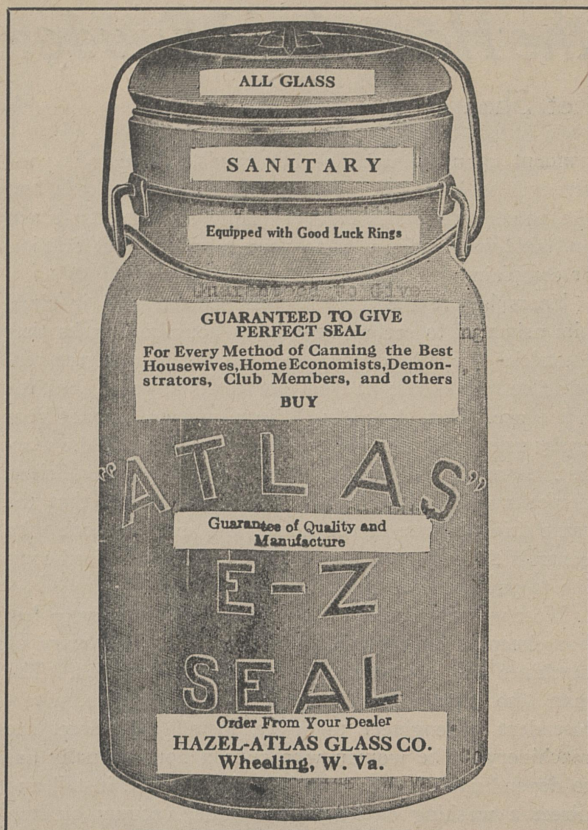
Years before the war Thomas Edison said it made him ashamed to see women doing household tasks that electricity should do for them. He felt to a degree responsible because he had not perfected more devices for home use. But, dear Mr. Edison, women are not generally using half the household helps already on the market. A man's idea for industry is that the power-driven device saves money. He has not yet learned that the same thing is true in the home, and until the one who controls the purse learns this the money is not forthcoming to purchase the needed thing.

Most women are not mechanics and comparatively few housekeepers have studied physics. They are wary of machines and equipment they do not understand. The man who owns a factory usually has a foreman, superintendent or engineer to select, install and direct the machinery. The woman who runs a house usually has to depend upon her own native wit to select, install and direct a washing or ironing machine, vacuum cleaner, electric cooker or iron. If the device is carelessly or ignorantly used it quickly becomes an expense in place of a saving, yet all that is needed is the little knowledge now to be had for the asking.

In all cities there are trained women connected with the gas and electric companies to show how the apparatus should be used. In other places there are extension teachers, state agents and teachers of domestic science who can help select and teach the use of these different things. Women all over the world have learned to use sewing machines with ease. They can just as easily learn to use the unfamiliar labor saving device they now pass by and the result will be as great.

And this is the only solution of the problem confronting the home-maker. The cook and the maid have gone. Our cities are being transformed into vast aggregations of "parlor, bedroom and bath" with a kitchenette attachment or a nearby restaurant as a "feeding" place. Under present conditions this is not only expensive in money but in health, nervous energy and human efficiency. Housework is not drudgery, but it does consume undue amounts of time and labor unless it is properly equipped with an adequate supply of the right kind of tools.

The fallacy in the reasoning of many industrial workers is the idea that muscle not intellect is needed to produce goods. It is not true. It takes less brawn to carry a trunk even, if intelligence is used in lifting and balancing it. Homes are not made by muscle but by thought. Labor saving devices are the concrete expression of intelligent thought.



Recipes from Federated Friends

Mock Mince Pies

- 1 cup raisins, chopped and packed down
 1 cup rolled crackers (plain soda)
 1 large teaspoon cinnamon 1½ cups boiling water
 1 scant teaspoon cloves 2/3 cup butter and lard
 1 scant teaspoon allspice 1½ cups sugar
 1 teaspoon salt ¾ cup vinegar
 a little nutmeg ¾ cup molasses

This makes three pies.

Grape Conserve

One basket Concord grapes cooked until soft and put through a strainer or sieve.

Juice and rind of three oranges. (Scrape the white pulp off the peel and then cut into small pieces.)

One package raisins, two cups English walnuts, eight cups sugar. Cook all together (slowly) until quite thick.

*Mrs. Charles H. Jacobson,
 President Colorado Federation.*

Corn Relish—A Delicious Recipe

- 1 bunch celery 12 ears of corn, cut from cob green
 6 medium sized red peppers, seeded 2 teaspoons salt
 1 quart white wine vinegar. 6 medium sized onions.
 2 teaspoons mustard. 1½ pounds sugar
 Chop in bowl. Cook 10 minutes. Can in jars.

*Mrs. Gilbert F. Davis,
 President Vermont Federation.*

Stuffed Tomatoes

Six medium-sized tomatoes; remove skin without scalding. Take out seeds and juice. Then fill with celery stuffing prepared as follows:

2 coffee cups of celery cut fine, with ¾ coffee cup of ripe olives and nuts in equal parts, cut mediumly fine—not chopped.

Mix celery, olives and nuts, salt slightly, fill tomatoes and set on ice; when ready to use, cover top of tomatoes with boiled salad dressing and serve on lettuce leaf.

Cheesed Celery

Take crisp, deeply grooved celery, ¼ pound cream cheese worked soft and creamed with whipped cream. Fill the groove of celery with creamed cheese, sprinkle with paprika, place on ice. Serve with soups. Cottage cheese is often used instead of cream cheese.

*Mrs. E. O. Leatherwood,
 President Utah Federation.*

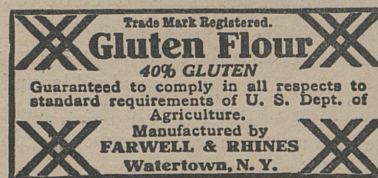
How to Fry Chickens That Are Old

Cut up chickens in small pieces and roll in flour and salt. Fry in spider until nice and brown. Place or pack in stone jar, cover with hot water, cover jar and bake in oven about two hours slowly. Make gravy by pouring water off from chicken when done into pan that was used to fry it in. This makes it brown. Wild game may be cooked this way.

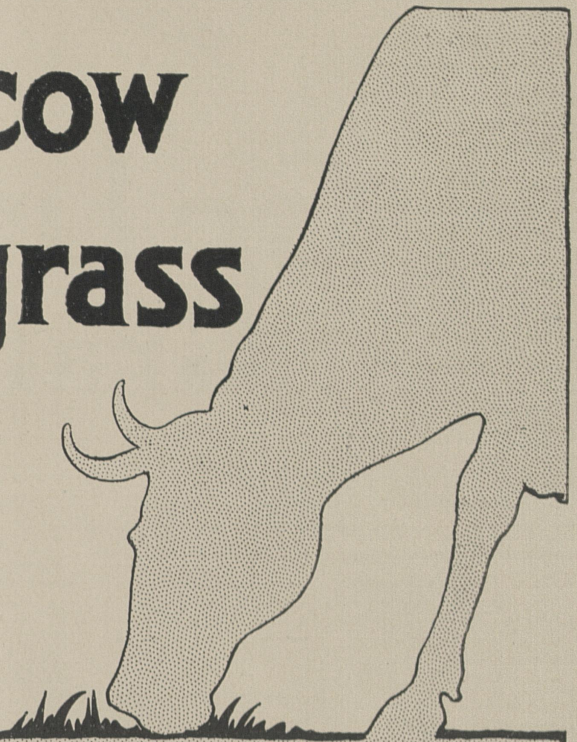
Mexican Roast

One and one-half pounds round steak cut from an inch to an inch and a half thick. Pound in with the edge of a plate all the flour you can on both sides. Sear in a hot spider, then put salt, two or three spoonfuls of canned tomato, a sliced onion and a sliced green pepper or pimento on top. Pour over hot water and let simmer for two and one-half hours. Thicken sauce for gravy and pour over meat. The meat will be so tender it can be easily cut with a fork, and the flour gives it a delicious flavor.

*Mrs. Geo. J. Allen,
 President Minnesota Federation.*



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eats green grass
to give
white milk**



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